Summary of School Development Priorities 2019 / 20

Priority One – Leadership and Management

1. There is an ambitious vision for the school and the curriculum provision for all children.
2. Middle leaders and subject leaders have undertaken an effective evaluation of their subjects and have drawn up, and are implementing, an action plan with appropriate priorities identified to ensure all children make good progress in all subjects.
3. Middle leaders for Literacy and Mathematics and the leader for Early Years, ensure that there is consistency of approach across their areas of responsibility with a focus on further improving outcomes for children through effective use of on-going assessment. (Action from Ofsted February 2019)

Priority 2 – Quality of Education (Previously Teaching, Learning and Assessment) including Early Years

1. To provide an excellent 'quality of education' for all pupils across the school as set out in the Ofsted Common Inspection Framework September 2019.
2. Teachers will make consistent and effective use of on-going assessment information gathered in 'cold tasks' to make sure that teaching across units is planned to enable all children to make good progress. (Action from Ofsted February 2019)
3. To further improve the phonic skills of children across Year R and Year 1 so that they are able to apply their skills with greater accuracy and confidence (Year 1 phonic check 50%+ children to score 37-40 marks).
4. To improve the outcomes at the end of keystage 1 (70% July 2019) for reading with a focus on fluency.
5. To build further on the successful improvements made in July 2019 to outcomes in maths so that these are at or above outcomes nationally and more closely in-line with JYS outcomes for reading at the end of keystage 2.
6. To further improve the rates of progress in reading and maths across keystage 2 in July 2020.

Priority 3 – Behaviour and Attitudes (previously part of Personal Development, Behaviour and Welfare)

1. To ensure that the school's policy on managing behaviour is followed by all adults in school to reduce the impact of occasional low-level disruptive behaviour on learning.
2. To build further on the children's already generally good attitudes to learning and each other through the school's values of 'Respect' and 'Enjoy'.

Priority 4 –Personal Development (Previously part of Personal Development, Behaviour and Welfare)

1. To support children to further build their resilience in order to support their health and well-being.
2. To review the school's approach to teaching of Sex and Relationships to ensure the new expectations are covered by September 2020.
3. To focus the activities of the newly appointed Sports Coach on involving as more children in physical activity at lunch time and after school to ensure that all children understand how to keep themselves healthy and to live a healthy lifestyle.