

# Hipsburn Primary School – School Development Plan Summary

## Overview of Key Priorities of School Development Plan 2019- 2020 (updated 12/12/19)

Ofsted Key Judgement	Whole School Action	Proposed Outcomes	Key Priorities
<b>The Quality of Education</b>	<p>of excellence to successfully create an designed curriculum which ensures the knowledge and cultural capital d in life.</p>	<ul style="list-style-type: none"> <li>Teachers plan and deliver effective Early Reading sessions in EYFS &amp; KS1.</li> <li>Ensure teaching of Phonics and Reading observed is never less than good.</li> <li>To strengthen pupils' early reading skills by ensuring that they have access to a rigorous programme of phonics teaching.</li> <li>The % of pupils attaining the <b>phonic standard</b> in Year 1 and the re-test in Year 2 are above <b>National</b>.</li> <li>Ensure <b>Reading</b> attainment at <b>KS1</b> is in line / above National expectations.</li> <li><b>ALL</b> Pupils to achieve knowledge and skills for future learning.</li> <li>To continue to diminish any differences in the progress and attainment of disadvantaged pupils.</li> <li>End of year expectations in <b>Year 2</b> and <b>Year 6</b> are above National expectations.</li> <li><b>R, W &amp; M</b> for Year 6 is above National and Local Authority expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Systematic and rigorous programme of phonics developed across EYFS and KS1.</li> <li>Implement thorough and systematic approach to teaching Reading across EYFS &amp; KS1.</li> <li>Continued development of Guided Reading -ensuring effective questioning develops reading skills and comprehension.</li> <li>To ensure Reading is taught consistently across the whole school and skills are embedded throughout, fostering a pupils love of books.</li> <li>Coherently planned <b>curriculum</b> leading to pupils outcomes being in-line with National staff to</li> <li>To produce progression maps in English, Maths, Science, PE and PSHE</li> <li>Development of Beach Schools</li> <li>Ensuring schools actions with support of ALL Staff to secure substantial improvement in diminishing differences with progress and attainment of disadvantaged pupils.</li> <li>To ensure pupils attain the best outcome by targeted and individual support.</li> </ul>
<b>Behaviour &amp; Attitudes</b>	<p>To be judged as 'outstanding' as leaders and staff create a safe,</p>	<ul style="list-style-type: none"> <li>Attendance for all sub groups is increased and overall attendance is above National.</li> </ul>	<ul style="list-style-type: none"> <li>Raise Attendance for all groups across school</li> <li>Parents, staff and pupils are positive about behaviour and safety.</li> </ul>

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	calm, orderly and positive environment which impacts on the behaviour and attitudes of pupils.	<ul style="list-style-type: none"> <li>• Pupils value their education and absence rates reduce across the whole school.</li> <li>• Staff follow the revised Behaviour Policy.</li> <li>• Any form of <b>Bullying</b> incidents are dealt with quickly and effectively</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils are achieving well due to positive attitudes and commitment to education.</li> <li>• Bullying incidents are rare.</li> </ul>
<b>Personal development</b>	To be judged as 'outstanding' as leaders and staff promote the extensive personal development of pupils.	<ul style="list-style-type: none"> <li>• Pupils are equipped to be thoughtful, caring and active citizens in school and in public life</li> <li>• Effective use of sport funding</li> <li>• Pupils engaged in a revised PSHE curriculum</li> <li>• School is committed to the Hipsburn Promise.</li> <li>• Pupils are prepared for life in modern Britain</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure pupils adopt healthy lifestyles and understand the need for an active life</li> <li>• Pupils understand how a healthy active lifestyle impacts on their physical and mental well-being</li> <li>• Revise and implement a whole school PSHE curriculum</li> <li>• All learners to be respectful of diversity within society</li> </ul>
<b>Leadership &amp; Management</b>	of excellence to successfully create a expectations which has a positive impact recognising the need for staff CPD.	<ul style="list-style-type: none"> <li>• Quality of teaching is highly effective across school with precise professional development that encourages, challenges and supports.</li> <li>• Staff report high levels of support for well-being issues</li> <li>• Governors to actively secure appropriate work life balance</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher to secure appropriate staff CPD - improvement on teachers subject knowledge and pedagogical approaches</li> <li>• Teachers have an in-depth knowledge of the subject they lead and how well pupils remember and acquire knowledge</li> <li>• All leaders to contribute to effective teaching and learning.</li> <li>• Staff well-being is a priority</li> </ul>
<b>Early Years Education</b>	To ensure children in Early Years are 'school ready'.	<ul style="list-style-type: none"> <li>• School <b>GLD</b> is above National GLD.</li> <li>• Gap between <b>Boys</b> and <b>Girls</b> writing is reduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Outstanding practice observed in the EYFS – by providing stimulating and engaging learning environment both in and outside.</li> <li>• Reading is a priority – children taught to read effectively – focused adult directed teaching.</li> </ul>

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