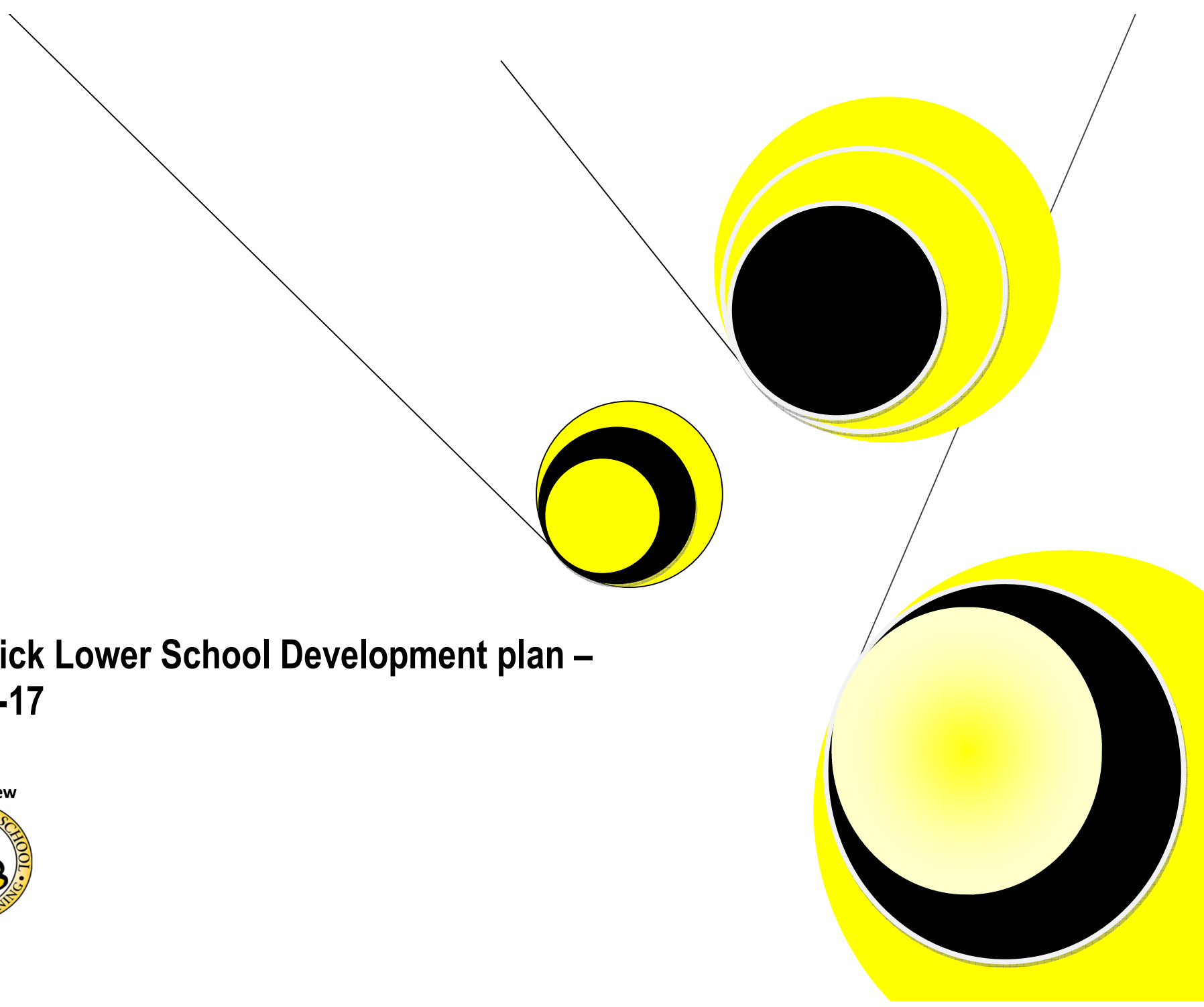
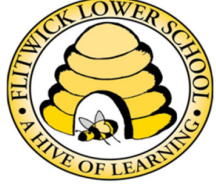


Flitwick Lower School Development plan – 2016-17

Joanna New



Flitwick Lower School Development Plan 2016-17



We believe that every child should have the opportunity to develop in an environment that stimulates and inspires them.

We believe that...

Everyone must feel safe

Everybody comes to school to learn

Everyone has individual strengths that will be celebrated and developed.

Learning is continuous and that it never stops.....

The school development plan enables the school's vision to be shared and understood by the whole community. Our aim is to work and learn together as a community to become the best that we can be.

Please Note:

This development plan is a working document and is subject to change and develops throughout the year. The Curriculum Subject Groups develop their own plans to work alongside the whole school priorities.

School development priorities 2016-17 Priority one: Improve pupil outcomes and progress in Reading and Writing across all Key Stages.

Overview of priority developments

Proposed outcomes / Success criteria

1.1 Increase the % of pupils who are working at or above the ARE in reading and writing in FS, KS 1 and KS 2

- >85% of pupils are working at ARE or above in all year groups
- % of pupils working at the expected level of development in Literacy at FS increases.
- % of pupils working at GDS in reading and writing increases

1.2 Increase the % of pupils meeting ARE in spelling

- The attainment gap between boys and girls narrows in all year groups.
- Teaching and learning is good with an increase in the proportion that is outstanding. July 17 85% good, 25% outstanding.

1.3 Increase the % of disadvantaged pupils who are meeting ARE in R/W

- Pupil targets in reading and writing are challenging for all groups of learners
- >85% of pupils are working at the expected level in spelling in all year groups
- Individual analysis of vulnerable groups of pupils shows they are making good or better progress when compared with their peers.

1.4 Ensure that progress in writing is in line with reading and maths

- All pupils make at least 2 points progress from their individual starting points.

1.5 Improve progress in writing for more able pupils

- Value added at the end of YR 4 exceeds the LA expectation.
- Progress from individual baselines show greater than expected progress.
- More able pupils make greater than 2 points progress from their individual starting points
- The % of pupils working at GDS increases in FS / KS 1 and KS 2.
- 2015-16 – KS 1 = 19% / KS 2 = 31% (LA = 38%)
- 2016-17 - KS 1 > 19% / KS 2 = >31%

Priority Two: Improve pupil outcomes and progress in maths across all Key Stages.

Overview of priority developments

2.1 Increase the proportion of pupils who meet or exceed ARE in maths.

2.2 Maximize maths opportunities across the school to maintain and improve standards

2.3 Develop pupils knowledge of speed recall relating to number facts in all 4 operations

2.4 Ensure the consistent application of the calculation policy

2.5 Create regular opportunities for the application of maths skills and problem solving across the curriculum.

Proposed outcomes – Success criteria

- >85% of pupils are working at ARE or above in all year groups
- >85% of pupils are making at least 2 points progress, including notifiable groups
- % of pupils working at the expected level of development in Maths at FS increases.
- % of pupils working at GDS in Maths is greater than 2015 data –
- 2015-16 KS 1 = 18% / KS2 = 13% (LA = 26%)
- 2016-17 = KS 1 >18% / KS 2 >13% and in line with LA data
- The attainment gap between boys and girls narrows in all year groups.
- Teaching and learning is good with an increase in the proportion that is outstanding. July 17 85% good, 25% outstanding.
- Pupil targets in Maths are challenging for all groups of learners
- Individual analysis of vulnerable groups of pupils shows they are making good or better progress when compared with their peers
- Maths taught across a wider range of subjects. Monitoring shows that teachers deliver guided reasoning throughout lessons.
- Planning clearly indicates inspiring Maths
- Pupil observations and work show that pupils are secure in apply methods of calculation and accurately apply their knowledge of + / x – facts.
- Pupil interviews show pupils understand relevance of Maths in real life application.

Priority three: Teaching, Learning and Assessment

Overview of priority developments

3.1 Develop a school culture of action research

3.2 Develop the teaching and learning of maths and writing across the curriculum.

3.3 Ensure the new assessment procedures impact on raising standards through the continued monitoring of pupil progress.

3.4 Review questioning strategies to maximize progress in learning using blooms, taxonomy, solo taxonomy and other known strategies.

3.5 Ensure all assessment arrangements for foundation subjects enable a clear understanding of where all pupils are at in the progress and attainment.

Proposed outcomes – Success criteria

- All year groups are effectively assessing using the school assessment process across all subjects
- Termly moderation ensures that all judgements are accurate
- 90% of pupils make 2 steps progress/ average progress of 2.0(1 year age related) over 2016-17 and at least 30% make 3 steps progress.
- Further opportunities are provided on a half termly basis for parents to see their child's work and the progress that they are making
- Data is used to effectively target support and areas of relative weakness
- Monitoring shows effective use of questioning to develop mastery across the school.
- Quality of teaching is highly effective across the school, precise professional development encourages, challenge and supports by July 17 100% good or better 40% outstanding

Priority four: Personal, development, behaviour and welfare of pupils

Overview of priority developments

4.1 E. Safety –

a. Ensure the teaching of e-safety is consistent and revisited through the year and specifically includes the needs of the learning platform.

b. Develop pupils' ability to assess and manage risks appropriately and keep themselves safe.

c. Support parents understanding of E-safety and how to keep their children safe on line,

4.2 Ensure an increasing positive climate for learning, enables high stands to be achieved.

4.3 Further enhance strategies to help prepare pupils for life in modern Britain and a global society

4.4 Develop pupils' understanding of how to stay healthy.

- All adults have knowledge and understanding of the safeguarding issues relating to the internet and social media, understand their duties and responsibilities. Consistent, effective practice ensures the well-being of all pupils
- Pupils have a clear understanding of how to keep themselves safe online and how to report any concerns.
- Pupils will recognise their role as part of the school and wider community
- A broad and balanced curriculum inspires pupils to learn with FLS core values and Fundamental British Values at the heart.
- Behaviour in all lessons is outstanding by July 2017
- Embed Dojo awards as a behaviour system
- Pupil interviews demonstrate that children have a good awareness of the Golden Rules
- There is an increase in the % of pupils attending clubs
- Pupils can explain how to keep healthy
- Healthy Schools Status maintained
- To develop and embed whole school values