

Sandy Lane Primary School Development Plan 2019-2020

Quality of Education

Ofsted Framework Context	Desired Outcome	Actions towards outcome	Person reporting milestones to Govs.	Milestone Ref	Milestone end date	Key Performance indicator	Cost Centre	Resource Time/ Budget
The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.	1. There is consistency in the teaching of phonics, so that the very large majority of pupils in Year One meet the expected Phonics standard*	<ul style="list-style-type: none"> • CB SLE phonics specialist – training- continuous program • Own phonics leader- • Moved into using reading materials to strengthen the teaching of phonics. • 6 weekly assessment info • Fluid groups to monitor progress up and down Fortnightly monitoring by leaders <p>Target: ☑ More experienced teachers as a result of training</p> <p>Target: to be in line with national average by end of 2018-2019.</p> <ul style="list-style-type: none"> • Writing Quality over quantity –editing stations feeding into better feedback. Moving from one a week writing to two, • Better quality feedback sharper focus on skills and knowledge and understanding with incisive feedback shaped by teacher understanding of children’s next steps. 	JC/FN	QE1 QE2 QE3	30/04/19 23/7/19 30/6/19 30.10.19	KQE1 KQE2	E27	Cost of CB £100 per session. X 4= £400.00
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. The school’s implementation of the curriculum is consistently strong. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve the best possible outcomes.	That all staff work towards achieving school Key Performance indicators for: <ul style="list-style-type: none"> • Quality of teaching • Quality of learning environment • Standards @ the end of EYFS • Standards @ the end of KS1 • Standards @ the end of KS2 • Quality of Curriculum • Weekly readers expectation 	<ul style="list-style-type: none"> • Monitoring improve review cycle continues with vigour • Renewed practical support- subject leaders getting into classes providing peer to peer support- as a result of MRI cycle • Fresh opportunities to lead CPD across school. • Target: Improve leadership capacity/ subject skills and opportunities to lead CPD. 	JC/FN	QE4 QE5 QE6 QE7 QE8 QE9	30.04.19 11.06.19 01.09.19 30.10.19 01.01.20 28.02.20	KQE3 KQE4 KQE5	E01 & E03	

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<p>The school's curriculum intent is strong. Across the school, it is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. The impact of the taught curriculum is strong; pupils' work across the curriculum is consistently of a high quality. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve the best possible outcomes.</p>	<ul style="list-style-type: none"> • Ensure that the intended outcomes for the Curriculum are met across all subjects. • Provide opportunities for staff to observe and explore different types of implementation in order to maximise the impact across each curriculum subject. 	<ul style="list-style-type: none"> • Embed the big idea • Use of knowledge and skills to be able to put forward an independent conclusion in a variety of ways • to explore different ways to present conclusions • LKS2 Use mixed ability pairs to discuss conclusions to big idea. <ul style="list-style-type: none"> • Maths CC at least once every half term. • Set a clear target for quality of CC work reflecting well against the Reading writing and maths • Staff meeting November – next step monitoring-share ideas in staff meetings-look for next steps for develop. • Presenting Triads for Creative Curriculum work Targets • By summer 2020 UKS2 to write more structured augment's in their conclusions. • By summer 2020 LKS2 write an age appropriate structure argument- possibly in small groups. • By Summer2020 KS1 children to be able to verbalise and then shared write a structure age appropriate conclusuin conclusion. 	<p>CD</p>	<p>QE12 QE13</p>	<p>23.07.19 31.10.19</p>	<p>KQE7</p>	<p>E01 & E03</p>	<p>staff time</p>
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