

Flitwick Lower School Development plan – 2017-18

Joanna New



Flitwick Lower School Development Plan 2017-18



MISSION

Working in partnership with parents and the wider community to create a safe, stimulating and supportive environment that allows children to flourish in their learning.

We Aim to

Provide a rich and exciting curriculum which engages and stimulates children so that everyone can develop fully as an individual and achieve their full potential

Provide opportunities for every child to feel part of and be able to contribute to the school, local and wider community through the teaching of values

Develop motivated, inspired, capable children who have a love of learning and are curious to know more

Provide a secure and supportive environment where children can develop respect for themselves, others and their surroundings

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 2017-18 To continue to raise attainment in reading, writing and maths throughout the school and improve the rates of progress still further

Overview of priority developments

To ensure all Y4 pupils make at least expected progress from Y2-Y4.

To ensure all YR 2 pupils make at least expected progress from FS – YR 2

To ensure that all pupils make at least expected progress from their individual starting points

To improve the provision for vulnerable groups,

To raise attendance across the school for all pupils and to reduce the level of lateness within key groups.

Standards in spelling and grammar improve throughout the school

To raise attainment and progress from start points in phonics

To develop the mastery approach within maths teaching at Flitwick Lower

To continue to improve children's fluency in basic number bonds and times tables

Proposed outcomes / Success criteria

- 100% of pupils throughout the school to make at least expected progress from their starting points.
- 100% of pupils to make at least expected progress from Year 2 – Y4
- 85% + Pupils to meet Age Related Expectations by the end of year
- The % of pupils meeting the benchmark for the year 1 phonics must exceed the national average of 82%
- 95% of YR pupils are working at phase 4 and or 5 by the end of the year.
- The % of Early years pupils to achieve higher than national averages in ' GLD'
- Standards in spelling and grammar improve throughout the school
- Staff are confident in teaching all aspects of the National Curriculum and improve pupil outcomes.
- Pupils self-editing becomes consistent classroom practice in Years 2, 3 and 4
- The gaps in attainment between the terms of birth show a narrowing for all year groups.

Priority Two: To improve the learning culture within the school, including raising the quality of teaching so that it continues to be consistently good and often outstanding (Thereby improving the outcomes for pupils still further)

Overview of priority developments

To ensure all teaching is at least good and a significant proportion is outstanding

To improve the quality and effectiveness of questioning, marking and feedback to ensure that it has a direct impact upon outcomes for children

To improve the teaching of and provision for key groups, PP,SEND, More able

To enhance the quality of Teaching and Learning across the school to enable pupils' independent learning

Proposed outcomes – Success criteria

- 100% of lessons are judged good or outstanding
- 100% pupils throughout the school are on track to make at least expected progress
- Lessons demonstrate that pupils are well motivated and engaged as a result of the imaginative teaching strategies adopted by staff, e.g. use of appropriate practical resources, outdoor learning
- Behaviour in all classes is good
- Teachers secure high quality learning by setting challenging tasks that are match to pupils specific needs (base on high quality teacher assessment – (All subject areas)
- Lessons demonstrate precise learning goals for all pupils, who fully understand what they are learning and are confident to 'have a go'
- The pace and depth of learning are maximised as a result of teacher's responses to pupils during the lesson.

Priority three: To consolidate the schools policies on the teaching of values and behaviours so that the all pupils feel supported and where attitudes to learning and conduct are positive

Overview of priority developments

To promote self-responsibility, respect and tolerance for others as part of pupils' spiritual, moral, social and cultural development

To develop pupils' attitudes and resilience to learning

Parents, staff and pupils are positive about both behaviour and safety.

Pupils behave impeccably as school strategies promote high standards of behaviour.

Proposed outcomes – Success criteria

- To gain the UNICEF rights respect charter mark by the end of the year
- To establish a clear scheme / plan to support the teaching of PSHE across the school
- The school's values and code of behaviour is revisited and re-established.
- There is a uniformity of approach by all staff regarding dealing with behaviour.
- The improvement in behaviour impacts positively on pupils' academic outcomes.
- The low level disruption diminishes
- Specific training is provided for lunchtime supervisors so they understand the school's agreed behaviour policy and develop skills so they are able to deal with situations better, resulting in more positive outcomes

