

Executive Summary of School Development Plan Priorities

Priority 1: To raise the percentage of children at the 'expected standard' in writing

Actions to include:

- Termly topics that inspire pupils writing, especially the boys
- A minimum of three text genres covered over an academic 'short' term
- Adoption of Big Write across the school
- Interventions for targeted pupils
- Every pupil to have a writing target that is reviewed termly
- Consistency in handwriting and presentation policy being applied
- Home Learning tasks that promote independent extended writing and spelling practice
- Writing celebrated in the classroom and during whole school Achievement Assemblies

Priority 2: To raise the percentage of children at the 'expected standard' in maths

Actions to include:

- Assessment identifying 'gaps in learning' and informing planning
- Targeted interventions for pupils who have gaps in their learning
- Number and place value knowledge and understanding emphasis in weekly/termly planning
- All maths topic areas covered at least twice each 'seasonal' term
- Weekly teaching, learning, applying and testing of multiplication (and division) facts
- Weekly problem solving lesson that requires children to apply number knowledge
- Weekly opportunities for pupils to demonstrate Mastery of a new skill
- Maths Home Learning tasks that include multiplication and number facts practice

Priority 3: To raise the percentage of pupils, especially boys, at 'expected' standards in reading

Actions to include:

- Daily guided reading carousel activities in the classroom
- Texts and books that appeal to all pupils, especially boys
- Reading/book area in every classrooms
- Targeted reading intervention support for underachieving pupils
- Buddy Reading between older and younger children, boy role models of reading
- Daily reading encouraged (and recorded in Reading Diaries) and celebrated
- Reading challenges to promote competition for boy readers
- School library: updating of books and group visits

Priority 4: To reduce the difference in attainment between disadvantaged children and other pupils

Action

- Assessment identifying 'gaps in learning' and informing planning and support
- Cognitive, emotional, social and behavioural barriers identified
- Regular targeted adult support, resources and intervention that supports the needs of pupils
- Provision Map of support for pupils that is reviewed termly in relation to their progress

Priority 5: To raise the percentage of pupils making *at least* expected progress between KS1 & KS2

Action

- Actions outlined above
- Identify pupils that are not on track to make expected progress & put in place additional intervention
- Monitor through termly data analysis and progress meetings

Other areas for school development

- Enhance the high standards of safeguarding across the school so that the children are highly confident in staying safe in and around the local community and free from abuse and exploitation, particularly with online technology and social media
- Establish expectations and consistency of knowledge and skills for all new staff through effective induction, support and development so that there is a relentless drive for improving the outcomes of all children
- Promote ambitious and effective curriculum and middle leadership so that the school builds capacity and sustainability that has maximum impact on pupils long-term learning
- Develop the teaching, provision and support for the most able pupils so that they are able to deepen their knowledge and understanding and be continually challenged in their learning
- Maintain a broad and balanced national curriculum alongside the English and Maths, attainment and progress focus so that the children enjoy a wide range of educational experiences and have a thirst for new knowledge
- Provide a wider range of multi-cultural and faith learning experiences so that the children may enhance their tolerance and understanding of those outside their immediate local community and prepare themselves for life in modern Britain
- Focused and relevant continual professional development for staff so that their professional standards and skills are continually raised and result directly in high quality and effective teaching in the class
- Further development of Eynsham Partnership Academy collaboration so that staff become active members of a professional learning community that shares, supports and improves each other's good practice
- Systematic and effective monitoring through learning walks, lesson observations, book scrutiny, data analysis and pupil progress meetings by school leaders to support and develop teacher practice to at least 'good'.
- Enhance the opportunities to participate in and respond positively to artistic, musical and sporting activities so that the children can have an enriched educational experience that provides new opportunities and promotes a rounded pupil.
- Enhance the pupils motivations and attitudes to learning through the teaching of 'positive mindset' so that they can understand their own and others potential and risk mistakes and failure in their quest for new learning and knowledge

If you would like to discuss any aspects of this Executive Summary please do not hesitate to contact the school office and arrange a meeting with me.

October' 16