



## Ditchheat Primary School 3 Year School Development Plan Overview 2019-2022

Vision: Inspiring a love of learning for life				
		September 2019-September 2020	September 2020 – September 2021	September 2021 – September 2022
1	<b>Curriculum</b> Governors responsible: KW, AL, KR	Achieving our vision: <ul style="list-style-type: none"> <li>We will provide a rich and varied curriculum which will provide experiences that inspire, enthuse and motivate our children</li> <li>We will teach our children to be respectful, responsible, resilient and to embrace other people’s differences</li> <li>We will prepare our children to be lifelong learners who are confident, independent and mentally strong</li> </ul>		
			a. To continue to develop the skills progression, depth and knowledge in the curriculum b. Develop concept of leadership for the children generate leadership opportunities for children (reading partners, buddy system, playground leaders) c. Enhance the outdoor learning experience for EYFS d. Embed SEMH education within the curriculum, train a member of staff as an ELSA e. Review behaviour policy and impact f. Identify British values taught throughout curriculum g. Develop links with inner city school and overseas school (etwinning British Council) h. Enhance playtimes with play leaders, more organised games i. Ensure reading is embedded across the curriculum	a. Review adapt the curriculum delivered last year b. Further develop enriched curriculum c. Further develop the role of ELSA d. Review outdoor provision for EYFS and how it can be used across all years e. Establish priorities for SEMH f. Address priorities from behaviour review g. Continue links with other schools to enhance curriculum h. Review playtimes i. Continue to prioritise reading and review

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<b>2</b>	<b>Standards</b> Governors responsible: MD, LG	Achieving our vision: <ul style="list-style-type: none"> <li>We will have high expectations of our children and we will encourage them to develop a deep seated belief in their abilities</li> <li>We will work closely within our local community to raise the aspirations of our children and the wider community to broaden our children’s understanding of the world and their place in it</li> </ul>		
		<ul style="list-style-type: none"> <li>a. Raise aspirations for children (include self-assessment, external visitors, ex-pupils)</li> <li>b. Review level of expectations</li> <li>c. Raise attainment in reading and writing - working walls, CPD, vocabulary, cross curricular writing</li> <li>d. Raise attainment in maths – working walls, CPD, times tables</li> <li>e. Develop a whole school approach to work scrutiny</li> <li>f. Develop parental engagement</li> <li>g. Assessment and monitoring is focussed and appropriate</li> <li>h. Review marking policy</li> <li>i. GD children are developed and challenged appropriately</li> <li>j. PP and SEND children are tracked, provided for and challenged appropriately</li> <li>k. Ensure continuous provision is excellent</li> <li>l. Improve number exceeding GLD in EYFS</li> <li>m. Ensure percentage passing the phonics test in year 1 is above national average</li> <li>n. Review teaching of reading</li> </ul>	<ul style="list-style-type: none"> <li>a. Raise attainment in English</li> <li>b. Raise attainment in maths</li> <li>c. Offer greater opportunities for parental engagement</li> <li>d. Review assessment opportunities and their effectiveness</li> <li>e. Evaluated effectiveness of challenge for GD children</li> <li>f. Evaluate effectiveness of tracking system</li> </ul>	<ul style="list-style-type: none"> <li>a. Evaluate impact of vocabulary input</li> <li>b. Review assessments used</li> </ul>

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<b>3</b>	<b>Leadership and management</b> Governors responsible: PS	Achieving our vision: <ul style="list-style-type: none"> <li>We will care for, encourage and support our children in a warm, inclusive and vibrant environment where they are safe to make mistakes</li> </ul>		
		<ul style="list-style-type: none"> <li>a. Revisit vision, values and learning behaviours with the staff</li> <li>b. Develop the role of governors in monitoring school</li> <li>c. Develop middle leaders roles</li> <li>d. Develop leadership potential of all staff – opportunities for mentorship</li> <li>e. Ensure CPD is appropriate and effective</li> <li>f. Develop a more effective performance management process</li> <li>g. Further develop understanding of SEMH needs our children, staff and wider community</li> <li>h. Key staff develop greater understanding of data and how to use it to inform development plans</li> <li>i. Review workload of staff</li> <li>j. Ensure attendance remains a priority for the school community</li> </ul>	<ul style="list-style-type: none"> <li>a. Continue to develop the role of leaders throughout the school to ensure distributed leadership</li> <li>b. Review CPD delivered and further training required</li> <li>c. Review performance management process and adapt accordingly</li> <li>d. Continue to develop working knowledge of data to inform plans</li> <li>e. Review attendance priorities</li> </ul>	<ul style="list-style-type: none"> <li>a. Embed distributed leadership</li> <li>b. Continue to ensure CPD is accurately targeted and of the highest quality</li> </ul>

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<b>4 Structures and systems</b> Governors responsible: AN, RF, PS	Achieving our vision: <ul style="list-style-type: none"> <li>We will care for, encourage and support our children in a warm, inclusive and vibrant environment where they are safe to make mistakes</li> <li>We will provide a rich and varied curriculum which will provide experiences that inspire, enthuse and motivate our children</li> </ul>			
	<p>a. Review staffing structures</p> <p>b. Update website to ensure all curriculum information up to date</p> <p>c. Develop a 5 year schedule for redecoration and refurbishment</p> <p>d. Feasibility study of improvements to outdoor access for Maple class</p> <p>e. Review IT equipment and requirements</p> <p>f. Develop links within ALP – with a view to long term development of the school, shared resourcing, mentorship, moderation</p> <p>g. Complete health and safety audit</p> <p>h. Continue the development of succession planning in the office</p> <p>i. Staff, governor, volunteer induction is effective</p> <p>j. Tracking system is effective and shared with key staff</p> <p>k. Review our EYFS induction process, review effectiveness of transition to Ansford</p> <p>l. Review staffing structures at break and playtimes</p> <p>m. Establish a robust system for monitoring the effectiveness of interventions and establishing need for early intervention (linked with PP meetings)</p>	<p>a. Website review and revamp</p> <p>b. Ongoing improvements to the learning environment</p> <p>c. Review IT systems match requirements</p>	<p>a. Continue to improve the learning environment</p> <p>b. Feasibility of replacement of hall windows</p>	