

SDP Priorities – Following Spring Term Review

Key Focus 1 - OUTCOMES

O1 - Further improve outcomes so that attainment and progress are increasingly high and above national averages in all subjects.

O2 - Ensure for all groups; including boy/girl, disadvantaged pupils and those with SEN that progress matches or is above other pupils across nearly all subject areas in order to diminish differences.

O3 - Ensure robust tracking and intervention for more-able pupils in order to secure higher proportion of pupils achieving greater depth (higher standard in KS2 assessments).

Key Outcomes:

O1,3: Attainment is further improved for all children achieving expected standard and higher standard in maths, reading and writing at the end of statutory benchmarks.

KS1 and KS2 tests	Autumn End	Spring End	Summer End
Expected Standard	65%	75%	85%
Higher Standard	5%	20%	35+%

O1,3: Attainment is further improved for all children; including GLD; working at expected standard and greater depth in reading, writing and maths

Teacher assessment	Autumn End	Spring End	Summer End
Expected Standard	65%	75%	85%
Greater Depth	5%	20%	35+%

O1,2: In year progress is consistently high for all pupils in all subjects, including those who are disadvantaged or with special educational needs.

	Autumn End	Spring End	Summer End
Strong Progress	90%	95%	100%

O1,2: Progress over time is consistently high for all pupils in all subjects, including those who are disadvantaged or with special educational needs.

	Autumn End	Spring End	Summer End
Good Progress	80%	90%	95%
Good+ Progress	25%	40%	55%

Key Focus 2 - TEACHING, LEARNING AND ASSESSMENT

T1 - Homework to be challenging for all pupils and to consolidate learning and deepen understanding.

T2 - Ensure visible learning strategies are embedded into the curriculum in all classrooms so that pupils love the challenge of learning and are resilient to failure and delivery of learning leads to outstanding outcomes.

T3 - Ensure joint practise development encourages further debate and reflection on pedagogy thus ensuring learning leads to outstanding outcomes.

T4 - Ensure NQT is provided with appropriate support to flourish.

Key Outcomes:

T1: Homework meets the needs of all pupils and is ratified by all stake holders.

Termly Questionnaires (Positive Response)	Autumn End	Spring End	Summer End
Pupil Voice	40%	70%	90%
Parent Voice	30%	60%	90%

T2,3,4: Teaching and learning leads to outstanding outcomes.

	Autumn End	Spring End	Summer End
Outstanding Teaching and Learning	75%	75%	87.5%
Phase Leader Checklist Ratified	75+% Green	85+% Green	95+% Green

Key Focus 3 - PUPIL DEVELOPMENT, BEHAVIOUR AND WELFARE

B1 - Ensure persistent absence figures reduce

B2 - To continue to drive high expectations for impeccable conduct via AIM HIGH values

B3 - To provide a wealth of enrichment opportunities for all children

KEY OUTCOMES:

B1: Pupils value their education and rarely miss a day of learning.

	Autumn End	Spring End	Summer End
Attendance	95%	96%	97%
Persistent Absence	10%	8%	5%

B2: Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour.

	Autumn End	Spring End	Summer End
Reduction in red cards	8%	12%	20%
Proportion of pupils achieving headteacher award once across term	70%	75%	85%
Proportion of pupils achieving Tea Party	15%	20%	25%

Key Focus 4 - EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

- L1** - Build upon the systematic, rigorous challenge of the governing body that is driving the school development plan and continue to be relentless in the expectations of rapid improvement.
- L2** - Further drive the delivery of the broad and balanced curriculum by upskilling staff in Art & history (Autumn), review maths pedagogy - including times table, ICT and RE (Spring) and geography, DT & Incidental writing *Summer) learning.
- L3** - Leadership team to ensure that reflecting and debating on the way that staff deliver learning is embedded into daily practice.
- L4** - Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work

KEY OUTCOMES:

L1: Governance provides rigorous and strategic challenge at all levels.

L2: Staff confident in subject knowledge and delivery of humanities and artistic learning

	Autumn	Spring	Summer
Termly Focus	Art & history & Geography	RE, Coding & review maths pedagogy	DT, Times Tables, Incidental Writing & ICT

L3: Teaching and learning leads to outstanding outcomes (see outcomes for termly thresholds).

L4: Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work

	Autumn End	Spring End	Summer End
Trips & Enrichment	One trip per class per term - minimum	One trip per class per term - minimum Residential during KS2	One per class per term - minimum Trip to London during KS2 Trip abroad
Explicit promotion of British Values	Passport to enriched experiences created and mapped into diary	Whole School RE adventure Whole School trip to Temple Faith visitors into school	Greatest Showman Mini Adventure PHSE adventure Silkmore Has Talent yearly contest
Heart of Community Project	Solihull Teaching Qualification Banger Night - Firework event for all	Maple Court Residential Care Home - dementia and Alzheimer's support	Establish links with Children Hospice

Key Focus 5 - EARLY YEARS FOUNDATION STAGE

- E1** - Further raise proportion of children meeting GLD and proportion of children exceeding GLD.
- E2** - Ensure children make consistently high rates of progress in relation to their starting points so they are extremely well prepared for the next stage of their education.
- E3** - Create a highly stimulating environment and exceptionally organised curriculum to provide rich, varied and imaginative experiences.

KEY OUTCOMES:

E1: The proportion of children meeting and exceeding GLD is further improved.

	Autumn	Spring	Summer
On Track to meet GLD	30%	60%	85%
On Track to exceed GLD	5%	20%	35%

E2: Progress across EYFS is consistently high for all pupils.

	Autumn End	Spring End	Summer End
Progress over time			
Good Progress	80%	90%	95%
Good+ Progress	5%	25%	55%

E3:

By the end of the autumn term, outdoor learning environments across all three rooms highly stimulate all pupils and are appropriate in developing key areas of the foundation stage in particular communication and language.

By the end of the spring term, the rich, varied and imaginative experiences provided across EYFS have diminished the difference from their original starting point in communication and language in the reception class.

SDP Thresholds:

Within 5% - no action needed

Within 10% - action required

More than 10% outside target - Urgent action required