

**St Andrew's CE Primary School**  
**Overall priorities 2017/18**



This document includes an outline of the overall priorities in our School Development Plan. More details can be seen in our complete SDP targets and specific action plans for improvement (eg subjects / year group action plans).

Below are our success criteria (aims) for 2017/18, which are based on the new expectations, new curriculum and the changes to assessing children. They demonstrate our high expectations as a school.

**Raising Achievement Success Criteria 2017/18**

1. **Attainment**—All year groups to be well above expected standard in Reading, Writing and Maths, including combined %, than the previous year 16/17.
2. **AREs** - All year groups to be well above the national Floor Standard of children working at ARE in all subjects (combined floor standard 16/17—national average 61%)
3. **Progress** - The vast majority of children to make a full POS over the year. Eg achieve Silver each year, achieve Gold each year, if Bronze then children to be at least 'within (W2)'.  
4. **More able/ G&T** - All year groups to have an increasing number of the cohort working at greater depth 'Gold' by the end of the year.
5. **Year 1—Attainment**—To maintain/ improve standards of children passing the Phonic test.
6. **Year 2—Attainment**—To continue to improve standards with an increase in % of the children achieving expected standard or above at the end of year 2.
7. **Year 6 - Attainment**—To be well above the national average for children attaining the national standard in SAT's for Reading, Writing, Maths, Grammar and combined Eng & Maths.
8. **EYFS to KS1 Progress**—for progress of all ability groups to be inline with national progress.
9. **KS1 to KS2 Progress**— For progress measures to be well above the national average and showing that standards are being maintained/ improved (including children meeting their end of key stage target).
10. **Pupil Premium**—The vast majority of Pupil Premium children to be attaining in line with/ making similar progress to the non-pupil premium children.
11. **Closing the Gap** — To ensure all specific groups of children (PP/ FSM/ SEN) maintain similar standards to non PP/FSM/SEN children and that gaps do not get wider.
12. **Foundation Subjects**—All year groups to have an increasing number of the cohort working at ARE 'Silver' and greater depth 'Gold' by the end of the year.

## SDP OVERVIEW - PRIORITY TARGETS - 1

<p><b>Subject:</b> Overview  <b>Year:</b> 2017 - 18  <b>Responsibility:</b> GH  <b>Link Governor:</b> J Porter</p>	<p><b>Key Priorities (To continue to meet the demands of our OFSTED Key Issues)</b>  <b>Overall Aim: To be an outstanding school (Ofsted and SIAMS)</b></p> <ol style="list-style-type: none"> <li>1. To improve Maths provision (problem solving, Key Issue KS1)</li> <li>2. To improve Problem Strategies (particularly Boys and High Achievers) throughout the school ((Ofsted Key Issue)</li> <li>3. To develop further staff understanding of standards (mastery) and appropriate expectations for pupil progress re: new curriculum and assessment procedures (for all subjects)             <ol style="list-style-type: none"> <li>a) Ensure that our school provides a curriculum that is relevant , broad, balanced and motivates and excites our pupils</li> <li>b) To develop further partnerships to aid quality of learning and assessment                 <ul style="list-style-type: none"> <li>- with learning establishments</li> <li>- with increased emphasis on raising confidence/awareness of parents in non-negotiable basic skills and awareness of the concept of 'mastery'</li> </ul> </li> <li>c) Give greater opportunities to develop Basic Skills and Ofsted Key issues through Enterprise projects</li> <li>d) To develop further skills re: marking and assessment for learning</li> </ol> </li> <li>4. Further development of higher level boy's writing (Ofsted Key Issue)</li> <li>5. To have a greater number of 'outstanding' teachers</li> <li>6. Continued development of new assessment system and tracking, in line with new curriculum guidelines and National Expectations, in all subjects             <ol style="list-style-type: none"> <li>a) By maintaining consistence re: efficient methods of tracking (Bus Stop)                 <ul style="list-style-type: none"> <li>● improving provision for G&amp;T/More Able pupils (Gold Level)</li> <li>●Improving provision for 'middle ability' pupils</li> <li>● Improving further transition between year groups - especially R/Y12, Y2/3</li> <li>● Whole School preparation for Y6 SATs outcomes</li> <li>● Explore further strategies for Closing the Gap (Pupil Premium/Disadvantaged)</li> <li>●Develop further peer assessment and pupil directed learning</li> </ul> </li> </ol> </li> <li>7. To develop further leadership at all levels through an increasingly strong appraisal system and stringent accountability measures (Ofsted Key Issue)</li> <li>8. Accountability of Middle Leaders in using data to drive up standards</li> <li>9. Promoting British Values</li> <li>10. Explore furthedr strategies for maintaining our overall high standard of attendance.</li> </ol>	<p><b>Monitoring procedures:</b></p> <ul style="list-style-type: none"> <li>● GH/SLT scrutinies of work/planning</li> <li>● Staff Evidence Files</li> <li>● 1:1 interviews with GH / SLT</li> <li>● Observations of teaching by HT / SLT</li> </ul>		
<p style="text-align: center;"><b>Improvement targets (See also Success Criteria 2017/18)</b></p>	<p style="text-align: center;"><b>Evaluation comment</b></p>	<b>End of Year Progress</b>		
		Ach'd	Partly Ach'd	Not Ach'd
<p><b>Assessment</b>          Maintain/improve progress in line with new assessment strategies across the school, but especially in addressing KS1 Key Issues          To improve provision for Gifted, Talented &amp; More Able with an increasing emphasis also on provision for middle ability children          Further improvements in developing provision for our disadvantaged pupils.          Continue to develop efficiency of methods of tracking, ie review of Bus Stop          To develop further staff understanding of floor standards and appropriate expectations for pupil progress re 'Mastery'          Further develop strategies to address Key Issues (Ofsted and Dashboard) across the curriculum</p>				
<p><b>Curriculum</b>          Further development/improvement of Basics:              i) reading, writing &amp; numeracy - across the age groups but especially in KS1              ii) further development of handwriting/spelling/grammar/calculation policy/phonics programmes              iii) continue to develop problem solving strategies across the school              iii) improving further boys' higher level writing          Further improved differentiation at all levels, particularly re: provision for:              i) G&amp;T pupils and 'middle ability' pupils              ii) Closing the gap for all pupils          Continue to improve assessment in RE and ICT          Development Pupil Voice and pupil directed learning          Ensure the provision of a curriculum which is relevant, broad, balanced and motivating for our pupils  <b>Please note: All individual subject curriculum targets (in full) are available on request from the school office.</b></p>				

## SDP OVERVIEW - PRIORITY TARGETS - 2

<b>Subject:</b> Overview (Cont.) <b>Year:</b> 2017 - 18 <b>Responsibility:</b> GH <b>Link Governor:</b> J Porter	See previous page	<ul style="list-style-type: none"> <li>See previous page</li> </ul>			
<b>Improvement targets</b> (Success criteria reference in brackets)		<b>Evaluation comment</b>	<b>End of Year Progress</b>		
			<b>Ach'd</b>	<b>Partly Ach'd</b>	<b>Not Ach'd</b>
<b>Leadership</b> Continue to develop our capacity for improvement Further development of Senior Leadership Team re: rigour of scrutiny of standards consistent quality re monitoring (scrutiny)/evaluation/ feedback - greater emphasis on accountability between leaders Further development of transition from Y2 to Y3 Further develop the role of subject co-ordinators re: - monitoring - assessment - networking - planning for G&T / Disadvantaged Further Governor involvement in monitoring and evaluation of standards in the school and increasing involvement in setting targets.					
To develop further leadership at all levels through an increasingly strong/robust appraisal system.					
To develop further partnerships to aid learning and quality of teaching standards					
<b>Staff/Staff Development</b> Implement a rigorous NQT programme to enable NQTs to be judged Good as soon as possible To improve staff (teaching and support) skills in increasing quality of provision for more able To further explore strategies to improve planning for differentiation in particular i) To support the progress of middle ability children ii) All round 'closing the gaps' Further development of skills in the teaching of Basics - reading, writing, number Further development of Appraisal procedures Increase training for TAs in developing understanding of AfL, levelling of work and questioning Development of the role HLTAs. To become an accredited teaching school.					
<b>Community</b> Ongoing development of Church School distinction and levelling of RE work Develop further strategies to support parents re: their understanding of modern methods					
<b>Premises</b> Boiler Room - conversion to storage area / removal of asbestos Replace carpets in specific classrooms and areas of the school Large Hall refurbishment					
<b>External Décor</b> - woodwork painted OR replaced by UPVC					
<b>Early Years Provision</b> Further improvement of outdoor provision Creation of den areas to promote problem solving opportunities					