

Bishops Lydeard Church School - Development Plan 2017-2018

<p>Key Priority 1 – Outcomes for Pupils</p> <p>Ensure that pupil outcomes in all year groups are good</p> <p>1.1 All adults use children's prior attainment outcomes to set work ensuring at least national levels of progress are made (maths focus)</p> <p>1.2 Supporting identified Pupil Premium and SEN children</p> <p>1.3 Progress of children's writing based on their prior attainment band (boy focus)</p> <p>1.4 Cross curricular evidence demonstrates impact of curriculum on standards</p> <p>Reason for Priority: Ambition for all children to meet or exceed prior attainment outcomes – girls outperforming boys</p>		
<p>December Milestone</p> <ul style="list-style-type: none"> Teachers set aspirational targets based on prior attainment Children's work in all year groups reflect school: consistencies, clarity, expectations Evidence of progress in addressing identified barriers to learning – focus PP & SEN December targets achieved for all year groups 	<p>March Milestone</p> <ul style="list-style-type: none"> Progress and attainment of PP & SEN is at least in line with expectations for this time in the year Outcomes and progress are evident across all areas of the curriculum March targets achieved for all year groups 	<p>July KPI</p> <ul style="list-style-type: none"> Attainment for all Year Groups matches or exceeds their prior attainment Minimum of 3TP progress in R,W,M and greater where needed Progress of PP/SEN exceeds Prior Attainment outcomes Children make substantial and sustained progress across the curriculum considering their different starting points
<p>Key Priority 2 – Quality of Learning, Teaching and Assessment</p> <p>Regular and rigorous assessment informs high quality teaching in all classes:</p> <p>2.1 Teachers have consistently high expectations of all children's outcomes, progress and their attitudes to learning</p> <p>2.2 Teachers' planning is based on rigorous assessment judgements, constantly demanding more of all children based on their starting point</p> <p>2.3 Consistent use of incisive feedback, that is used by children effectively to improve their knowledge, understanding and skills</p> <p>Reason for Priority: Assessment needs to be consistent and rigorous across the school to inform high quality teaching in all classes</p>		
<p>December Milestone</p> <ul style="list-style-type: none"> Triangulation of outcomes identifies at least Good teaching in all classes, with 37.5% Outstanding School assessment systems accurately match children's outcomes Progress is clearly accelerated through clear dialogue between adults and children 	<p>March Milestone</p> <ul style="list-style-type: none"> Triangulation of outcomes identifies at least Good teaching in all classes, with 50% Outstanding Planning is based on specific next steps identified in the school assessment system Progress is maintained through clear dialogue between adults and children. 	<p>July KPI</p> <ul style="list-style-type: none"> Triangulation of outcomes identifies at least Good teaching in all classes, with 50% consistently Outstanding Incisive feedback has resulted in children's accelerated progress for targeted areas
<p>Key Priority 3 – Effectiveness of Leadership and Management</p> <p>Ensure that ALL leaders consistently focus on improving outcomes for all children</p> <p>3.1 Leaders and Governors have a deep, accurate understanding of the school's effectiveness</p> <p>3.2 Disadvantaged children have good outcomes, supported through the uncompromising ambition of the Pupil Premium Champion</p> <p>3.3 All teachers are motivated and trusted by all Leaders to take risks and set challenging personal targets</p> <p>3.4 Governors' challenge of school leaders at all levels has clear impact on standards</p> <p>3.5 Leaders focus on consistently raising standards</p> <p>Reason for Priority: Monitoring and challenge for all staff needs to be relentless from all leaders</p>		
<p>December Milestone</p> <ul style="list-style-type: none"> Subject leaders can articulate and demonstrate the impact of their leadership PP Champion ensures that staff plan work to address the precise needs of their disadvantaged children All teachers have individual targets triangulating to action points from internal and Hub CPD activities Governors' records clearly demonstrate challenge and impact on standards/provision 	<p>March Milestone</p> <ul style="list-style-type: none"> Subject leaders can articulate clearly the impact of their leadership matched against progress of each prior-attainment group PP Champion's monitoring of disadvantaged children shows the narrowing of the gap compared to non-disadvantaged All teachers can provide examples where their individual targets have impacted on standards Standards/provision have improved as a result of clear challenge from Governors. 	<p>July KPI</p> <ul style="list-style-type: none"> Progress is accelerated from children's starting points by all Leaders' uncompromising ambition for all children Impact of monitoring and challenge by all leaders demonstrates accelerated progress for all children The range of subjects and courses helps children acquire knowledge, understanding and skills in all aspects of their learning
<p>Key Priority 4 – Personal development, behaviour and welfare</p> <p>Pupils rate of attendance is rising quickly to be in line with national average</p> <p>4.1 No groups are disadvantaged by low attendance</p> <p>4.2 All children's successful attitudes to learning, including those from disadvantaged groups and SEN, are celebrated</p> <p>4.3 Develop children's strategies so that they adopt a growth-mind-set are resilient to failure</p> <p>Reason for Priority: Children consistently demonstrate effective behaviours for learning in all aspects of school life</p>		
<p>December Milestone</p> <ul style="list-style-type: none"> Work in books shows children responding positively to challenge from adults' marking Learning attitudes are supported through a programme of PSHE in all classes Monitoring shows that mindfulness strategies used in class aids children in starting lessons with positive attitudes 	<p>March Milestone</p> <ul style="list-style-type: none"> Children's feedback provides insightful and sensitive challenge Monitoring of the new PSHE programme shows increased positive attitudes Children's verbal feedback to Governors shows a positive impact of strategies to support behaviours for learning 	<p>July KPI</p> <ul style="list-style-type: none"> Pupil questionnaire shows positive attitudes to learning Monitoring of celebration of success has a positive impact on all children attitudes to learning
<p>Key Priority 5 – Early Years Provision</p> <p>Ensure that all children make high rates of progress, in relation to their starting points</p> <p>5.1 The EYFS environment is inclusive and promotes curiosity, imagination and concentration in all children</p> <p>5.2 Highly focused professional development secures progress of all children, including disadvantaged and those with SEN</p> <p>5.3 Assessment systems are effective in challenging children relative to their starting point</p> <p>Reason for Priority: Ambition for the 2017 EYFS cohort to make substantial and sustained progress relative to their starting point</p>		
<p>December Milestone</p> <ul style="list-style-type: none"> Teachers plans to support the progress of all children have had a positive impact Robust assessment systems are tailored to individual children and demonstrate progress for all children 	<p>March Milestone</p> <ul style="list-style-type: none"> Leaders demonstrate their uncompromising drive for improved outcomes for all children EYFS provision is adjusted in light on relentless on-going assessment and observations 	<p>July KPI</p> <ul style="list-style-type: none"> EYFS GLD is above 2017 national values Children who arrived in EYFS at a lower starting point make sustained progress

Christian Distinctiveness focus

6.1 Leaders ensure that the whole curriculum is informed by a distinctive Christian vision that contributes well to pupil behaviour and attitudes as well as their spiritual, moral, social and cultural development.

Reason for Priority: Action point from latest SIAMS inspection

Key Outcomes

- Curriculum is informed by a distinctive Christian vision impacting on children's understanding and demonstration of Christian values.

