Valley Primary School SIP Priorities 2018-19

Leadership & Management

Ouality of Teaching

Personal Development, Behaviour & Outcomes for Learners Wellbeing

EYFS

Priority 1

To fully embed a system of distributed leadership

- 1. To present the new structure to the Trust and Governing Body to seek approval in the Autumn Term 2018.
- 2. To finalise the key priorities for improvement within each Leaders' area of responsibility.
- 3. For all leaders to complete their subject SEF and Action Plan and monitor progress against set targets throughout the school year with termly reports to L&A Governing Committee.

Priority 2

To increase the proportion of outstanding teaching to 50%+ by ensuring all learners are challenged

- 1. To aim for 100% of teaching to be good or better with 50% + to be judged outstanding over time by July 2019.
- 2. To introduce immediate marking within the split level teaching approach to provide pupils with opportunities of improving their work within a lesson and to provide additional challenge.
- 3. To ensure provision maps outline the effective and challenging support for pupils with the most significant need across the school to ensure that these pupils make good or better progress in Reading.

Priority 3

To further improve the whole-school provision relating to mental health & wellbeing

- 1. Aspects of the whole-school behaviour policy reviewed and adaptations introduced in the Autumn Term 2018 with a focus more on the positive.
- 2. School registered for the Wellbeing Award programme and works towards targets on the set Action Plan.
- 3. To introduce Place2Be to the school in January 2019 and SLT to target caseload for Spring Term.

Priority 4

To ensure that Key Stage 1&2 headline data remains above National with progress scores at least in the top 25% **Priority 5**

To ensure EYFS is consistent across the setting and the % achieving GLD remains above National & Bromley

- Long-term target setting with termly benchmarks shared with staff and progress tracked through pupil progress meetings.
- Key pupils identified in pupil progress to minimise girl v boy differences in Maths at Key Stage 1.
- 3. As a result of the provision outlined in the individual provision maps for pupils with SEN, all identified pupils will make equivalent progress in reading as a result of the planned interventions.

- Implement the tracking system to ensure all pupils make rapid progress form a September baseline and remain on track to achieve their end of year target.
- Implement the monitoring system to ensure Learning Journals are organised and demonstrate a comprehensive evidence base to support Teacher Assessments.
- Undertake half-termly audits of the learning environment to ensure it is judged as good or better with a clear theme of learning being evident throughout.