Please see below for school development priorities for 2019-2020

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| Key development priority:Basic Skills in English | To improve key skills in English across the school, to ensure children meet national and school benchmarks and minimise the need for catch up and intervention. Gender gaps are reduced at end of key stage points. |
| Evidence base/ SEF refWhy we need to address this and how we know | In 2019. Reading and Writing in EYFS is limiting Good Level of Development. Phonics results were below the national figure, with fewer children in year 2 passing the retake. In KS1, Expected has moved more in line with the national figure. In KS2 Writing, girls outperform boys, with some lacking in fluency and content. |
| What is already effectively embedded in the school. | School have invested heavily in training and resources for EYFS and KS1 Early reading skills. School have now employed a phonics assistant to deliver additional keep up sessions for EAL and SEND pupils or those at risk of falling behind. Reading and writing in KS1 attainment is at national and above in Greater depth. In KS2, progress puts school in the top 25% in reading and middle 20% for writing. Attainment is above in reading and writing at expected+ and in line at Greater depth.  |

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| Key development priority:Progress of SEND and bottom 20% pupils in school | To ensure that the curriculum enables SEND and bottom 20% of pupils to make progress and keep up with their peers. To monitor the delivery of the curriculum for SEND pupils, to ensure it is accurately matched to their needs.  |
| Evidence base/ SEF refWhy we need to address this and how we know | We want Stanley Grove to be a place where all pupils access a curriculum which meets their needs enabling good progress and success, preparing them for the next stage of the education.  |
| What is already effectively embedded in the school. | SENCo is experienced and works alongside staff to ensure learning plans are appropriate. School accesses other professional’s advice and recommendations for pupils.  |

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| Key development priority:Personal and Social Development | Ensure that children are well prepared for life in modern Britain and the next stage in their education including their Social and Emotional Learning (SEL).Ensure that the new RSE (Relationships and sex education) policy and scheme of work are in place.To develop the children’s knowledge and understanding of relationships and keeping themselves safe. |
| Evidence base/ SEF refWhy we need to address this and how we know | New RSE guidance for 2020 states: ‘that relationships and health education are the building blocks of healthy respectful relationships, focussing on family and friendships.’ ‘Teaching about mental well-being is central to these subjects. It gives children knowledge and capability to take care of themselves and how to take care and receive support if problems arise.’Some pupils have few strategies or resilience when they meet something new. EEF Guidance Report on ‘Metacognition and Self-regulated learning’ says that effective metacognitive strategies gets learners to think about learning more explicitly by teaching them to set goals and monitor and evaluate their own progress. EEF Guidance Report on ‘ Improving Social and Emotional Learning’ states: ‘ With the right support, children can learn to articulate and manage their emotions, deal with conflict, solve problems understand things from another person’s perspective and communicate in appropriate ways’. |
| What is already effectively embedded in the school. | School have regularly used personal and social areas as a school development priority. The SEALs curriculum is in place and used throughout the school and the rules for the school are around our rights and responsibilities to be safe, to learn and to be respected.  |

Please see the Pupil Premium and Sports Strategy also.