

Orleans Primary School - School Development Plan Summary 2020 - 2021

Our overall Success Criteria: Overall, our aim is to strategically plan to ensure that all pupils enjoy learning, make good/outstanding progress throughout their time at our school, and enjoy a rich and balanced curriculum. We aim for children to be ready for the next stage of their education and take away some life long memories of their time at our school.

Our overall Success Criteria:

- The Vision and Values for being a Primary school embedded throughout the school.
- Clarity, consistency and communication in place regarding the strategic aims of the school.
- Being relentless in our commitment to being outstanding.
- Being innovative.
- Being more efficient in our use of resources.
- Improved attainment in reading/writing/maths/science across the school for all groups of pupils.

Objective	Success Criteria i.e. How will we know we have achieved this.
<p>1) To continue to implement the Maths Mastery teaching style throughout the school.</p> <p>Lead: Marie Hedges and Rachel McFall.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • Embedded Mathematics Mastery approach in all year groups. • Confident and skilled staff who are able to teach high quality Maths lessons in-line with the lesson structure and appropriate differentiation as reported through a staff survey. • Consistent teaching of Maths throughout the school visible through monitoring. • Children progressing broadly at the same pace. • Fully informed parents who support our vision and method (whole school parent survey). • All children are confident and inspired mathematicians evident through a pupil survey. • A highly structured daily timetable, which ensures best practice and outcomes for all children. • All groups of pupils make good or above progress. These groups are; Gender, SEN, PPG, FSM, Looked after, Disadvantaged, EAL and Ethnicity.
<p>2) To continue to embed teaching strategies to support pupil progress in reading and writing.</p> <p>Lead: Kate Sanderson-Turner, Sarah Hayward, Reegan Prinsloo, Rebecca Johnson.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • A cohesive approach to writing across the school and children reading results are improved through the use of 'Power of Reading.' • Focus on editing and drafting process. • Pupils understand the importance and the enjoyment of reading high quality texts. • Pupils enjoy writing and are inspired to write well. • Teachers have high expectations of all pupils in writing tasks. • Clear skills progression in writing evident throughout the school.

	<ul style="list-style-type: none"> • High quality SPAG teaching enabled by strong staff knowledge through teaching through the high quality texts. • High quality phonics teaching throughout the school. • Maintain the high standards of attainment in the Early Years and KS1 and KS2 in writing to ensure that the school remains significantly above the national attainment and in line with or above the attainment for Richmond.
<p>3) To diminish the difference in attainment in reading, writing and maths for identified groups of pupils (SEND, EAL, Vulnerable, PPG and PPG+) to ensure they make good progress in line with National Expectations.</p> <p>Lead: Beckie Bennett, Leanne Ho, Lorena Aguilar, Luci Rainford, Iona Medland.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • All pupils make good or outstanding progress as defined in our Assessment Policy and progress in line with their peers nationally in progress between KS1 and 2. • Staff are supported in having a growth mind-set for all pupils encouraging the highest expectations and take responsibility for planning for SEN pupils. SLT monitoring shows this is consistent across the school. • The Orleans curriculum is ambitious for pupils with SEN providing rich learning opportunities. • Vulnerable pupils are supported within school to enable them to make good or outstanding progress. • Increased attendance for PPG/SEN and vulnerable pupils with their attendance being 96% or above. • Within the Foundation Stage, all pupils to make good progress across the academic year.
<p>4 To plan and teach a recovery curriculum which supports pupils in returning to school following the school closure period due to Covid-19.</p> <p>Lead: All teachers, Senior Leadership Team.</p> <p>The school reviewed its curriculum during autumn term 2019 to ensure it was broad and balanced, reflecting the needs of the pupils. During summer 2 2020 the subject leaders and Senior Leadership Team planned a curriculum to support pupils in returning to school.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • The curriculum provides high quality learning opportunities for pupils. • Pupil's self-esteem and mental health is supported through opportunities to develop pupil friendships. • The curriculum meets the needs of all learners within school including those with Special Educational Needs. • The school provides support for pupils who are worried about returning to school following the Covid-19 school closure period. • Wider opportunities for learning are provided through extracurricular activities and enable pupils to develop their knowledge. • Promotes pupil's physical development through PE and the School Sports Premium. • Promotes pupils SMSC development and prepares pupils for life in modern Britain. • The curriculum promotes equality and fosters greater understanding of others. • Ensures pupils are aware of how to keep themselves safe including online.