

MSJ School Development Plan Jan- Dec 2018

<u>Area</u>	<u>Objective</u>	<u>Actions</u>	<u>Success Criteria</u>
Teaching, learning and assessment	To continue to raise achievement throughout the school by facilitating rich curriculum opportunities.	<ul style="list-style-type: none"> • Implement an arts week in the spring term • Improve the quality and coverage of Art skills throughout the school • Develop actions to improve the quality of outcomes in D&T • Develop science curriculum with a short whole school project 	<ul style="list-style-type: none"> • Motivated, engaged children who are enthusiastic to learn • Strong data throughout the school. • Rich curriculum activities in every year group. • Progress evident in books • Well defined and effective interventions.
Personal development, behaviour and welfare	To develop children's social and emotional resilience, together with their wellbeing in all aspects of school life.	<ul style="list-style-type: none"> • Circulate Trick Box cards to all children • Engage parents through workshops • Establish Trick Box mentors • Develop ELSA provision • Develop the use of exit and entry cards • Prepare for the renewal of RSS award – revisit whole school approaches and update staff • Fully establish link with school in India • Develop facilities in new playground by implementing new fixed equipment • Liaise with all staff to develop meaning playtime and lunchtime routines • Embed use of peace garden as part of the school culture • Develop a meaningful link with fruits of the spirit and RRS • Develop and audit an inclusive school approach towards mental health 	<ul style="list-style-type: none"> • Children using taught Trick Box strategies. • Children engaged in positive playtimes. • Well-being strategies fully integrated and utilised throughout the school

<p>Pupil outcomes</p>	<p>To improve the outcomes throughout the school for all groups.</p>	<ul style="list-style-type: none"> • Introduce times table scheme to whole school • Continue to develop the provision for more able in Maths • Make effective use of data to ensure maximum progress for all • Review the provision for Computing throughout the school • Raise standards in spelling throughout the school by updating teaching strategies and developing MTP • Update whole school spelling lists • Ensure grammar is adequately taught throughout the school • Raise standards in grammar for the more able children throughout the school • Implement online reading scheme • Develop provision for more- able readers by considering the provision in lessons • Develop recommended reading lists • Ensure that writing is taught effectively throughout the school so that standards are raised in all year groups. 	<ul style="list-style-type: none"> • Eliminate the gap in progress and outcomes between the advantaged and non-disadvantaged. • Minimised 'drop-offs' for all groups. • Progress and outcomes to be above national. • Improve the spelling provision and show progress throughout the school • All Teaching staff to be trained in Spring. KS1 Staff training Au1 with early introduction to KS leader. KS1 to be using in second half of Autumn Term. • Monitoring of provision and coverage • Recommended Reading List with Teachers for final additions/amendments Au1, issue to parents start Au2.
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Leadership and Management	To develop a school culture that enables all school leaders and directors to be proactive in sustaining whole school improvements.	<ul style="list-style-type: none"> • Update system of appraisal to recognise current thinking in education • Develop learning values to reflect the culture and ethos of the school • To reduce workload by refining processes of planning and marking • Develop the role of the cover supervisor • Develop assessment strategies to fully utilise Assessment as Learning • Develop SIC role of Compliance Champion • Implement a revised whole school tracking system 	<ul style="list-style-type: none"> • All teachers are proactive in self-reflections. • A fully embedded, cyclical monitoring system.
Early Years	To ensure that all areas of the EYFS curriculum nurtures, engages, motivates and promotes a sense of achievement and a commitment to independent learning.	<ul style="list-style-type: none"> • Develop independence in curriculum provision in EYFS • Ensure inside and outside provision are used effectively • Implement strategies to improve independence in writing for all groups 	<ul style="list-style-type: none"> • Children confident and independent in learning activities • Breadth of learning opportunities • Data which is better than national average. • Readiness for year 1.