



Duncombe Primary School School Development Plan 2020/2021

(Website Version: Key Priorities only; This is a working document so updated versions possible)

Quality of Education

Key Priorities:

- Leadership ensures ALL are clear on what is to be taught, and why, and that the curriculum is delivered effectively.
- School leaders can demonstrate the impact that their curriculum monitoring makes.
- For staff to understand what constitutes 'essential knowledge' in each subject, and this has been incorporated into their planning. The content, sequencing and progression are appropriate and secure in each subject. Duncombe Primary School is clear on what is taught and why.
- To ensure the curriculum is planned and sequenced so pupils consolidate knowledge, understanding and skills in subjects by re-visiting key facts and vocabulary at different points throughout their school journey.
- To ensure all children read fluently by the end of KS1 so they can access the full curriculum offer - this will include effective phonics teaching
- Ensure teachers have high quality resources to enable the effective delivery of the curriculum to all groups of pupils

Behaviour and Attitudes

Key Priorities:

- Ensure that systems for communication regarding behaviour with parents are efficient and robust.
- Sustain the substantial improvements in pupils' behaviour and further improve attitudes and engagement in lessons
- Improve attendance by 3% to be 97% by the end of the academic year for all groups of pupils including SEND and PPG

Personal Development

Key Priorities:

***Recognise the impact on the social and emotional well-being of pupils during and following the Covid 19 pandemic**

- Prepare the school community (particularly parents) for the new relationship, sex education and health education programme

- Further develop pupils “character” and “values” through a range of internal and external activities (links to FBV and SMSC)
- Introduce a well-being programme that allows pupils the opportunity to develop an approaches to keep them fit and healthy – mentally and physically.
- Further development of pupil leadership through developing the outside spaces for playtimes

Leadership and Management

Key Priorities:

- Develop leadership at all levels (including governance) to build sustainable improvement: further promote its model of distributive leadership by developing the curriculum leaders to lead their subjects successfully.
- School leaders will continue to ensure that teaching is at least consistently good and a greater proportion (40%) is outstanding over time.
- Progress for all groups is in line with national benchmarks or showing significant improvement.
- To ensure that all staff feel supported in their work and leaders have in place mechanisms to reduce workload and promote well being

Early Years

Key Priorities:

- To develop EYFS provision so that children make accelerated progress from their below average starting points and are well equipped to move to the next phase of their education.
- To establish and maintain high expectations and robust routines to create an effective learning environment
- To provide opportunities for engagement with parents, from the outset, to encourage them to play a greater role in the early development and learning of their children.
- To prepare for the introduction of the new baseline assessment