

Governor and School Community SDIP priorities 2017-2018

The SDIP was generated by governors, staff, parents, pupils and from reports received about the school such as SIAMS, OFSTED, external moderators and DATA information.

GOVERNORS' PRIORITIES	SCHOOL KEY OBJECTIVES	EXPECTED OUTCOMES & SUCCESS CRITERIA
Achieve the Investors in Pupils Award	Award: To achieve the award for investors in Pupils in acknowledgement the school community members support and help children grow into becoming good citizens	Pupils: will make at least good progress from their start points and meet or exceed ambitious targets set. Those that attract additional funds will be supported to make good progress. Pupil groups will be involved in learning about the finances and roles within the school and how the school operates. Pupils will take on responsibility for initiatives, roles to support the school in decision making, support one another, engagement in school life and flourish in learning. Staff will support and find opportunities for pupils to flourish and be responsible citizens
Improving Pupil Outcomes	Sports provision: To continue to improve facilities and management of sports and club events Maths: To continue to raise attainment across the school through 'Talk for number' and problem solving Writing: To raise attainment in writing across all books to show clear evidence of progress Spelling: To strengthen spelling skills AfL: To raise attainment through high quality marking, feedback and data analysis. Teacher understanding of AfL will be enhanced. Computing: To develop confidence in computing so there is good learning and teaching across the school EYFS: To improve outdoor facilities to ensure they are conducive to outdoor learning Religious Education: To embed the revised RE syllabus to enhance delivery of engaging and inclusive RE sessions	Sport: To strengthen cluster links and provide opportunities for competitive and non-competitive sports. Bronze award maintained and work towards silver in 2018-19 Maths: EOY data will show classes make at least good progress from their start points. The bridge between maths and other core subjects will continue to close and maths will be above national expectation. Low achieving pupils and those who attract PPF will make at least good progress. Writing: EOY data will show classes make at least good progress from their start points. Writing will continue to be well above national expectations. Pupils will have a high level of writing skills across all written work. Low achieving pupils and those who attract PPF will make at least good progress. Spelling: EOY data will show classes make at least good progress from their start points. Spelling strategies will be taught explicitly and applied by pupils in their writing. AfL: Pupils will know the next steps in learning and be supported to make progress. All teachers will be confident and secure in their judgements. Computing: Staff and pupils are confident with ARE and at least 85% will achieve. EYFS: Outdoor classroom being used effectively to improve outcomes for pupils RE: to monitor the quality of teaching and learning in RE. To ensure all faiths are included and celebrated through the curriculum and this impacts on pupil outcomes.
Broadening Personal Development and SMSC	P4C: To develop high quality pupil voice, thinking skills, tolerance and respect so pupils are engaged in all aspects of school life SMSC: To evaluate how well SMSC impacts on pupil outcomes Collective Worship: To enhance pupil engagement and involvement in the planning and delivery of Collective Worship Growth Mindset: To develop pupils and staff self-confidence and positivity in approach to learning Learning strategies: To prepare children for learning, particularly those who are vulnerable, disadvantaged or require SEN support Behaviour: To review behaviour policy, implement changes involving pupils and staff Pastoral/Nurture: To develop a nurture hub where pupils vulnerable are supported and ready for learning	P4C: is integrated into lessons so pupils can question, reason and think creatively. They are confident to share ideas and make suggestions and can take turns and show tolerance and respect for others. SMSC: evidence will show learners make informed choices which are based on Christian values through daily worship, religious education and other aspects of the curriculum. Pupils will have access to a breadth of experiences available to all learners through curricular and extra-curricular activities. This in turn links RE, values and behaviours which provides a clear and distinctive Christian character. Collective Worship: Pupils are fully engaged in Collective Worship. Pupils contribute to planning and delivering Collective Worship through pupil voice groups. Staff feel confident to deliver Collective Worship using a consistent structure. Growth Mindset: Pupils and staff approach learning and new situations with confidence and self-belief. Growth Mindset language is used consistently throughout the school and has a positive impact on learning outcomes. PiXL Primary Edge to be introduced and embedded throughout the curriculum. Learning strategies: Pupils are prepared for learning through support and encouragement to build confidence, resilience and independent thinking skills to succeed. Pastoral Hub: Embed the role of Pastoral Support Assistant to provide provision for vulnerable pupils. The school is driven to maintain the highest possible standards of pupil safeguarding, welfare and site safety.
Optimising the value for money from a quality of provision perspective	Pupil premium, SEND, Vulnerable groups: To monitor financial spend against specific groups of pupils outcomes and seek creative ways to support learning, create opportunity and inspiration Finance: To create a 3 year financial plan that links closely with the SDIP, Health & safety and Learning so pupils receive value for money Staff: To provide and receive training to enhance the workforce and continue to improve the learning culture across the school	Finance: School's SFVS system will be established, manageable and effective. Seek creative approaches to generating and securing funding and income. Pupils: Specific groups will be supported so they make progress and engage in school life. Staff: CPD to establish a culture of learning so the work force is highly skilled and effective to support school SDIP, pupil outcomes and self-professional development. School Leaders: will monitor current spend and ensure this links to the SDIP to support best outcomes for pupils such as: training, CPD, resources, outreach work, access to opportunities and new learning experiences. Spirituality: Develop an outdoor Christian ethos (Spiritual Garden and social spaces outside)
Strengthen Governance and leadership	Strategy: continue to strengthen the knowledge and skill set of the Governing Board Members Monitoring: Use rigorous and effective systems against the SDIP to monitor progress and achievement and plan strategically for the school's future	Schools: continue to work within the cluster collaboratively to provide positive outcomes for pupils Governors: continue to monitor SDIP, seek training and challenge the Head holding her to account for progress and outcomes Headteacher: will continue to build relationships with other school Heads through regular meetings and be open to support and sharing ideas and initiatives. Staff: continue to engage in cluster moderation visits, training, observations of learning and teaching and sharing cost and resources. Pupils: will continue to have a broad and balanced curriculum, opportunities to compete, share and engage in joint activities and work with pupils from other local schools. Signage: To improve the signage in school due to refurbish and changes of room usage.
Develop and strengthen pupil understanding of, and staff benefit from, the school's community	Community: To find and use opportunities to support and integrate within the local community to improve learning outcomes and extra-curricular opportunity for children Cluster: To collaborate with other schools and leaders to strengthen partnerships for monitoring, assessment and learning opportunities Church: To maintain close links with the church	Pupils can say what amenities are within their community and why people choose to live and work in the school community. Pupils are continued to be exposed to real life experiences and demonstrate this to support and enhance their learning. Parent and local members involved in school life. Staff embed using the school community to enhance learning. They continue to work with other schools to improve assessment, learning and teaching and are confident in their judgements. Church: To continue to develop good relationships between school and church