



# SIDP 2018/2019



Key People	Targets	Intended Outcomes	Monitoring	Evaluation
<u>Leadership and Management</u>				
<b>Staff:</b> Ed Dooley <b>Governor:</b> David Browne	A. Achieve the vision policy in all aspects of the school community.	Stakeholders will be able to consistently articulate the vision and core values.	Share findings with link governor and governor learning walk.	
	B. Regular monitoring of pupil progress through accurate data analysis to ensure accountability and increase pupil progress.	Half termly pupil progress meetings show increase in children working at expected levels in reading, writing and maths.	Governor monitoring of pupil progress meeting reports.	
	C. Ensure all staff are challenged, achieve value for money and promote excellence.	Monitoring reports will show clear impact on practice of key areas (such as T&L and SEND provision).	Governors scrutinise SLT monitoring reports.	
	D. Motivate staff through agreed, effective performance management and enhance CPD.	Staff absences will decrease from 1738 days lost over the academic year by 15%.	SLT report staff absence to governor at the end of the academic year.	
	E. Through increased engagement with stakeholders, raise aspiration and expectations within the community.	Positive feedback reported in surveys and evaluations.	Governors monitor parental feedback.	
<u>Teaching, Learning and Assessment</u>				
<b>Staff:</b> Ed Dooley <b>Governor:</b> Carolyn Sayer	A. Increase parental engagement in pupil progress and learning.	All parents have accurate data on their child's attainment and progress, at three points in the year.	Governors see evidence of parent reports.	
	B. Develop the role of subject leaders and build a broad and balanced curriculum embedding core skills across all subjects.	Scrutinies and observations will show coverage and challenge across the curriculum.	SLT and subject lead to share monitoring with governors.	
<u>Mathematics</u>				
<b>Staff:</b> Jess D'Souza	A. Develop the consistency in teaching of maths	All observations will show that units of work will be pitched at the appropriate level, as dictated by White Rose Hub.	Termly governor meeting. SLT share monitoring with governors.	



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<b>Governor:</b> <i>Jane Rolph (Infant) Ed Holley (Junior)</i>	B. Ensure all children make good progress	Whole school average value-added step difference > 1	Termly governor meeting. Progress data analysis shared with Governors.	
	C. Raise the profile of maths in the school community.	Learning walks show increase in maths around the school.	Report monitoring to governors.	
<b>English</b>				
<b>Staff:</b> <i>Emma Cresswell</i> <b>Governor:</b> <i>Carolyn Sayer</i>	A. Raise attainment and progress in writing	Year 2 Writing TA: 69% Year 6 Writing TA: 69%	Data scrutiny.	
	B. Raise attainment and progress in reading	Year 2 Reading SATS: 79% Year 6 Reading SATS: 60%	Data scrutiny.	
	C. Improve phonics	Year 1 Phonics: 80%	Data scrutiny.	
<b>Personal Development, Behaviour and Welfare</b>				
<b>Staff:</b> <i>Trudi Sharred</i> <b>Governors:</b> <i>All governors</i>	A. Raise whole school attendance above national average.	96% attendance	Data scrutiny.	
	B. Target key families for support in attendance.	PA pupils decrease below 10%	Data scrutiny.	
	C. Ensure all pupils feel safe and have good physical and emotional wellbeing (bullying, PE, esafety)	Pupils take part in a wide range of sporting activities in and outside of school. Pupil perception reports feeling safe. Incidents recorded in the behaviour log decrease from previous year.	Governors monitor pupil perceptions.	
	D. Raise awareness of SMSC and British Values throughout the curriculum and ensure it is embedded in the curriculum.	SLT and subject leaders show implementation throughout the curriculum.	Report to governors.	
	E. Develop pupil confidence and self assurance and take pride in their achievements.	Children across the school know to turn to peer mentors to solve issues and incidents of negative behaviour decrease.	Report to governors.	



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## Outcomes (Challenge)

<b>Staff:</b> Ed Dooley <b>Governor:</b> Julie Wicklund	A. Clear understanding of outcomes across all areas of the curriculum	All classes Reading: 25% above expected Writing: 18% above expected Maths: 23% above expected.	Data scrutiny	
	B. Consistency in standards across key stages	All classes > 65% combined RWM.	Data scrutiny	
	C. Facilitate progress for more able	Average value-added step dif. > 1. More able groups: Maths 50% achieve above expected; Reading 50% achieve above expected; Writing 25% achieve above expected.	Data scrutiny	

## Outcomes (Inclusion)

<b>Staff:</b> Davina Cook <b>Governor:</b> Yvonne Thompson	A. Improve SEND provision across the school	42% of SEND pupils making at or above expected progress in RWM.	Data scrutiny	
	B. Improve EAL provision across the school	51% of EAL pupils make at or above expected progress in RWM	Data scrutiny	
	C. Ensure value for money from Pupil Premium	62% of Pupil Premium children making at or above expected progress in RWM.	Data scrutiny	

## EYFS

<b>Staff:</b> Rachel Haines <b>Governor:</b> Jane Rolph	A. Develop assessment practices	Data used in pupil progress meetings to guide practice.	Report to governors	
	B. Support children with EAL	EAL children show accelerated level of progress in Communication and Language (CL).	Data scrutiny	
	C. Improve pupil communication skills	84% achieve expected or exceeding in Communication and Language (CL).	Data scrutiny	
	D. Provide a writing rich environment	74% achieve Literacy - Writing	Data scrutiny.	