

School Development Plan

Priorities 2013-2014



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Achievement</p>	<p>To enable children to make rapid and sustained progress across each year group in maths.</p>	<ul style="list-style-type: none"> • Tracking sheets show that most children are achieving rapid progress and are on target to achieve at or above the national average. • Work scrutiny indicates that children are making sustained progress. • Classroom observations show that teachers have good maths subject knowledge for the level that they are teaching. • Learning walks show evidence of stimulating/interactive maths displays around the school and maths vocabulary is displayed in all classrooms. • Monitoring of planning shows cross curricular links with maths • 75% of children make 2 sub level progress in maths
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Quality of Teaching</p>	<p>To improve quality of learning through systematic checking, marking and feedback</p>	<ul style="list-style-type: none"> • Monitoring by subject leader and assessment leader show consistency throughout the school- Ticked Pink and Green for Growth. • In discussion children can explain their current learning and their necessary next steps. • Teachers are aware of their pupil's progress and can discuss this at their pupil progress meetings. • Self -evaluation and peer evaluation is evident in children's learning. • Teacher's performance management objectives, reflect the attainment of the children and their progress. • Observations occur regularly and provide opportunities for teacher development.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Quality of Teaching</p>	<p>To consolidate good teaching and move towards outstanding across the school</p>	<ul style="list-style-type: none"> • Teachers understand what 'Outstanding' teaching looks like and the elements of an 'Outstanding' lesson. • Teacher's plan for 'Outstanding' opportunities. • Teacher's work together to incorporate peer observations, feedback and planning. • Teaching and learning observations reflect high standards and promote challenges. • Homework reflects the needs of individuals and supports learning within the classes. • Parents are given opportunities to develop their understanding and skills required to help their children to complete homework successfully. • 90% of all lessons are good or better and 25% of lessons are outstanding

Behaviour and Safety	To establish and embed an agreed set of values	<ul style="list-style-type: none"> • School values are identified and shared with the whole of the school community. • Parents and teachers lead by example. • The values become a fundamental part of the school's culture, and should underpin everyday practise throughout the school
	To ensure that all members of the school community consistently uphold the Ongar Rules behaviour framework and promote self-regulation of behaviour.	<ul style="list-style-type: none"> • All children know the Ongar Rules • Observations show that behaviour in classrooms demonstrates an excellent attitude to learning • All members of the school community are polite • All staff demonstrate skilled and highly consistent behaviour management • Children with specific needs are supported to reach behaviour expectations
Leadership and Management	To continue to develop leadership capacity and capability in all staff	<ul style="list-style-type: none"> • Staff are able to articulate the difference they have made to pupils learning progress and/or emotional well-being • SLT and middle leaders can present an evaluation of the impact of their actions during the year • The monitoring of CPD events shows that they have had a direct impact on children's progress/well-being and are value for money • Subject Leaders successfully plan and mange a budget and resources are provided to support teaching and learning throughout their subject area
	To embed the role of school council within the culture of the school	<ul style="list-style-type: none"> • All staff and children to be aware of school council events and issues to be monitored by questionnaire (February 2014) • School council and other children will be consulted on their needs • Children will attend appropriate events
	To develop the partnership between staff and governors so that governors can fulfil their evaluative role effectively.	<ul style="list-style-type: none"> • Monitoring plan to have been completed and report given to governing body • Registers of events show increase in governor attendance at school events and staff attendance at governor events • Governors CPD records to show Governors have availed themselves of development opportunities