



Friezland Primary School

School Development Plan

2017 – 2018

A FAMILY COMMITTED TO MAKING A DIFFERENCE

Vision

We will develop well-rounded, resilient individuals who demonstrate mutual respect and tolerance and who have a positive impact on their community and the wider world.



By:

- Achieving excellence through collaboration and exploration;
- Providing a diverse and inclusive learning community where uniqueness is celebrated and through which children, families, staff and Governors work in partnership to nurture, grow and unlock every child's potential;
- Knowing each child well to make sure that they feel valued, encouraging their self-esteem and confidence to grow;
- Educating to the highest standards and developing skills for life through ensuring exciting, challenging and stimulating experiences within and beyond the classroom, to maximise achievement and success;
- Developing curiosity and the courage to think critically and ambitiously;
- Exploring and investigating independently and interdependently;
- Encouraging a life-long love of learning which is exemplified by children who enjoy challenge and are motivated to take risks;
- Facilitating a programme of enrichment to build confidence and promote new interests, teamwork, leadership skills, friendships and fun.



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Ofsted areas identified for improvement

(November 2016)

- Improve teaching so that it is consistently good across key stage 2, by:
 - raising teachers' expectations and providing work that is sufficiently challenging for all pupils, especially the most able,
 - ensuring that all adults check pupils' learning and progress carefully in lessons, revising work and the timing of activities to meet pupils' different needs, particularly the most able.
- Secure rapid progress for all groups of pupils, especially the most able, in writing and mathematics by:
 - providing more frequent opportunities for all pupils to write in detail and apply their writing skills in areas other than English,
 - ensuring that the most able develop flair and fluency that brings a greater depth to their writing,
 - developing pupils' confidence in explaining the calculations that they carry out and in justifying the approaches that they take,
 - providing more frequent opportunities for pupils to use their mathematical abilities to investigate and solve problems.
- Provide more opportunities for pupils to consolidate and deepen knowledge, skills and understanding across the broader curriculum, by planning for the development of investigative and enquiry skills, especially in science.
- Ensure a more rigorous approach to checking the impact that teaching has on the learning and progress of groups of pupils, including the most and least able.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Friezland Key Priorities 2017 – 2018

The priorities within the School Development Plan (SDP) are the outcome of the annual school self-review in collaboration with staff and the Governing Board (GB). They are set in-line with the academic year but forward planning takes place in-line with the financial year.

The areas for action from the last Ofsted Inspection, November 2016 (see page 3) are also incorporated into the key priorities.

The SDP is reviewed regularly by staff and termly by the GB at review meetings when staff present the current progress and impact for the key priorities.

The key priorities underpin Performance Management objectives, staff CPD and budget implications. All staff have their own copy of the CPD on which they highlight the areas in which they are directly involved and have some responsibility for. This is discussed at Performance Management meetings with SLT.

- **Outcomes for Children and Learners:**

1. To effectively challenge the more-able pupils in order to ensure progress is at least 'expected' and that a higher proportion of pupils achieve, 'greater' depth', with a particular focus on English and Maths.
2. In Science and Humanities, ensure that the progression of skills is evidenced consistently across all key stages, with a particular focus on investigative skills.

- **Quality of Teaching, Learning and Assessment:**

3. Ensure assessments processes are developed across school and used consistently to support the identification of next steps and track progress and attainment.

- **Personal Development, Behaviour and Welfare:**

4. Develop home-school support links with a particular focus on effectively supporting learning and progress.

- **Effectiveness of Leadership and Management:**

5. Increase the knowledge, understanding and accountability of the Governing Board through the implementation of the EROG actions with a key focus on the school's vision.
6. Ensure leaders rigorously monitor the standard of teaching and learning across a range of subjects and all key stages in order to ensure judgements are accurate.