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| **Greenhaugh Primary School Overview of Key Priorities of School Development Plan 2019 -2020** |

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| **Ofsted Key Judgement** | **Whole School Action** | **Proposed Outcomes** | **Key Priorities** |
| **Effectiveness of**  **Leadership & Management** | To develop the Leadership and Management of the School  To develop distributed leadership to ensure high expectations, high quality leadership and high standards  To continue to develop high levels of governance to provide appropriate support and challenge | * Rigorous systems in place that are used to inform the school’s self-evaluation and identify future areas of development * Information sharing between school and our stakeholders is effective * Curriculum planning for Upper Key Stage 2 in place in preparation for Year 5 in September 2019 * Governors, staff and parents are able to make an informed decision about the future of the school, e.g. possible federation or MAT * The school is financially viable for at least the next three years * Staff training needs are identified and CPD accessed, with input from NCC and schools from within our local partnerships (Hexham/Haydon Bridge) and beyond * Links made with a wide variety of schools within both partnerships to enable shared moderation, expertise and resources * Staff have clear areas of responsibility and good knowledge and understanding of their subjects * Middle and senior leadership roles are clearly identified and have a positive impact on outcomes * Performance Management ensures high standards of teaching and learning throughout the school * High levels of governance provide appropriate support and challenge | * Use pupil, parent and staff questionnaires to understand the effectiveness of the school * Continue to develop plans to extend our age range from September 2019. This will include curriculum development, staff CPD and developing partnerships. * Work with NCC, staff, children, parents and our community to plan future school building * Investigate the benefits of federating/joining a Multi Academy Trust * Build on and develop links with the Haydon Bridge and Hexham Partnerships in order to secure the best outcomes for the children. * Continue to develop middle and senior leadership * Review the performance management systems used for support staff * Continue to work closely with governors to develop an open and professional relationship * Governors to investigate possible grant funding throughout the year to support school development * Ensure that we are GDPR compliant * Governors to monitor statutory requirements of school website, e.g. Pupil Premium and Sports Premium reports |
| **2019 -2020** |  | * Successful conversion to Primary status from September ‘19 |  |

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| **Ofsted Key Judgement** | **Whole School Action** | **Proposed Outcomes** | **Key Priorities** |
| **Quality of Teaching, Learning and Assessment** | To ensure that all teaching is at least good and a significant proportion is outstanding  Continue to develop our foundation curriculum and improve the teaching, learning and assessment of the foundation subjects | * Long term plans in place for foundation subjects * Tracking and assessment system in place for KS1 and KS2 Foundation subjects * Attainment and progress in the Foundation Subjects is at least Good * Monitoring and moderation to take place at least once each term for foundation subjects * Joint moderation in all Core and some Foundation subjects ensures that judgements are secure and expectations remain high * All staff have a high level of curriculum knowledge * Resources available to enable the effective teaching of Foundation Subjects and Science * Staff set challenging homework, appropriate for the children’s’ age and stage, that consolidates learning, deepens understanding and prepares pupils very well for work to come | * English and Maths curriculum planning to include Years 5 and 6 * All remaining Foundation Subjects planned using Chris Quigley/Challenge Curriculum with assessment in place for Years 1 to 6 * Provide staff with training opportunities, including using expertise within other schools and establishing network groups * Develop the Arts through the SMART project (3 years) * Artsmark criteria used to plan Arts provision for ’18 – ‘19 * Continue to provide a high level of curriculum enrichment both during and after school |
| **2019 - 2020** | Further develop the teaching and learning in the Foundation Subjects | * Attainment and progress in the Foundation Subjects is at least Good * High quality provision of Creative Arts | * Artsmark criteria achieved (subject to funding) |

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| **Ofsted Key Judgement** | **Whole School Action** | **Proposed Outcomes** | **Key Priorities** |
| **Personal development, behaviour and welfare** | Continue to develop all children’s’ attitudes and resilience to learning  Ensure that the school has a cohesive plan for pupils’ personal development to ensure that there is a good range of activities to enrich pupils’ understanding of other cultures.  To promote the personal development and well-being of pupils through work in school with individuals, families and outside agencies. | * Curriculum enrichment opportunities in place at least once per half term for every year group * All children have high expectations and aspirations * Children are independent and resilient learners * Children are able to articulate their feelings and discuss the feelings of others * PSHE lessons will ensure children understand the social and emotional aspects of learning * Develop links with other schools to share expertise and resources aimed at supporting social and emotional well-being * Children are able to show an understanding of other cultures and this is reflected in the school environment * Tracking and assessment system in place with all children making good progress * Sports Premium Funding is used to continue to extend and broaden the sporting opportunities and experiences available to all pupils | * Long and Medium Term Plans are in place, mapping out national curriculum skills progression and curriculum enrichment opportunities, e.g. visits, visitors identified * Tracking system developed to provide evidence of progress made in Personal Development, Behaviour and Welfare * Overview of whole-school PSHE curriculum in place * Audit current provision and resources used to develop children’s understanding of other cultures * Provide meaningful opportunities for children to explore and understand other cultures * Make effective use of Sports Premium Funding to support and develop creativity and healthy lifestyles * Attendance is consistently at or above the school target of 96% |
| **2019 - 2020** |  | * Pupil welfare is well supported and all children are able to make good progress | * High level of staff expertise in social and emotional well-being |

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| **Ofsted Key Judgement** | **Whole School Action** | **Proposed Outcomes** | **Key Priorities** |
| **Outcomes for pupils** | To ensure “outcomes” remain good, aiming for outstanding by pupils making substantial and sustained progress | * The school will be judged consistently Good across all year groups, in all core and foundation areas. * A greater proportion of children attain at least National Expectations in writing and maths in KS2 * The proportion of children attaining Greater Depth across the school is in line with the National Average * All children are able to read fluently and with understanding, including reading out loud. * Age-related National Curriculum statements for Spoken Language are met, including poetry * Maths planning, lesson observations and book scrutinies show high levels of fluency, reasoning and problem solving * Progress in the foundation subjects is as good as it is in other areas | * Continue to improve outcomes in reading, writing and maths across the school * Staff will be able to quickly identify children who are underperforming and put measures in place to close gaps in their learning * Children are exposed to a wide range of good quality poems so that they can read, recite, share and enjoy it. * A focus on individual reading in school and at home and guided reading in school to ensure a high level of fluency and comprehension * Children will achieve a fluency and understanding in maths that supports their other studies and that will enable them to use maths effectively in their future lives * Children will be able to apply their learning to other subjects and areas of interest |
| **2019 - 2020** | Attainment and progress in the Core and Foundation subjects is at least Good | * Outcomes in all Core and Foundation areas are consistently Good and often Outstanding | * Continue to monitor standards in all areas closely, in order to identify and address areas of weakness * Investigate the introduction of Accelerated Reader |

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| **Ofsted Key Judgement** | **Whole School Action** | **Proposed Outcomes** | **Key Priorities** |
| **Effectiveness of the Early Years** | Work in partnership with North Tynies to continue to support Pre-School education at Greenhaugh | * Accurate tracking and assessment systems in place * GLD remains at national level (70.7%) or above * Early identification of SEND by North Tynies is communicated effectively to school throughout the year * SEND support is in place during and after transition * Parent Information sessions, school website, newsletters etc inform all families about Early Years provision | * Carry out baseline assessments and continue to assess throughout the year using an online learning journal. * Monitor quality of provision through observation, moderation etc * Regular meetings with North Tynies staff take place to share planning, discuss progress and plan interventions where necessary * Develop EYFS networks within both partnerships * Maintain effective communication with parents/guardians, including prospective parents/guardians |
| **2019 - 2020** | Continue to develop excellent Early Years provision both indoors and out. | * Early Years has excellent provision in terms of space, resources and access to outdoors | * Audit provision * Plan Early Years provision as part of extending our age range * Ensure that Early Years classrooms are fit for purpose |