

Honiton School Development Plan 2018-2019

We need:

- **High expectations delivering quality outcomes, remarkable consistency across the school, good or better rates of progress and clear lines of accountability.**

1) To Improve Pupil Outcomes: This Includes:	RAG
Continue to improve pupil outcomes in key areas of reading, writing, maths and EGPS (ELG) at all key stages: Foundation, KS1 and KS2 so that across almost all year groups and in a wide range of subjects including in English and Mathematics current pupils make consistently good or better progress developing secure knowledge understanding and skills considering their different starting points.	
Improve progress and attainment in maths across the school to at least in line with national.	
Improve progress and attainment in reading across the school to at least in line with national.	
Improve progress and attainment in writing and GPS across the school to at least in line with national.	
Improve the RWM combined figure to at least national for the school.	
Increased consistency in achievement across cohorts and between pupil groups	
In identified cohorts proportions at ARE have risen over school year	
Higher proportions of high attainers achieve 'greater depth' in reading, writing and maths than in 2018	
Identified middle prior attainers achieve 'greater depth' in reading, writing or maths	
Identified gender gaps have closed in each cohort during the school year	
Identified disadvantaged gaps have closed in each cohort during the school year	
SEND/ PP pupils secure good or better in-year progress in line with targets	
All pupils secure good or better in-year progress in line with targets set	

2) Improve the quality of teaching so that pupils make the best progress possible. 'How we teach' – the 'craft' What will we do?	I	D	E
	n	e	m
	t	v	b
	r	e	e
	o	l	d
	d	o	
	u	p	
	c		
	e		

All Quality first, Wave One teaching to be 'at least good' with a significant proportion of 'Outstanding' episodes evident. Teachers will have opportunities to work in pairs and triads engaged in lesson study activities, self-reflection and tailored professional development. Input from skilled practitioners both internal and external.			
Provide regular and varied opportunities for pupils to respond to the oral and written guidance they receive from teachers, consequently making the required improvement in their subsequent work, thus demonstrating good or better progress.			
Frequently check pupils' understanding during lessons so they can be moved on to more challenging work and quicken their progress. Incisive use of verbal feedback (VF)			
Secure consistent high level modelling of processes through with high-level exemplars.			
Aim to have secured fully cursive handwriting for all children by the end of KS1 at the latest.			
Regularly using children's work to provide contextual examples and model improvements during lessons.			
Deeper learning opportunities will be provided through the self and peer assessment process and the process of text analysis prior to 'co-creating' success criteria for their writing.			
Deeper learning opportunities will be provided by children self-selecting activities, particularly in maths, having to clearly assess the difficulty of the work for themselves rather than always being presented with labelled, differentiated work.			
Focus on developing aspects of learning attitudes around 'The Learning Pit', children being entitled to access 'the struggle of learning', self reliance, application of knowledge, skills and understanding and growth mind-set in line with our learning values.			
Home learning activities will predominantly be 'pre-learning' where possible, using the website more to support access to materials.			
Adults understanding the needs of each vulnerable pupil and consistently demonstrate the skills to remove barriers to learning and participation.			
Providing challenging learning opportunities for More Able and Talented children in classes.			
Providing opportunities for More Able and Talented children across the LLC to access a range of challenging and motivating activities.			
Providing clear and raised expectations of all parents for involvement in their child's reading along with understanding of how to help and support.			
Providing opportunities for all parents to develop their understanding of how to help and support their child in maths.			
Providing opportunities for all parents to develop their understanding of how to help and support their child in Literacy and GPS.			
Providing access to support for identified families in order to remove barriers to their child's learning.			

Ensuring information for parents to support and be involved in their child’s education is easily accessible to all, including through the website .			
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3) Ensure we offer a rich, engaging and inspiring curriculum demonstrating comprehensive coverage which provides varied opportunities built on a foundation of acquiring knowledge, understanding and skills – ‘What we teach’ What will we do?	I n t r o d u c e	D e v e l o p	E n b e d
Provide regular and progressive opportunities for learning through the Cornerstone Curriculum , in support of the National Curriculum expectations			
Ensure that pupils have opportunity to learn about fundamental British Values , in line with expectations, supplementing the Rights Respecting work.			
Ensure and monitor Full Coverage of the National Curriculum within our wider curriculum.			
Ensure that aspects of PSHE, keeping safe, safeguarding, PRE, Prevent, CSE, online safety bullying and risk assessment are secure features of our taught curriculum			
Provide carefully crafted learning journey activities to engage, inspire and motivate children, instilling passion, devotion and enthusiasm for learning.			
Subject leaders to ensure that subject content is introduced progressively and constantly demands more of pupils. This is to include sub-elements such as Spelling/Grammar/Times tables.			
Ensure that curriculum planning for Self Organised Learning Environment (S.O.L.E.) secures full coverage of the curriculum and provides opportunities to embed reading, writing, communication and, where appropriate, mathematics skills across the curriculum.			
Focus on achieving the highest quality outcomes in SOLE , ensuring that the recording of and reflecting on learning represents the high quality learning taking place.			
Develop the skills and understanding of Journalling in SOLE, providing opportunities to reflect on and revisit learning, securing deeper learning with reference to ‘the forgetting curve’.			

<p>4) Further develop leadership capacity and its impact across the school (to improve the quality of teaching and learning) through extending distributed senior leadership into the subject leader role and beyond.</p> <p>What will we do?</p>	I n t r o d u c e	D e v e l o p	E n h a n c e
<p>Further develop the assessment process, assimilating and disseminating understanding of national changes, further develop the use of target setting, re-focus on progress measures and ensure that <i>starting points and prior attainment</i> are fully accounted for in practice.</p>			
<p>Leaders set high expectations of all pupils and staff, are ambitious for all pupils and promote improvement effectively.</p>			
<p>Leaders have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the schools work.</p>			
<p>Provide support, direction, robust and tailored CPD opportunities and clear expectations for senior leaders, subject leaders and UPS teachers</p>			
<p>Make best and incisive use of the appraisal process to maximise efficiency and improve the quality of teaching and learning through encouraging, challenging and supporting teachers' improvement.</p>			
<p>Ensure subject leaders have clear responsibilities and accountabilities, which are monitored through the year.</p>			
<p>Senior and Subject leaders support teachers in demonstrating deep knowledge and understanding of the subjects they teach and ensure that content is introduced progressively and that it constantly demands more of pupils.</p>			
<p>Ensure UPS teachers have clear responsibilities and accountabilities, which are monitored through the year. UPS impact sheets to be upheld.</p>			
<p>Leaders will ensure increased consistency in achievement across cohorts and between pupil groups through enhanced and supported monitoring and implementation of identified actions.</p>			
<p>Leaders at all levels will look to high quality, successful examples of practice within and beyond school to identify and implement actions for improvement.</p>			
<p>Provide structured and supported opportunities for senior/middle leaders to monitor finance in line with DCC support. Impact of money spent will be reported to relevant governing body committee.</p>			

5. To further develop strategic governance What will we do?	I n t r o d u c e	D e v e l o p	E m b e d
Work effectively with senior leaders to communicate the vision, ethos and strategic direction of the school to develop a culture of ambition. They set high expectations for all staff and pupils.			
The governors have a clear understanding of the strengths and areas for development. They have an accurate and comprehensive understanding of the quality of education. They understand the impact of teaching, learning and assessment on the progress of pupils currently in the school. This helps them to plan, monitor and refine actions to improve all key aspects of the schools work.			
Ensure Governor data visits are calendared and contain elements of challenge and robust questioning whilst developing the supportive aspects of the role to empower leaders at different levels to undertake their duties with measurable impact.			
Ensure Governor curriculum visits are calendared and contain elements of challenge and robust questioning whilst developing the supportive aspects of the role to empower leaders at different levels to undertake their duties with measurable impact.			
Ensure that the structure for 2018-2019 enables full coverage of the annual governor business through timely reporting, accurate recording and internal monitoring.			
Governors ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils.			
Look to develop use of The Governor Mark as a template for improvement and direction?			
Governors will performance manage the head teacher rigorously			