

NORTH ROAD PRIMARY SCHOOL

STRATEGIC DEVELOPMENT PLAN PRIORITIES 2016- 2018

Our School Development Plan (SDP) is written annually. At North Road Primary School we look at our data to identify areas of development, which may include new initiatives. Alongside this we use our set of Performance Indicators to measure progress against the School Aims, the Governors' Action Plan and the School Evaluation Form (SEF).

This is followed by a discussion with all staff and school governors.

The Senior Leadership Team then collates the information so that we are all working towards a shared goal.



North Road Community Primary School

Enjoy learning, succeed in life



Our Vision:

North Road Primary School is a school where everyone is encouraged to develop a love for learning, fulfil their potential, and discover new talents.

- ❖ The starting point for creating the plan is the Vision Statement and in particular the aims developed for the pupils of North Road Primary School.

Our aims are to provide a school community where;

Children are happy, safe and secure

High quality teaching and learning takes place

Children's learning and wellbeing are at the centre of everything we do

Children's achievements are celebrated

Creativity and curiosity can flourish

Everyone and everything is treated with respect

Children are encouraged to be independent, think for themselves, accept challenges and persevere

Good behaviour and honesty is expected and everyone is encouraged to take responsibility for their own actions

Inclusion, diversity and pride are promoted

Children feel part of the wider community

- ❖ These aims have been integrated into 6 statements and the school has identified a set of 'Performance Indicators' for each of the school's aims.
- ❖ The staff and Governors of the school have worked in partnership to write and action this plan with contributions from the parents and pupils.

1.	All children will feel happy, safe and secure and be aware of the importance of a safe environment. They will be emotionally healthy and able to deal with challenging situations
Performance indicators	<ul style="list-style-type: none"> ○ Can the children tell whether they feel safe and secure and recognise the importance of this in and outside of the school setting? ○ Can the children show that they are able to deal with challenging situations that may end in difficult decisions and those they may not agree with? ○ Are the children able to mediate between themselves and others in discussions?
2	All children will be provided with high quality teaching and learning experiences and the skills and knowledge needed for their future. Creativity and curiosity will flourish.
Performance indicators	<ul style="list-style-type: none"> ○ Does the school provide a broad and balanced curriculum where all children are ensured success and achievement? ○ Does the curriculum ensure the children have the life skills needed to take them into the next step of their learning journey? ○ Does the school provide the children with the sense of exploration, emotional and personal development? ○ Do the children challenge ideas put to them and use a variety of thinking skills and strategies? Do the children ask and answer questions freely?
3	Children's learning and well-being is central to the school ethos with children able to express their own thoughts and feelings, be sensitive to others and adopt a healthy lifestyle.
Performance indicators	<ul style="list-style-type: none"> ○ Are the children able to express their thoughts and feelings confidently? ○ Are the children able to seek advice and find a way to solve their own problems? ○ Do the children show a caring attitude towards others helping them deal with problems and issues? ○ Are the children sensitive to the feelings of others and show empathy? ○ Are all the children able to explain why the adoption of a healthy lifestyle is very important? ○ Do the children see the value and importance of this healthy lifestyle for their future development?
4	All children will be happy, confident and successful learners and all achievements will be celebrated. Children will demonstrate independence, perseverance and pride in their achievement and a love for learning
Performance indicators	<ul style="list-style-type: none"> ○ Are all children happy and enjoy coming to school? ○ Are all children confident in their own abilities and develop their own learning style and strategies?

	<ul style="list-style-type: none"> ○ Do all children take a pride in themselves, their learning and the school? ○ Do the children strive to develop themselves further by undertaking activities in learning outside of the school setting? ○ Are our children self-motivated? ○ Do the children hold high aspirations for themselves? ○ Do the children have enquiring minds and the desire to challenge themselves? ○ Do the end of key stage assessments reflect the true ability of the children? ○ Do the children demonstrate perseverance in challenging situations?
--	--

5	Everyone and everything is treated with respect within school, the local community and a multicultural society. Inclusion and Diversity is promoted and celebrated.
Performance indicators	<ul style="list-style-type: none"> ○ Can the children show they have respect for themselves and others? ○ Are there few instances of bullying and positive behaviour seen? ○ Are the children supportive of each other? ○ Do children recognise when they have done something wrong and understand the consequences? ○ Do the children understand what being a member of a wider community is and are they displaying British values? ○ Can the children recognise that they can influence their community and that their behaviour can affect others? ○ Do the children listen to each other and adults? ○ Can the children distinguish differences and similarities between their culture and that of others?

6	All children will develop an understanding of our school values and aims and model these to others. All children will demonstrate good behaviour and honesty, and take responsibility for their action.
Performance indicators	<ul style="list-style-type: none"> ○ Do children show respect to each other and the school property? ○ Are children responsible and think before they act, taking care of others? ○ Are the children becoming role models for peers? ○ Are the children becoming ambassadors for our school? ○ Do they our children understand the expectations of the school in terms of behaviour and demonstrating these in practice? ○ Do the children have a true sense of their own responsibilities in and outside of the school setting?

Within these six areas, priorities for the coming year have been highlighted. These will form the Targets and Action Plan for the 2017 – 2018 SDP. Many of the actions for the coming year support progress across the Aims. Below is an overview of the priorities highlighted.

	All children will feel happy, safe and secure and be aware of the importance of a safe environment. They will be emotionally healthy and able to deal with challenging situations	All children will be provided with high quality teaching and learning experiences and the skills and knowledge needed for their future. Creativity and curiosity will flourish.	Children's learning and well-being is central to the school ethos with children able to express their own thoughts and feelings, be sensitive to others and adopt a healthy lifestyle.	All children will be happy, confident and successful learners and all achievements will be celebrated. Children will demonstrate independence, perseverance and pride in their achievement and a love for learning	Everyone and everything is treated with respect within school, the local community and a multicultural society. Inclusion and Diversity is promoted and celebrated.	All children will develop an understanding of our school values and aims and model these to others. All children will demonstrate good behaviour and honesty, and take responsibility for their action.
Action 1	Development of leadership roles for pupils. Introduction of leadership role for Year 6 pupils.	Development and introduction of cycle B of the new topic curriculum.	Achievement of the Health in Schools Award.	Development of Mastery of Maths in KS2 – building confidence in applying strategies. Introduction of the Bar method of teaching.	Increase the role of the school within the local community.	Development of Pupil Voice opportunities.
Action 2	Consolidation of a discrete teaching scheme for e-safety.	Accelerated progress of middle ability pupils.	Increase the pupils' experiences of daily exercise. Introduction of the The Daily Mile.	Increase the quality of narrative writing/cross curricular writing across KS1 and KS2 to ensure successful outcomes at the	Evaluate the teaching of PSHE and increase the opportunities for SMSC, Purple Learning and Growth Mindset within the	Development of the role and responsibilities of the School Council. Introduction of the Prefect scheme and roles for Year 6.

				end of Key Stages.	school curriculum.	
Action 3	Extension of the nurture facilities provided.	Progress for Pupil Premium Pupils is accelerated and the progress gap reduced.	Development of the outdoor environment (Foundation and KS1) as a learning resource. Development of a quiet/covered area on the playground.	Increased roles and responsibility for Subject Leaders in data analysis and planning for progression.	Increase opportunities to celebrate diversity through visitors to school.	Development of the role and responsibilities of monitors and role models.
Action 4		Exceeding progress for the most able pupils in reading, writing and maths.		School values - consolidate the learning from the previous year and embed in daily school life.	School values - consolidate the learning from the previous year and embed in daily school life.	School values - consolidate the learning from the previous year and embed in daily school life.
Action 5		Development of the Senior Leadership Team.		Introduction of end of unit assessments tracking of progress data for Science.		
Action 6		Consolidation of a new scheme for teaching and learning in music.		Increase the publicity of children's achievements both in and out of school.		
Action 7		Consolidation of a new policy		Consolidation of the new marking		

		and teaching programme for handwriting.		policy with a focus on ensuring progress is closely monitored and achievements celebrated.		
Action 8		Attainment of the Artsmark Award		Extension of extra-curricular opportunities for pupils.		
Action 9				All staff trained in the development of pupil's 'Purple Learner' skills/Growth Mindset and strategies introduced into all classes.		

❖ Through assessing the progress made towards the School's Aims, the school data, the annual School Evaluation and the Governor and Subject Leader Action Plans, the school has identified the following Targets as the focus of the 2017-2018 School Development Plan

TARGETS

	To ensure outstanding achievement through attainment and progress of the children
Targets	<ul style="list-style-type: none"> ▪ By 2018 Mastery of Maths – Bar model - is embedded through-out Key Stage One and Two. ▪ By 2018 all children identified as more able are on track to achieve or exceed targets. ▪ By 2018 all FSM children are making above average progress and narrowing the gap in attainment to their peers.

	<ul style="list-style-type: none"> By 2018 all children will begin to demonstrate 'purple learner' skills; embracing challenges, demonstrating confidence, responsibility and enjoyment for learning.
--	--

	To ensure all behaviour and safeguarding is outstanding
Targets	<ul style="list-style-type: none"> By 2018 school council, eco monitors, house captains, lunch time crew, Prefects are working very successfully and modelling outstanding behaviour By 2018 a revised e-safety curriculum is being taught effectively and all pupils can explain how to stay safe.

	To ensure high quality teaching and learning with the majority of it being outstanding and none less than good
Targets	<ul style="list-style-type: none"> By 2018 a new two year topic based curriculum is successfully introduced – impact measured and changes made, if necessary. By 2018 all marking is effective and the policy and procedures used consistently throughout the school. By 2018 the policy for handwriting is embedded across the school and all children and staff are using continuous cursive handwriting. By 2018 no teaching is less than good and much will be outstanding. By 2018 the teaching of reading skills will be no less than good in all classes.

	To ensure outstanding leadership and management across the school community
Targets	<ul style="list-style-type: none"> By 2018 all appraisals include targets for more able, outstanding teaching and learning and curriculum development. By 2018 staff are provided with opportunities for leadership development, within school and cluster. By 2018 pupils have more of a voice in school leading different councils at a higher level. By 2018 all Governors will be contributing towards the Impact Report and be proactive in evaluating the progress towards the targets of the SDP. By 2018 all Link Governors will be challenging subject leaders and providing immediate feedback to leaders and Governors through the Link Reports.

❖ **These targets underpin the School Development Plan for 2016– 2018 and the generation of the Impact Plan.**