

## Cookridge Holy Trinity C of E (VA) Primary School

### Strategic Plan 2016-17

The Staff and governors have identified a number of key areas for development this academic year these are:

#### **Teaching & Learning:**

To continue raise standards in the core subjects.

We aim to raise standards even further in the core areas through a number of initiatives. These include:

The development of using and applying Mathematical skills through the teaching of basic skills and through problem solving (AT1) so that children are making progress which is at least as good as or better than similar learners nationally;

To develop Reading further in school so that the assessment of reading is accurate and children are able not only to read with fluency but can also retrieve information from the text when discussing authorial intent;

To ensure that pupils are more involved in the planning and delivery and assessment of Collective Worship especially at key times of the year.

To maintain and develop the quality of extended writing (big write) throughout school to be carried out in class each week to enable children to build up writing stamina

To ensure that a fluent and consistent style of handwriting is used in school by both children and teachers.

#### **Leadership & Management:**

To develop the role of curriculum leaders and staff leadership skills.

We aim to develop a distributed style of leadership where staff are working collaboratively together.

Strategies include:

To ensure that staff holding a TLR are developing a school wide focus in leadership

To ensure that the whole leadership team have the skills necessary to evaluate effectively the strengths and areas of improvement in school and what steps need to be put in place to secure those improvements

Subject leader skills will be further enhanced through a series of staff meetings focusing on developing their curriculum\_area and enabling them to have a more in depth overview of what is happening across the school and how they can impact positively upon standards;

Performance management targets to focus on progress and pupil attainment in Mathematics and Reading.

#### **Government Initiatives:**

To begin the implementation of current initiatives

The school will begin training and implementing several initiatives over the year.

These are:

To develop Philosophy for Children in further in school

To deliver bespoke wave 3 intervention in Literacy and Mathematics

To ensure that Pupil Premium money is raising the attainment of children across school

To ensure that Sports funding enables effective PE and sporting provision

To develop a consistent approach to assessment in line with the National Curriculum so that it makes effective use of assessment without levels;

To ensure that the requirements of new SEN legislation is met by the school.

Aspect	Focus	2016-17
<b>Ref: 1 Leadership and Management</b>	SMT Development	SMT leading on curriculum monitoring identifying children at risk of underachieving and closely monitoring progress
	Teaching and Learning	Ensure that the quality of teaching and learning is consistently good or outstanding
	Curriculum Provision	Development Philosophy for Children throughout school.
	Standards	To ensure that standards in all areas of the curriculum reflect a child's level of development
	Performance Management	To ensure that all performance management targets are clear and have a focus on raising standards
<b>Ref: 2 Teaching Learning and Assessment</b>	Teaching and Learning – Teaching Strategies(Marking SEN, G &T Use of adults)	To ensure that teachers' marking consistently helps pupils to improve their work so that pupils make good and outstanding gains in their learning. To ensure that Teaching assistants are <b>always used well</b> enough to move children forward with their learning so that they make visible progress.
	The use of assessment, questioning and challenge	Assessment levels are used accurately and confidently by teachers to ensure good progress is made by pupils. Ensure that pupils are given activities that are matched well to what they already know and can do so that they are always challenged in their learning including the most able pupils.
<b>Ref: 3 Personal Development Behaviour and Welfare</b>	Attendance	Attendance target 97.5% Children at risk of falling below the target are identified and families are worked with through the cluster attendance team.
	Attitudes and engagement	Children achieving Age Related Expectations
	Behaviour	To ensure that all staff are continuing to have a consistent approach to tackling behaviour and any issues that may arise through bullying
	Keeping Safe	To ensure that children have strategies to keep themselves safe in school and at home, including aspects of the school Travel Plan to achieve the gold standard. Children have access to bespoke lessons which identifies how to stay safe online.
	Keeping Healthy	Pupils can explain accurately and confidently how to keep themselves healthy through an understanding of how to eat a healthy diet how to keep physically and mentally healthy appropriate to their age range. Through curriculum topics and trips. There is an increased proportion of children attending after sporting clubs. Children taking in inter and intra school competitions
<b>Ref: 4 Outcomes for Children</b>	Progress	90% of children are making good and often outstanding progress
	Narrowing the Learning Gap	The gap between groups of children are narrowing because of good and better teaching, effective marking and feedback and learning that is pitched accurately at the next steps for children's learning.
	Standards	Implement findings from Data Scrutiny and PM review to identify next steps in raising standards
<b>Ref: 5 Early Years</b>	<b>Early Years</b>	To liaise closely with the year 1 staff to ensure that transition between the year groups continues to be smooth. To promote creativity and literacy skills (in particular oracy skills) within children's learning. To use more open ended resources within the areas of provision to extend children's learning further To narrow further the gap between the most and least able and between those children in receipt of pupil premium and those who are not. Assessment is accurate and is based upon high quality observations and influences pupil's learning experiences in areas of provision. To ensure that judgements in school are moderated both in and across schools (within the family and also Noctua)
<b>Ref: 6</b>	The whole school community can articulate the Christian Values for the school. They have been involved with the process of redefining what they are and why they are important to the school community. Governors are active in their role of support and challenge; they have a clear understanding of the strengths and areas of development in school and know what leaders in school are doing in order to address them. Parents are given guidance about how to support their child to improve because they are provided with clear and timely information on how well their child is progressing and how well they are doing in relation to the standards expected.	
<b>Ref: 7 Premises</b>	Identify health and safety issues from audit. Interactive whiteboard panels installed in year 1 and year 2 Cycle of redecoration and up-grade to continue Phase 1 of Safeguarding works to be completed	