



Every year the school creates a *School Improvement and Development Plan* which lists the key areas for the school and each subject. Below is a summary of the key issues which will be central to the school's development this year.



DJS OVERVIEW OF KEY ISSUES - 2018-19

<i>Objectives</i>	<i>Success Criteria</i>	<i>Evaluation</i>
<p>For all staff to understand where priority objectives, for the whole school, are taught</p>	<ul style="list-style-type: none">• Share Question Analysis with all staff. What were the strengths/weaknesses?• Which objectives are covered in which year group• Which objectives KS2 end of year assessments?• Staff to review planning in order to prioritise objectives for that year group.• Staff to amend check up tests so that priority objectives are included for that year group• Book scrutiny and lesson observations to monitor how well those objectives are being covered• Teaching priority objectives will be the whole school performance management target	



<i>Objectives</i>	<i>Success Criteria</i>	<i>Evaluation</i>
<p>To improve teaching in Spelling, Grammar and Punctuation so internal* outcomes are in line with/above national average</p> <p>*2018 end of KS2 outcomes were above national averages</p>	<ul style="list-style-type: none">• Complete audit of SPAG provision with support of external advisor• Ensure all children are correcting identified mistakes• Staff meeting time is used for all staff to have a clear understanding of the SPAG/writing features expected in each year group• Whole school writing moderation to allow for a consistent approach towards moderating SPAG/writing features	
<p>Teachers to keep a closer eye on the choices pupils make when they select the level of work they do in mathematics (Ofsted 2018)</p>	<ul style="list-style-type: none">• NG to share reasoning resources with staff who then incorporate them into weekly planning• Staff meeting time given - Autumn and Spring term - for staff to complete planning in year groups• NG to monitor plans for reasoning opportunities• NG to explain the concept of "magic 8" for staff to adhere to in mathematics lessons• Work book scrutiny will look for evidence of children being guided to make appropriate tasks skills.• NG to conduct pupil voice meeting with sample children	



<i>Objectives</i>	<i>Success Criteria</i>	<i>Evaluation</i>
<p>To enhance the quality of learning in Physical Education</p>	<ul style="list-style-type: none">• Additional support in place to allow subject leads to focus on quality of teaching and learning• Teaching staff to complete second Learning Nutrition self-audit, using Real PE guidance, to discover where particular gaps in knowledge and confidence are (Autumn Term)• Twilight training from West Norwich & Derham Schools Sports Partnership in Spring Term.• Follow up lesson observations will be used to focus on those gaps identified - Spring term• Staff to rate their skills, using staff audit, following input-Summer term	
<p>To implement a performance management system for all Learning Support Assistants</p>	<ul style="list-style-type: none">• All LSAs to have 2 Performance Targets• Meet with MR - Spring term - to agree targets and how they will be measured• DO to share the purpose of Performance Management with LSAs using Teaching Assistant professional guidelines• LSAs to use Professional Standards to inform their target setting	



<i>Objectives</i>	<i>Success Criteria</i>	<i>Evaluation</i>
<p>To implement metacognition and self-regulation strategies in the classroom</p>	<ul style="list-style-type: none">• AL attend twilight training 10/10/18• AL to deliver related CPD at staff meeting 30/10/18 - How will metacognition and self-regulation look in the classroom?• How is it implemented as part of classroom practice?• Share strategies with LSAs	
<p>To provide opportunities for pupils to plan and deliver Collective Worship in order for them to have a greater ownership of worship</p>	<ul style="list-style-type: none">• Use "Flippin Praise" support materials when planning CW which encourage pupil participation• Create a working group with pupils to consider issues they would like to cover in assembly• Club J to use daily collective worship time to share biblical themes they have been exploring• Classes to each prepare an assembly, as part of RE lessons, to deliver to school that is linked to the world religion being studied.	
<p>To develop transition arrangements for children from infant to junior and from junior to high school within the school cluster</p>	<ul style="list-style-type: none">• Attend cluster transition project meetings using VNET toolkit for transition materials as the guide• Visits to Drayton Infant and Taverham High School• Exchange of information so schools are much better informed about the curriculum requirements in each key stage.• Use pupil voice to assess what transition is like now and how it could be improved	



DJS OVERVIEW OF KEY ISSUES - 2016-17



<i>Objectives</i>	<i>Success Criteria</i>	<i>Evaluation</i>
<p><u>Premises</u></p> <ol style="list-style-type: none">1. To update Year 4 mobile classrooms2. To complete improvements to outdoor learning space	<ul style="list-style-type: none">• Liaise with J Tolman - NCC - as to how the mobile classrooms, which are at end of life, can be replaced• Work alongside David Spark (Groundworks) in order to clear away overgrown outdoor learning area around the school pond	