



Overview of Key Priorities of School Development Plan 2020-2021

Ofsted Key Judgement	Whole School Action	Strategic Targets	Key Priorities
The Quality of Education	To further strengthen the quality of teaching and learning in light of self-evaluation and curriculum design.	<ol style="list-style-type: none"> 1. To plan and implement a recovery curriculum for all pupils which addresses gaps in knowledge and skills, enabling them to reach their individual potential. 2. To establish a Covid 19 catch up plan, through targeted intervention support utilising DFE funding 3. To continue to raise standards in mathematics through a consistent mastery approach across the school which develops the children’s fluency, reasoning and problem solving. 4. To further raise standards of attainment in writing through embedding the teaching of vocabulary, grammar skills, knowledge of the writing process and use of high quality text. 5. To continue to implement and refine a new knowledge rich curriculum which secures deep learning, an enquiry approach, enjoyment across all subjects with oracy at the heart. 	<ol style="list-style-type: none"> 1. Undertake an audit of curriculum provision to identify key learning that has not been covered during school closure to determine teaching and learning priorities for the next academic year. 2. A programme of 1:1 and small group tuition is establish to support catch up work for pivotal pupils. 3. Review current maths provision and staff confidence. Refine approaches to develop a clear intent, implementation and impact 4. Develop a bank of high quality texts and high focus on grammar teaching following audit of current provision. 5. Monitor through planning, teaching and child engagement of the implementation of the curriculum. Subject leaders are able to support and refine the development of their subject’s curriculum.
Behaviour & Attitudes	To maintain a thriving school community built upon highly positive attitudes towards learning and a safe and stimulating learning environment.	<ol style="list-style-type: none"> 1. To plan the transition of pupils back into school in the new academic year, ensuring that their mental health and emotional needs are being supported. 2. To continue to improve the attendance of Free School Meal pupils so that it is in line with other pupils in the school. 3. To continue to embed Behaviour Recovery strategies to strengthen pupil behaviour and support staff wellbeing. 	<ol style="list-style-type: none"> 1. Strengthen systems for monitoring pupil welfare and attendance as part of the overall reopening plan. Raise the profile of mental health and wellbeing within the school and develop understanding of how children’s emotions can be supported. 2. Carefully monitor attendance figures for free school meal pupils. Ensure quick action is taken to address concerns. 3. Ensure a consistent approach to behaviour management, which draws upon a consistent use of language when tackling challenging behaviour and the use of escalation, de-escalation and recovery cycles.
Personal Development	To continue to promote the extensive personal development of pupils through a rich curriculum.	<ol style="list-style-type: none"> 1. To implement a ‘Recovery Curriculum’ for all pupils which promotes children’s mental health and well-being through emotional understanding, active learning. 2. To provide support for parents and families as 	<ol style="list-style-type: none"> 1. Children’s social and emotional needs are supported through targeted interventions and effective welfare and pastoral support systems. 2. Provide regular and supportive

		<p>pupils transition back into the school environment and with home learning.</p> <ol style="list-style-type: none"> To improve parental engagement with children's mental health and wellbeing. 	<p>communications with parents, especially to increase attendance and engagement/support with learning.</p> <ol style="list-style-type: none"> Parents have a good understanding of children's mental health and wellbeing through targeted information sharing.
<p>Leadership & Management</p>	<p>To develop the quality and capacity of leadership and management across the school.</p>	<ol style="list-style-type: none"> To plan the successful reopening of the school in September ensuring that government guidelines and proactive measures are in place to safeguard the school community. To establish a new senior leadership team within the school. To develop leadership and management at all levels, particularly middle leaders. To establish remote learning capacity to ensure that the school is better prepared to meet the educational needs of pupils through home learning provision in the future. The school continues to be compliant with all safeguarding and safety procedures/ standards. To sustain high levels of governance to provide appropriate support and challenge. To lead and manage the successful relocation of the school to its new site at Saltram Meadows. 	<ol style="list-style-type: none"> The school reopens to all pupils in September in line with government guidelines, ensuring that careful consideration is given to social distancing measures to safeguard pupils and staff. Establish new HT and senior leadership team and evaluate and set key priorities for the school. Subject leaders have more ownership over the strategic development of their subjects, leading to improved teaching and learning. Home Learning' is strengthened further by teachers being proficient in how to deliver a remote curriculum and monitor children's progress virtually. Further develop the remote learning platform. Safeguarding training for all staff completed and the school is compliant with all safeguarding and safety procedures/ standards. Increase the number of trained DDSL's and establish a supervision programme to support staff well-being. Governors are provided with the information and access to the school to support then in being fully informed to provide support and challenge. The whole school community is relocated to the new site. (management of move, emotional well-being, timings etc...)
<p>The Quality of the Early Years</p>	<p>To continue to provide high quality provision in all areas of the Early Years Foundation Stage.</p>	<ol style="list-style-type: none"> To ensure smooth transition into Foundation for 2020 – 2021 entrants due to the impact of Covid-19 To adapt current provision of early reading and writing to maintain good outcomes as part of the recovery curriculum planning process. To continue to increase the % of disadvantaged pupils who achieve the Good Level of Development and writing ELG. Embed teaching for mastery approaches for 	<ol style="list-style-type: none"> A highly structured induction programme is in place to support pupil transition into the school. Parents and families are well supported through the process Baseline/Diagnostic testing is used as an assessment tool to identify key gaps in learning for new pupils entering the school. Curriculum provision is planned around pupil led needs and adapted in light of

		<p>Maths.</p> <p>5. To plan how the well-established provision at Dunstone can be adapted to the new relocation of the school to Morley Meadow</p>	<p>ongoing continuous assessment.</p> <p>3. Further develop opportunities for pupils, particularly those from disadvantaged backgrounds, in the Foundation Stage to improve their vocabulary and oracy skills.</p> <p>4. Teaching for Mastery approaches are embedded, further training is provided for staff to support curriculum planning and implementation.</p> <p>5. Audit current provision and plan how this can be used effectively at the new school.</p>
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