



School Development Plan
'A mission for excellence'
2019 - 2020

Vision						
Moss Lane is a happy, safe and inclusive community where expectations are high and where everyone is cared for and valued. Through an interactive approach, we promote independent, enthusiastic, confident and successful learners.						
Specific Goals	Safety and well being		Educational Excellence	Innovative Curriculum		
	All our children will be safe and happy. Supported in a well maintained and age-appropriate environment and we will give equal priority to emotional, social, mental and physical well-being where they can succeed.		Every child can access high quality provision achieving to the best of their ability regardless of their location, prior attainment and background.	Our curriculum will cover all the areas of the national curriculum and be delivered in ways that excite, motivate, challenge and engage the children to want to learn more and that reflects both their developmental needs and their interests.		
1. QUALITY OF EDUCATION				2. BEHAVIOUR, ATTITUDES & PERSONAL DEVELOPMENT/WELL BEING		
INTENT: By 2021 all children will be successful and engaged learners making excellent progress as a result of professional knowledge, skills and judgements of all practitioners to create and deliver a rich, varied and innovative curriculum. Where the children's needs are at its core.				INTENT: By 2021 attitudes to learning will be positive. Effective and supportive relationships, across all our community, help all our children feel safe, happy and included and to want to be in school, learning independently. We will foster well-being and enable all children to become resilient and active citizens of the future.		
1a. Practitioners effectively use a “plan, do, assess” approach and deliver well matched and thoughtfully resourced lessons with clear and engaging learning intentions, encouraging pupils’ curiosity and developing a high level of independence. 1b. There is an enquiry based culture where adults and pupils raise challenging questions to promote a deep level of reflection, engagement and develop ideas and learning. 1c. The quality of work in foundation subjects equals the good standards seen in core subjects and provides frequent opportunities for children to further develop their writing skills beyond their immediate experiences. subject leaders / A 1d. Our Challenge and Learn days are very effective so that pupils are highly engaged in their learning, are independent and make excellent progress. class teachers				2a. The role of Yr 2 buddy scheme ensures that pupils demonstrate courtesy, care and empathy skills. In turn younger pupils feel supported and cared for by their peers. 2b. Children demonstrate greater independence in negotiating and resolving numbers conflict with their peers. 2c Highly effective supportive and professional relationships between all the school community, enhances well-being. 2d. Our creative curriculum and its delivery provides frequent opportunities for all children to develop spirituality, awe and wonder, developing their cultural capital.		
OUTCOMES FOR PUPILS						
INTENT: Through high expectations and an active engagement in their learning, the progress rate of all groups of pupils by 2021 will be strong and any gaps in attainment will be reduced.						
1e. Children’s outcomes in all foundation subjects are very good and children’s work shows breadth, depth and variety in what they have learned and achieved. 1f. Pupil attainment (achievement) in writing is excellent, for all groups. 1g. The quality and quantity of the problem solving and reasoning in mathematics supports pupils to have a deep mathematical understanding. 1h.. Our curriculum and quality of teaching is very good so all our children make excellent progress from their starting points, with most children attaining in line with national expectations and significant numbers demonstrating learning at ‘greater depth’.						
SEND & DISADVANTAGED						
INTENT: By 2021 provision for SEND & disadvantaged & most able groups will be very effective in meeting a wide variety of needs						
1i. Teachers actively drive the provision for SEND within their class with Quality First Teaching so that all children make progress similar to that of their peers. 1j The leadership of the SENDco enables teachers to actively drive the provision for SEND within their class with Quality First Teaching and identified support so that all children make progress similar to that of their peers.						
3. LEADERSHIP & MANAGEMENT				4. EARLY YEARS		
INTENT: By 2021 effective communication and distributed leadership across the school creates a collegiate climate supporting strong achievement for all staff and pupils.				INTENT By 2021 our EYFS environment and resources will reflect a ‘Curiosity Approach’ and will support all our children to enjoy learning. Effective observations and assessments will inform staff of children’s needs and interests and will drive effective planning to meet their wide range of needs so all children can be successful.		
4a. Leaders are very mindful of staff well-being and identify and reduce all unnecessary paperwork, meetings and administration that is not essential to improving T & L and children’s safety& well-being. 4b. Leaders’ are collegiate, professional and show positive behaviour in all communications & relationships ensuring all feel valued and happy in the school. CE 4c. Effective and efficient systems to lead, drive and communicate the review & planning for school improvement (SEF/SDP) involve all governors and staff through the school year.				5a. A calm, reflective atmosphere in EYFS supports children to deepen their thinking, curiosity, and independence, where the environment is the ‘third teacher’. A greater use of natural artefacts and neutral colours helps to achieve this.		
Governance						
4d. Efficient governance is supported by active co-operation, networking and collaboration with other local governors’.				5b. Planning and assessment systems are time efficient, robust & flexible enough for EYFS practitioners to respond to children’s particular interests so that their learning is optimized.		
4e. Robust succession planning and training sustains a skilled team of effective governors.				5c. Children’s learning and wellbeing is supported by effective communication across the unit for all staff including part time staff.		
Safeguarding						
4f. Paperwork and administration is reduced through more efficient systems for recording safeguarding concerns and other incidents.						
Finance, Resources and Premises						
4g. A new multi-functional learning environment will be in place creating greater flexibility for the daily operation of the school, better use of all current learning spaces and create a positive impact for the whole school community.						
4h. The school’s financial systems will be compliant with the new SFVS guidance.						
Values	Prioritising Children	High Expectations for all	Enjoyment and Fun	Lifelong Learning	Empathy, care and respect	Community Involvement
	We will ensure that all decisions are made with the best interests of all children uppermost. We will evaluate and challenge the status quo to ensure we are keeping the focus on the needs of our children.	We are ambitious for all our children and those who work in our school. No individual or group will be overlooked.	Our provision will reflect the age of our pupils and provide age appropriate experiences and contexts in which they will enjoy learning.	We will expect all our children to become excited by our teaching and provision. To be motivated to want to learn more and our staff to be proactive and ambitious for their own development.	We will do all we can for all children, families and staff to achieve well regardless of their background/life experiences. We value & celebrate our similarities and differences.	We expect children, families, staff, local residents & businesses to be involved in school life. The school will always seek ways to be involved in & celebrate the life of the town.