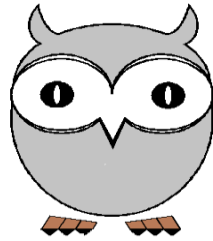


Savile Park Primary School



School Development Priorities 2016/17



Savile Park Ethos and Values

At Savile Park Primary School we celebrate all children who are part of our school family. We aim to encourage their gifts, abilities and experiences so that they achieve their full potential. We wish each individual to grow in confidence, knowledge and awareness in a happy, caring and stimulating atmosphere where they will enjoy learning and feel secure and involved. We endeavour to promote a love for learning, a love for life and a love for one another.

A love for learning

We wish to inspire the children's minds in a high quality learning environment. Pupils will be encouraged to express themselves, ask questions and use their imagination. Learning will be based on first hand experience as much as possible and the classroom will extend to the local community and beyond. We will equip our children with the skills and attitudes to cope with a rapidly changing society. The value of life-long learning will be upheld and emphasised

A love for life

We believe life is precious and to be cherished and that each individual has something unique to offer. We aim to help children understand the potential power of their own life. They will be encouraged to maintain physical and mental well being so that they can achieve this potential. We also want them to appreciate the richness and diversity of the world, developing a caring attitude so that they protect the environment in which we live. Pupils will be encouraged to delight in their own and other peoples' gifts and talents. Activities that develop spiritual awareness will be regularly provided

A love for one another

We aim to maintain a school where everyone is respectful and considerate to one another regardless of race, culture, religion, gender or ability. Friendly and caring attitudes and action to people in our families, school, local community and the world beyond will constantly be encouraged. Courtesy and good behaviour through self discipline will be expected and positively reinforced.

Each year all schools are required to identify the strengths and areas of development for their school. This works alongside the SEF the schools evaluation document. Both documents use the current Ofsted Framework as a basis and a consideration.

The key judgment areas are:

- Overall effectiveness
- Effectiveness of leadership, management & governance
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Raising attainment and pupil progress
- Quality of the Early Years



A School Development Plan is then drawn up after consultation with staff and governors. The plan is written by a variety of staff and with key responsibility areas such as class teachers, Subject Leaders, Assistant Heads, Deputy Head, Head, Governors, Business Manager.

This working document then highlights the priorities and the actions needed to move the school forward.

The following priorities for our School Development Plan for September 2016 to July 2017 have been identified from the following:

- Analysis of performance data and pupil outcomes
- Priorities in Cluster collaborations with other schools
- Calderdale LA Improvement Plan
- Surveys with stakeholders



Raising attainment & pupil progress

- To raise pupil achievement and standards in all subjects to meet national expectations.
- To narrow the gap between girls and boys achievement in KS1.
- To develop children's capacity to be independent learners.



Savile Park Primary School Development Priorities 2016-17

Teaching, learning & assessment

- To evaluate & review the curriculum.
- To continue to develop foundation subject assessment.
- To ensure consistency of provision across both sites.

Quality of Early Years

- To improve the percentage of children achieving a 'Good Level of Development'
- To narrow the gender gap.
- To develop opportunities for outdoor learning.

Leadership, management & governance

- To embed the new senior leadership team.
- To develop the middle leader role.
- To ensure that governors continue to play a strategic role & maintain a rigorous approach to holding school leaders to account.

Personal development, behaviour & welfare

- To increase the overall attendance percentage.
- To evaluate and review the school behaviour policy.
- To further develop lunchtime provision at both sites.

English

- To improve the quality of guided reading provision..
- To continue the introduction of the theory of reciprocal reading across school.
- To audit the teaching of guided reading and writing
- To audit library books.
- To make the library a more attractive and inviting learning environment at both sites.
- To audit and review the teaching of phonics.
- To embed the marking and feedback policy.
- To promote reading for enjoyment.
- To develop oracy across school.
- To ensure that speaking and listening skills are discretely taught (not just practised).
- To continue regular writing moderation meetings.
- To continue to develop children's editing skills.
- To develop library skills in both sites.

Mathematics

- To continue to develop problem & reasoning skills across school.
- To provide workshops & information for parents.
- To develop cross curricular links.
- To monitor the impact of the Problem Solving & Reasoning training.
- To ensure high levels of appropriate challenge in all classes.
- To embed the school calculation policy, ensuring consistency across school.
- To embed the feedback and marking policy.