

School Development Plan 2014-2016

Our Goal: To give our Duncombe children the best start in life.

Priority Area 1: Attendance	Priority Area 2: Learning	Priority Area 3: Achievement	Priority Area 4: Curriculum
<p>Aim: To raise attendance above 95%</p>	<p>Aim: Quality of planning and a culture of high expectation enable all pupils to learn exceptionally well.</p>	<p>Aim: The standards of attainment of almost all groups of pupils are at least in line with national averages, with many pupils attaining above this.</p>	<p>Aim: Continue to develop a curriculum which provides highly positive, memorable experiences and rich opportunities for high quality learning.</p>
<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> Our yearly attendance figures are above 95%. 	<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> Duncombe pupils are taking control of their own learning and are able to show evidence of their learning over time. Teacher talk is reduced, allowing maximum time for independent learning. Observations focus on learning rather than teaching and are using the EYFS 'Characteristics of Learning' document. Pupils are skilled in selecting methods of working and presenting their thinking through mind-mapping, group collaboration, Cognitive Acceleration, Philosophy for Children, learning walls, cooperative learning and feedback for learning. Teachers plan a range of challenging activities which pupils are skilled at selecting to ensure they are working within their Zone of Proximal Development (Vygotsky). Parents understand how children learn and have access to regular training enabling them to support their children at home. EYFS transition to Year 1 to focus on school readiness. Teachers to comment on pupils' readiness for their new year group in autumn term pupil review meetings. Homework extends pupils' independent study skills and the class teacher will mark at least eight books each week with the TA checking the rest. Project homework is consistent in style across the school and available online alongside the half termly newsletter. Written feedback is the key to moving learning forward. Pupils regularly respond to teachers' comments and, as a result, understand how to improve their work. Planning and timetables are rigorously monitored by senior managers to ensure consistency and quality. Governors take part in learning walks alongside the school leaders. 	<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> 'Meet the teacher' meetings set out expectations for each year group and parents are fully aware of how to support their child at home. There is an increase in high attainers in each year group. Governors provide a high level of challenge to staff to ensure that practice is outstanding. The percentage of pupils achieving level 5 (or equivalent) in all subjects is consistently in line with or above national, particularly in English. The percentage of pupils achieving level 6 (or equivalent) is consistently in line with or above national percentages for English and maths. The percentage of pupils achieving level 3 (or equivalent) in the KS1 SATs is consistently in line with or above national in all subjects. 	<p>We will know we have achieved this when:</p> <ul style="list-style-type: none"> Our next Ofsted report confirms the high quality of our curriculum. Local Authority advisors judge our curriculum as being of a high standard. Feedback from pupils confirms their positive experiences and opportunities, through school council and pupil surveys. Parent awareness of the curriculum is raised through the website and 'join us at school' days each month.