



Main priorities from Action plans 2015-2016



School Developmental Plan (SDP) "Good, better, best".

<p>Quality of Teaching, learning & assessment</p>	<ol style="list-style-type: none"> Maths - Improving using and applying mental and oral skills and thinking skills. Focus T2,T5,6. Groups - G&T & HAPS - Ensure learning needs of G&T and HAPS are met effectively. Pupil premium (PP)/Disadvantaged pupils - Ensure the learning needs of children on PP and LENS pupils are met effectively so pupils accelerate progress and achieve at levels on par with peers –SEND - Reduce the gaps between SEND pupils and other groups. Challenge for all and progress above average. Out-of-hours learning - broadened and embedded catch up classes and PE. Outstanding curriculum – Embed the new Curriculum and continue to make learning exciting, thematic and inspiring enriched with visits and visitors and involving children's own backgrounds. Teaching incorporating learning behaviours- At least 100% good and 6/8 classes outstanding practice. Developmental feedback- Self & peer assessment and ongoing developmental dialogue between teacher and child links with targets set impacting on progress & high standards. New Assessment embedded. Writing - Improving writing progress and standards linking for impact with other subjects. Focus T2,T5
<p>Quality & Standards of Education</p>	<ol style="list-style-type: none"> Raising achievement in Science - improving children's understanding and ensuring that at least 100% of children achieve expected at the end of Key Stage 2 and 43% exceed expectations . Standards - Ensure the learning needs of Gifted and Talented and more able pupils are met effectively so pupils are challenged and on target to attain at least 50% above ARE in R, 40% above ARE in W, M. More children achieve a deep level of understanding for expected as shown by KPIs Achievement - School progress measures outstanding in R, W & M: 94% of children achieve / on track to achieve at least Year 6 expected in Reading, Writing & Maths. The number of children achieving joint expected En & Ma to be at least 94%. All children make at least expected progress KS1-KS2 and EYFS-KS1 School attainment - above Borough and National Averages continuing upward trajectory Parental involvement - Improve Parental involvement and especially the parents of Jamaican heritage pupils, to impact in their children's learning and in school.
<p>Personal development, behaviour & welfare</p>	<ol style="list-style-type: none"> Outstanding behaviour & relationships –Embed PATHS & Dojo Programme -Develop children's skills and understanding of self awareness, managing feelings, motivation, empathy and social skills. Embed Christian & British values & UNICEF rights of a child. Stand Out Boys Project; Seeds of Empathy (Nursery); Counselling
<p>Effectiveness of Leadership & Management</p>	<ol style="list-style-type: none"> Challenging targets - Action Plans show challenging targets for all groups and align with targets in SDP. Raising standards - Action plans are clear about steps to take to ensure that standards are raised (including in PE) and gaps are closed for identified pupils including those with SALD. RE Quality Mark. Teaching & learning - All Teaching and learning is good/outstanding. Achieve Basic Skills Quality Mark. SLT – New member of SLT fully inducted. Centre of Excellence for Inclusion (build on IQM). Governors Increased involvement with the school driving vision & ambition to be outstanding and impacting on improvements. Governors attend new Ofsted Framework training. Achieve Governors Quality Mark.
<p>Premises</p>	<ol style="list-style-type: none"> Outdoor environment – Football cage for the Junior playground; EYFS outdoor learning mirrors indoor learning environment; Reception Class sensory garden; School garden vegetable growth; RE reflection space.
Literacy	
<p>Reading - Continue to see improvements in reading with at least at least 50% exceeding expectations (R-Y5 on track for this) and 94% of children expected or above and narrow the gaps in attainment for underachieving groups in each Year group.</p> <p>Writing - Accelerate the attainment of all groups to consistently exceed National Averages, and expected in particular: Pupil Premium Pupils (including Ever 6), boys in Year 5, SEND pupils, Jamaican heritage boys and girls, Casual admissions.</p> <ul style="list-style-type: none"> Increase the number of children on track to achieve expected at the end of Key Stage 1 to at least 85% <p>Literacy across the curriculum Use the creative Curriculum to encourage children's interest and love of Literacy whilst also accelerating progress and improving standards.</p> <p>Oral Literacy – Develop children's word awareness and oral literacy through a word rich environment</p> <p>Grammar, punctuation, spelling – Regular formal teaching to ensure KPIs are met for every year group</p>	
<p style="text-align: center;">SEND</p> <ul style="list-style-type: none"> Actions to ensure that the progress gap continues to narrow between SEND children and the rest of the class. Increase the skills and confidence of all staff to support children with Speech and Language difficulties (in particular those on the ASC spectrum) in accessing the classroom curriculum. Extending the roles of TAs/LSAs within the Speech and Language delivery model Statemented children progress well. Developing the whole school as a dyslexia aware and dyslexia-friendly environment. 	<p style="text-align: center;">Maths</p> <p>Pedagogy</p> <ul style="list-style-type: none"> Improve mathematical pedagogy at Key Stage 1 & 2 <p>Achievement</p> <ul style="list-style-type: none"> Ensure improved and consistent progress for all pupils across the school with particular focus on higher ability pupils. <p>Parent involvement</p> <ul style="list-style-type: none"> Increase the participation and involvement of parents (with a focus the parents of Jamaican heritage children) in pupils' learning.

St James Hatcham CE