

School Development Plan



Expect the BEST, Give the BEST, Be the BEST

2019-2020

Vision

Kilnhurst Primary School provides the broadest possible curriculum to expand every child's educational opportunity and achievement. We believe that every day a child spends in school should be a journey of awe and wonder and, more importantly, every day should count.

Aims

To create an exciting place to be by providing – through a team approach – a creative, innovative, healthy, safe and caring atmosphere

To foster a positive ethos of respect throughout the school, where staff and children feel secure and valued and not afraid of failure

To encourage all members of the school community to succeed

To respect and celebrate diversity in others

To ensure that all members of staff are up-to-date with new trends, ideas and strategies and utilise different approaches and stimuli in their lessons in order to encourage, motivate and challenge the children to reach their potential

To ensure that all stakeholders have a 'voice' and have the confidence to make a positive contribution to the school 'team'.

Expect the BEST, Give the BEST, Be the BEST

Our school motto is short and simple but very important to us.

At Kilnhurst we promote an ethos of high expectations from pupils, staff, parents and governors. These high expectations are for all forms of school life including behaviour, uniform, engagement and outcomes.

Learning is what the school is all about. We set a positive example by continuing to learn ourselves, doing so by engaging in professional collaboration with a range of partners. Working together with parents is extremely important as children learn in a range of settings. We expect families to join with us in promoting this learning and support them in doing so.



THE KILNHURST COMMITMENT TO IMPROVEMENT

2019/20 Targeting 'Good'

To Move Kilnhurst to the Next Level of Performance We Will:

- Always strive for the highest outcomes and never accept second best;
- Steadfastly confront brutal facts;
- Support colleagues to improve but not 'carry' individuals;
- Differentiate leadership according to need;
- Hold all staff to account for the outcomes of their area of responsibility and pupil outcomes;
- Only accept grade 3, 'requires improvement' when it is a step towards becoming grade 2, 'Good';
- Welcome our specific roles but accept that we all have a wider responsibility for moving the school forward.

THE KILNHURST TEACHING COMMITMENT

- *At Kilnhurst we make the education of our pupils our first concern and we are accountable for achieving the highest possible standards in our work and conduct.*
- *We act with honesty and integrity, we have strong subject knowledge and we keep our knowledge and skills up-to-date.*
- *We are self-critical, forge positive professional relationships and work in partnership with parents/carers in the best interests of all our pupils.*
- *Develop links with good and outstanding schools to enhance and improve the teaching and learning at Kilnhurst Primary.*



School Development Plan 2019-2020 – Key Areas and Objectives

Priority 1 – To improve the progress and attainment in reading, leading to an increase in the combined outcomes at the end of KS2

- ❖ Teaching and learning is consistently good or better.
- ❖ High expectations of all staff and the highest aspirations for all pupils.
- ❖ Expected + outcomes to improve and close the gap on national.
- ❖ ‘How we Teach’ policies to promote consistency and challenge for all pupils.
- ❖ Challenging targets to be set for all pupils based upon previous milestones.
- ❖ Progress towards challenging targets tracked on a regular basis.
- ❖ Lesson study of reading across whole school
- ❖ Clear assessment of reading in place
- ❖ Vocabulary (meaning of words in context) is promoted through the curriculum.

- ❖ Focus on making inferences from the text, explaining and justifying with evidence from the text.
- ❖ Focus on retrieving and recording information and key details from the text.
- ❖ Links made with schools that are achieving above national at expected + across the Trust, LA and wider area.
- ❖ Regular moderation across year groups within school and link schools.
- ❖ Learning environment/resources promotes challenge for all pupils.
- ❖ Focus groups target borderline expected children.
- ❖ Interventions focus on securing the learning for the expected level in each year group.
- ❖ the broad and balanced curriculum offers opportunities for children to apply reading to a greater depth

Priority 2 – To develop the effectiveness of middle leadership

- ❖ Leadership structure with roles, responsibilities and expectations clearly defined for middle leaders.
- ❖ Middle leaders to be held to account for outcomes within their area of responsibility.

- ❖ High quality CPD opportunities for middle leadership.
- ❖ Senior leaders to coach middle leaders within their area of responsibilities.
- ❖ Develop links with successful schools within the trust, LA or wider area.

Priority 3 – To enhance the broad and balanced curriculum

- ❖ Children given the opportunity to develop English and Maths through all areas of the curriculum
- ❖ Learning opportunities that allow pupils to demonstrate greater depth outcomes feature within the wider curriculum.
- ❖ Outside agencies brought in to upskill teaching staff and give children wider opportunities within the curriculum
- ❖ Use of staff strengths to enhance children’s opportunities in all areas of the curriculum
- ❖ Prepare children for the next stage in their education and for life in the 21st century

- ❖ Develop the characteristics of effective learning throughout school: Engagement, Resilience, Motivation and Thinking
- ❖ Curriculum will have suitable breadth, depth and relevance to meet the needs and interests of our children
- ❖ Offer a wide variety of extra-curricular opportunities for pupils to extend their knowledge and understating to develop their skills in a range of artistic, creative and sporting activities
- ❖ Progression of skills within the curriculum areas



School Development Plan – Academic Year 2019-20

Key Priority	Success Criteria – by the end of July 2020
<p>Priority 1 – To improve the progress and attainment in reading, leading to an increase in the combined outcomes at the end of KS2</p> <ul style="list-style-type: none"> ❖ Teaching and learning is consistently good or better. ❖ High expectations of all staff and the highest aspirations for all pupils. ❖ Expected + outcomes to improve and close the gap on national. ❖ ‘How we Teach’ policies to promote consistency and challenge for all pupils. ❖ Challenging targets to be set for all pupils based upon previous milestones. ❖ Progress towards challenging targets tracked on a regular basis. ❖ Lesson study of reading across whole school ❖ Clear assessment of reading in place ❖ Vocabulary (meaning of words in context) is promoted through the curriculum. ❖ Focus on making inferences from the text, explaining and justifying with evidence from the text. ❖ Focus on retrieving and recording information and key details from the text. ❖ Links made with schools that are achieving above national at expected + across the Trust, LA and wider area. ❖ Regular moderation across year groups within school and link schools. ❖ Learning environment/resources promotes challenge for all pupils. ❖ Focus groups target borderline expected children. ❖ Interventions focus on securing the learning for the expected level in each year group. ❖ the broad and balanced curriculum offers opportunities for children to apply reading to a greater depth 	<p>... all teaching and learning will show opportunities for all learners to be challenged</p> <p>...borderline children will be identified and tracked as part of class focus groups.</p> <p>... Targets achieved based on previous assessment milestones.</p> <p>... Combined RWM attainment will close the gap on national from -22%</p>
	<p>... All children will be challenged within lessons</p> <p>...Improvement in KS1-2 progress measure for reading</p> <p>Reading: -3.56</p>
	<p>... The percentage of children achieving expected + in KS2 will increase and close the gap with national</p> <p>Reading: -23%</p> <p>... All pupils will make the required progress from their starting point.</p> <p>... Robust moderation system in place both internally and externally.</p>



School Development Plan – Academic Year 2019-20

Key Priority	Success Criteria – by the end of July 2020
<p>Priority 2 – To develop the effectiveness of middle leadership</p> <ul style="list-style-type: none"> ❖ Leadership structure with roles, responsibilities and expectations clearly defined for middle leaders. ❖ Middle leaders to be held to account for outcomes within their area of responsibility. ❖ High quality CPD opportunities for middle leadership. ❖ Senior leaders to coach middle leaders within their area of responsibilities. ❖ Develop links with successful schools within the trust, LA or wider area. ❖ Develop the characteristics of effective learning throughout school: Engagement, Resilience, Motivation and Thought ❖ Curriculum will have suitable breadth, depth and relevance to meet the needs and interests of our children ❖ Offer a wide variety of extra-curricular opportunities for pupils to extend their knowledge and understating to develop their skills in a range of artistic, creative and sporting activities ❖ Progression of skills within the curriculum areas 	<ul style="list-style-type: none"> ... Middle leaders in place ... Middle leaders have a clear understanding of the expectations of their role ... Outcomes for their area of responsibility form part of the appraisal process ... Successful completion of middle leadership qualification ... Impact reports produced for areas of responsibility ... CPD meets the needs of all staff ... End of year targets met across school



School Development Plan – Academic Year 2019-20

Key Priority	Success Criteria – by the end of July 2018
<p>Key Priority 3 – To enhance the broad and balanced curriculum</p> <ul style="list-style-type: none"> ❖ Children given the opportunity to develop English and Maths through all areas of the curriculum ❖ Learning opportunities that allow pupils to demonstrate greater depth outcomes feature within the wider curriculum. ❖ Outside agencies brought in to upskill teaching staff and give children wider opportunities within the curriculum ❖ Use of staff strengths to enhance children’s opportunities in all areas of the curriculum ❖ Prepare children for the next stage in their education and for life in the 21st century ❖ Develop the characteristics of effective learning throughout school: Engagement, Resilience, Motivation and Thinking ❖ Curriculum will have suitable breadth, depth and relevance to meet the needs and interests of our children ❖ Offer a wide variety of extra-curricular opportunities for pupils to extend their knowledge and understating to develop their skills in a range of artistic, creative and sporting activities ❖ Progression of skills within the curriculum areas 	<p>...displays around school reflect a broad and balanced curriculum</p> <p>...pupil outcomes improved for groups of learners</p> <p>...an increased number of children will have had the opportunity to take part in a range of extra-curricular activities</p> <p>...pupils’ behaviour towards learning will be deemed as at least good as part of self-evaluation process such as pupil discussion, observations and quality/quantity of work.</p> <p>...children will be engaged in the broad curriculum</p> <p>...professional development will improve staff confidence and skills in delivering a broad and balanced curriculum</p> <p>...extra-curricular activities offered, encompass all children’s interests and needs and participation will increase</p> <p>Progress of children within the curriculum will be tracked and % of children working at exp+ will increase.</p> <p>Engagement, Resilience, Motivation and Thinking become engrained in all aspects of the curriculum – seen through environment.</p>

Headline Data Summary (2019):

EYFS	Good Level of Development		Year 1	Phonics Check	
	School	National		School	National
	70.4%	71.5%		83.3%	82.6%

Key Stage 2	Average Progress 2017	
	School	National
Reading	-3.56	0.0
Writing	-0.98	0.0
Mathematics	-2.61	0.0

Key Stage 1	Working at the Expected Standard		Working at Greater Depth within the Expected Standard	
	School	National	School	National
Reading	73.1%	75.5%	19.2%	25.7%
Writing	69.2%	70%	31.5%	15.9%
Mathematics	73.1%	76.1%	15.4%	21.8%
Science	80%	82.8%		
R, W & M	65.4%	65.4%	7.7%	11.7%

Key Stage 2	Working at the Expected Standard		Working at Greater Depth / Higher Standard		Average Scaled Score	
	School	National	School	National	School	National
Reading	50%	73%	10%	27%	99.1	104.4
Writing	73%	78%	10%	20%		
Mathematics	60%	79%	20%	27%	100.8	105
GPS	67%	78%	23%	36%	103.1	106.3
R, W & M	43%	65%	3%	11%		