

Fort Royal

Community Primary School

"Play, Learn, Laugh, Succeed"

School Development Plan 2016-2017

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1. RATIONALE FOR SCHOOL DEVELOPMENT PLANNING

- At Fort Royal we are committed to continuous whole school evaluation and improvement. The School Development Plan is an important document, stating the priorities and actions that will be the focus for this ongoing improvement. It will need to be regularly updated to take account of changes that occur during the financial and academic year.
- In addition the school also sets long term priorities. These, however, are subject to change in accordance with National Priorities and the changing needs of the school.
- The governors are fully involved in formulating and monitoring the SDP through their own actions within the SDP, the Head's Reports and other activities in school related to current priorities.

The priorities for development are established through:

- An appraisal of how the school has addressed the development points raised in the previous Ofsted report.
- An appraisal of the shared school vision and values and how the school's provision matches these aims.
- The school's own rigorous self-assessment against the Ofsted evaluation schedule as summarised in the Self Evaluation Form (SEF).
- This draws evidence from a wide range of sources including the school's own monitoring framework and also feedback from various external consultant experts.

Links with other Key Documents

1. Budget Plan
2. Performance Management Policy
3. Pay Policy
4. The School's previous Ofsted Inspection Report
5. Reports from School's Improvement Partner (February, May and June 2016)

6. The school's Annual Performance Review via the School improvement Advisor (April 2016)
7. The independent Review of Governance and facilitated action plan via Governor Services , Babcock International (February 2016)
8. Review of Behaviour management systems via Executive head of Kingfisher Academy for pupils with EBSD (January 2016)
9. Pupil Premium and school website review via D. Sobel (www.inclusionexpert.com) (January and February 2016)

2. THE VISION FOR THE SCHOOL:

"Play, Learn, Laugh, Succeed"

What We Value:

- ◆ We believe that all children should have the opportunity to enjoy their learning and experience success.
- ◆ We promote a broad, balanced and differentiated curriculum valuing children's interests and motivation.
- ◆ We consider the building of partnerships with parents and other stakeholders to be vital in promoting children's education.
- ◆ We value continuing, supportive professional development, for all those engaged in the work of the school, to ensure the best possible outcomes for all the children regardless of age or ability.
- ◆ We are committed to hearing the pupil voice and valuing the contributions our pupils make to the life of the school.

The School Mission Statement

"We believe that it is important that each child is given the opportunity to develop his/her full potential at Fort Royal School and we are committed to continuously striving towards achieving this. We endeavour to work closely with parents in partnership to develop the joy of learning through success."

3. SUMMARY OF SCHOOL DEVELOPMENT PRIORITIES for 2016-2017

In addition to the Priorities identified by Ofsted -

- 1. Development of governance after facilitated self-review**
- 2. Develop pupil's autonomy and self-confidence in their learning and individual development**
- 3. Develop the identification of and provision for vulnerable and disadvantaged pupils in school**

Strategic Long Term School Priorities (2016- 2019)

- Ensure the school's provision (facilities, curriculum, assessment practices and pedagogy) continues to match the changing nature of its pupil cohort and the increasing demand for places and ensures the best possible outcomes for them.
- Develop links between the school and parents and health professionals and that expertise and parental aspirations are integrated into individual programmes.
- Pursue Academy Status. Once achieved review opportunities related to finance and staffing.

4. Matching SPD priorities to the SEF framework

School Self Evaluation Framework criteria					
SDP Priority	Quality of Leadership and Management	Quality of teaching learning and assessment	Personal development and Welfare	Pupil Outcomes	Effectiveness of provision in the Early years
School Priority 1 Development of governance after facilitated self-review	<ul style="list-style-type: none"> 1.2:organisation of the governing body 1.3: Organising the work of the governing body and its committees 1.4 review reporting of committees to full governing body 1.6- Performance management monitoring 1.7 New governor induction 1. 8 Establish a strategic committee 	<ul style="list-style-type: none"> 1.5 Governors visits to help governors make informed decisions, ask searching questions and provide meaningful support 1.6- Performance management monitoring 1.8 Establish a strategic committee 	<ul style="list-style-type: none"> Priority 1.5 Governors visits to help governors make informed decisions, ask searching questions and provide meaningful support 	<ul style="list-style-type: none"> 1.4 review reporting of committees to full governing body 1.6- Performance management monitoring 	<ul style="list-style-type: none"> 1.5 Governors visits to help governors make informed decisions ask searching questions and provide meaningful support 1.6- Performance management monitoring
School Priority 2 Pupils will develop autonomy and self-confidence in their learning and individual development	<ul style="list-style-type: none"> 2.1&2 SLT and governors actions with in this plan and monitoring of success criteria 	<ul style="list-style-type: none"> 2.1 Review marking and feedback policy 	<ul style="list-style-type: none"> 2.2 Establish a pupil voice in the school through a student council 2.3 Develop the wellbeing and independence curriculum and APP assessment structure 	<ul style="list-style-type: none"> 2.1Review marking and feedback policy 2.3 Develop the wellbeing and independence curriculum and APP assessment structure 	<ul style="list-style-type: none"> 2.3 (2.3c/d/e)Develop the wellbeing and independence curriculum and APP assessment structure
School Priority 3 Develop the identification of and provision for Vulnerable and disadvantaged pupils in school	<ul style="list-style-type: none"> 3.1a-e. Leaders and managers focus on consistently improving outcomes for all pupils but especially disadvantaged pupils. They secure substantial improvement in progress for disadvantaged pupils 	<ul style="list-style-type: none"> 3.1d Sharply focused intervention menu developed 3.1e Interventions tracked and monitored against agreed entry criteria 	<ul style="list-style-type: none"> 3.1b Most vulnerable and disadvantaged pupils identified and signposted interventions to meet needs 	<ul style="list-style-type: none"> 3.1e Interventions tracked and monitored for effectiveness and against agreed entry criteria 	3.1b Most vulnerable and disadvantaged pupils identified and signposted interventions to meet needs