



# Goose Green Summary School Development Plan

Priority	Focus	Target	Strategies
Outcomes	Raising Standards	EYFS: attainment is above national rates of attainment.	Review systems and structures in the EYFS to build on previous successes and refresh current practice to ensure that teaching and learning remains good or better.
			Work on assessment processes to ensure that the appropriate evidence is collected and continues to be of a good quality.
			Monitor attainment and progress to ensure that all children are being challenged appropriately.
		Key Stage 1: attainment is above national rates of attainment.	Review systems and structures in KS1 to build on previous successes and refresh current practice to ensure that teaching and learning remains good or better.
			Embed the use of STAR (Southwark Assessment tool) to ensure that teachers are clear about the current attainment and progress.
			Monitor attainment and progress to ensure that all children are being challenged appropriately.
		Key Stage 2: attainment is at or above national rates of attainment. Progress measures are above 0.	Review systems and structures in KS2 to refresh current practice to ensure that teaching and learning remains good or better.
			Embed the use of STAR (Southwark Assessment tool) to ensure that teachers are clear about the current attainment and progress.
			Monitor attainment and progress to ensure that all children are being challenged appropriately.
Work with John Donne/Communitas on a raising achievement programme, focussing on core subjects in KS2.			

			Work with Southwark LA on a project to raise achievement in writing in KS2.
	Developing the Curriculum	Development of an exciting and engaging curriculum.	Use of CLPE's Power of Reading Project to develop inspiring topic-based learning.
			Introduce more opportunities for children to be active and practical in their learning
	Key focus on English and Maths.	Work with individual teachers and year groups to ensure high quality planning for core subjects, especially English and Maths.	
		Engage with the LA Year 6 Writing programme and disseminate this across the school.	
		Engage with LA/John Donne Reading project and disseminate this across the school.	
		Work with John Donne on a raising achievement programme across KS2, KS1 and EYFS.	
Improving Teaching and Learning	Across the year, all children make expected progress and 25% of children make accelerated progress.	INSET and other in-school training opportunities to review pedagogy.	
		Ensure that staff pitch their teaching at the appropriate level, with high expectations for all, and that children are exposed to their year's objectives from the National Curriculum.	
Understanding data	Teachers analyse and use assessment data effectively.	Target Tracker introduced as a way to store and present information.	
		Teachers work with Target Tracker to analyse assessment data.	
		Analysis helps teachers to identify pockets of slow progress and to plan for interventions to ensure that children do not fall behind.	
	Governors engage with and understand attainment data and in-year assessments.	Link governors work with SLT to understand how the data is stored in Target Tracker and how it is used to support children's progress.	
SEN/Inclusion	Pupil Premium	Pupil Premium children make expected or accelerated progress.	Recommendations made by the Pupil Premium review are understood and implemented.
			Teachers are clear which children in their classes are Pupil Premium and focus their efforts to ensure that these children are making the required progress.

		Increase our Pupil Premium income.	Ensure that we work with parents who are eligible for Pupil Premium and help them to complete the appropriate paperwork so that the school receives the funding.
	SEN children	SEN children make expected or accelerated progress.	Focussed support in classes ensures that SEN children are able to access the first quality teaching with the rest of their class.
			Additional support is provided to children who need it through intervention groups, 1:1 support and appropriate differentiation in class.
			Teachers monitor the progress and attainment of SEN children to ensure that they are being challenged appropriately.
		Increase the number of children on roll with a current EHC Plan.	The SENCO to work with external agencies to ensure that the appropriate evidence is collected for identified children and that the applications are successfully made to Southwark for EHC Plans for those children.
	Safeguarding	Safeguarding procedures continue to be robust.	Ensure that the safeguarding procedures continue to be fit for purpose, that we review practice as necessary following safeguarding training and that all staff are clear about their responsibilities.
			All new staff are trained on the use of CPOMS and that they are clear how this system works.
			All new safeguarding issues are dealt with effectively and in good time.
			All staff are clear that they raise issues immediately with the designated safeguarding lead or a deputy designated safeguarding lead and that any reports are followed up appropriately on the same day either in school or with external agencies, as necessary.
			The designated safeguarding lead and deputies ring the MASH team for support and guidance on the same day that a report is made if they are unclear about how to proceed.
School Reputation	Marketing and promotion	Sufficient applications to ensure a full Reception class of 60 in September 2018.	New promotional photographs and promotional material.
			Review of website, with a view to redesigning it.

			Reinvigorate the school's Twitter account and ensure that regular updates are made on it. Liaise with FOGGS and their Twitter and Facebook activity.
Community relations	Re-establish Goose Green as a hub of the local community.		Consider new and existing ways to keep Goose Green in the news locally.
			Develop opportunities for children and adults at the school to engage with members of the local community – visits out, visitors to the school, events etc
			Review the lettings policy to ensure that the school can be hired out by members of the local community in a way that does not jeopardise the work of the school nor inconvenience the staff.
Work with Communitas	Develop good working relationships with other schools in the Trust.		Raising attainment programme with John Donne, focussing on improving outcomes across the schools by sharing best practice and developing innovative teaching and learning opportunities through collaboration
			Work on cross-school moderation on assessments with John Donne, calibrating with and supporting each other to ensure that assessment is aligned and accurate across both schools.
			Work together on an Erasmus+ project, applying for funding for a piece of research between schools in the trust and in Europe.
Continuity of staffing	Staff turnover is reduced.		Provide a stable, positive and friendly working environment that encourages teachers and other staff to stay.
			Provide excellent CPD opportunities for staff to develop their practice and to continue to learn as professionals.
	Get involved in Initial Teacher Training.		Re-establish the connection with John Donne and Goldsmiths College to take trainee teachers through the School Direct route in September 2018.