



KINGS ASH ACADEMY

School Development Plan 2018-19

Progress and Outcomes for All	Teaching for Progress and Outcomes	Leadership for Progress and Outcomes	Personal Development & Behaviour Progress and Outcomes
To continue to increase the % of children in all groups, particularly boys, achieving a GLD and above in EYFS.	To develop a highly effective EYFS outdoor environment to meet the needs of all groups of learners.	To ensure a clear vision for school improvement is shared by all stakeholders within the academy.	To develop clear school values that are embedded through all aspects of school life and shared by the whole school community.
To increase the % of children passing the Phonics Screening check in year 1 and the retake in Year 2.	To ensure teaching and learning in all year groups, is at least good across the school.	To further develop the role and accountability of senior and middle leaders and their impact on school improvement.	To ensure the social and emotional needs of all pupils are met through effective PSHE, SMSC, and nurture provision.
To increase the % of all children in years 1-6 reaching the expected standard and above for reading.	To ensure teachers plan and deliver well structured lessons with high expectations of pupils in line with the mastery curriculum.	To implement a structured approach to appraisal, linked to effective CPD, which ensures all staff are contributing to the school improvement aims.	To refine the behaviour policy and introduce a house point system to promote collective responsibility which will result in reduced exclusions.
To increase the % of all children in years 1-6 reaching the expected standard and above for writing..	To ensure more able pupils are identified and routinely challenged and stretched to reach the highest standards they are capable of.	To improve the curriculum design in order to provide a broad and balanced curriculum which inspires pupils to achieve in all subjects, particularly in writing.	To improve the rates of attendance for all groups of pupils with a continued reduction in persistent absence.
To increase the % of all children in years 1-6 reaching the expected standard and above for mathematics.	To ensure that teachers consistently plan work that is precisely matched to pupils' needs and that feedback and marking is effective in promoting progress.	To develop the role of subject leaders in order to ensure the curriculum is delivered effectively and progression clear throughout each key stage.	
To accelerate pupil progress in all year groups, including for SEND and	To ensure assessment systems and procedures are robust across the two		

PP children, through quality first teaching and targeted interventions, which are precisely matched to pupils' needs.

primary academies and moderation is secure.

