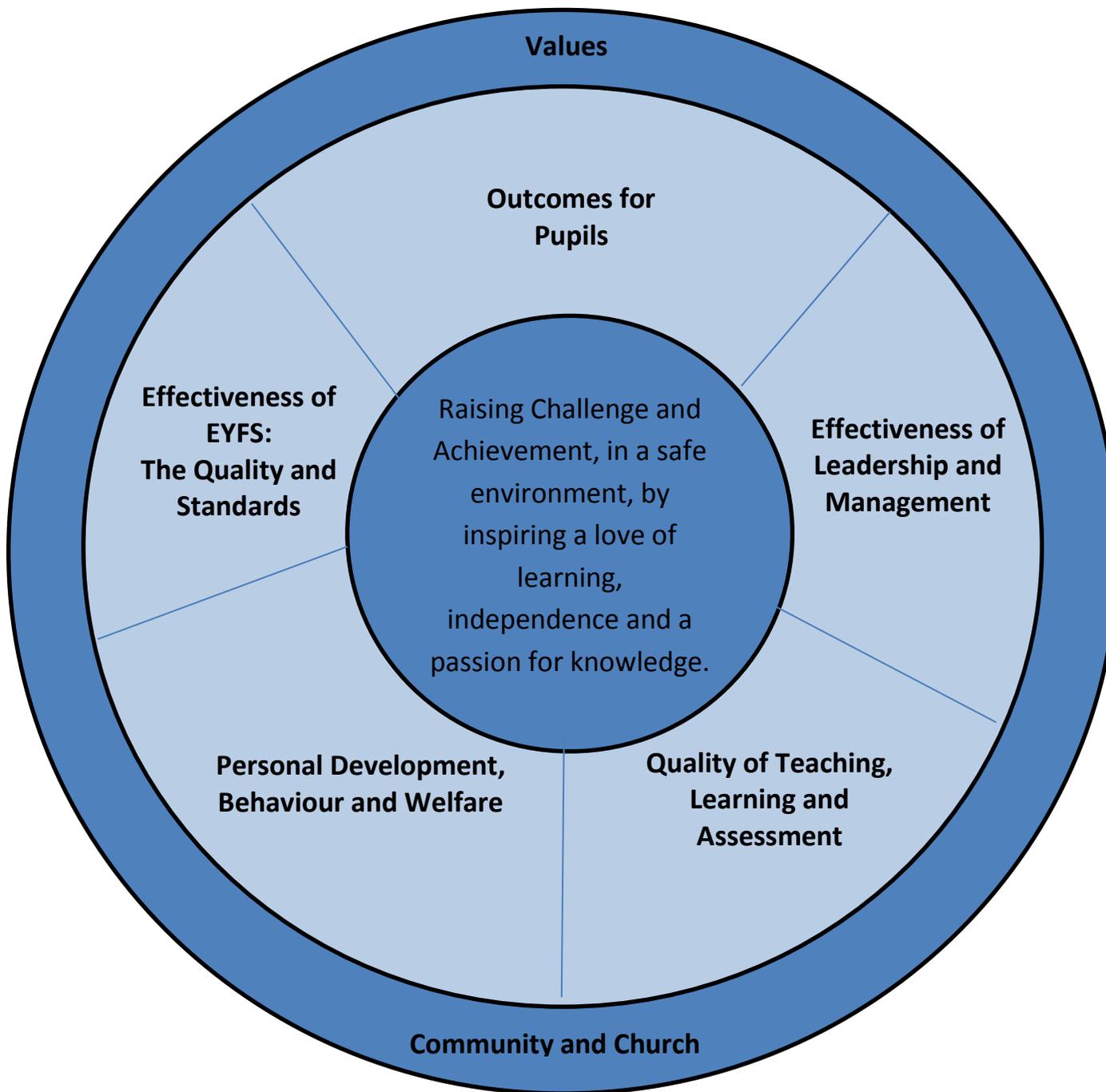


Crowmarsh Gifford C.E. Primary School  
School Development Plan Vision  
2014-2017



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2014-2017**

***“Being the Best We Can Be In All That We Do!”***

| <b>Outcomes for Pupils</b>  | <b>Quality of Teaching, Learning and Assessment</b>   | <b>EYFS Effectiveness: Quality and Standards</b>  | <b>Effectiveness of Leadership and Management</b>   | <b>Personal Development, Behaviour and Welfare</b>  |
|---|---|---|---|---|
| <p>‘Broadening what <i>achievement</i> means’</p> <p>Challenge for all</p> <p>Inclusion development - works effectively:</p> <ul style="list-style-type: none"> <li>• Early diagnosis- resources to use</li> <li>• Interventions – Rapid and sustained (SEN, RAF, EAL, Pupil Premium)</li> </ul> <p>Focusing on the individual</p> <p>‘Pupils voice’ is firmly embedded</p> <p>Maintain &amp; sustain performance above national average</p> <p>Culture of Learning</p> <p>Progress plans to provide additional facilities on site</p> <p>Children fully prepared for their transition to secondary school.</p> | <p>Always being the ‘best we can be!’</p> <p>To ensure all teachers are performing consistently:</p> <ul style="list-style-type: none"> <li>• Children are inspired and engaged</li> <li>• Always know how to succeed</li> </ul> <p>Effective use of performance management of teachers to provide continual CPD</p> <p>Empowerment to all resulting in trust, responsibility and effective team working &amp; open and honest coaching &amp; mentorship</p> <p>Effective evaluation and monitoring by subject leaders</p> <p>Inspiring Curriculum that allows children to investigate, explore and question the world around them</p> <p>Assessment for Learning firmly embedded in teaching and lessons</p> | <p>Children begin their journey in becoming ‘life long learners.’</p> <p>Children learn to use their voice.</p> <p>Learning is ‘child centred.’</p> <p>Purpose for talk in all aspects of the curriculum.</p> <p>Learning is extended beyond the classroom in the outdoor environment.</p> <p>Learning through play and opportunities.</p> <p>Children become confident in phonics and sharing books.</p> <p>Children become independent.</p> | <p>Empowering and driving leadership through our school.</p> <p>Leadership of staff and pupils.</p> <p>Clear distinction of roles/responsibilities and accountability</p> <p>Distributive leadership, team working &amp; effective structure and process to facilitate good management</p> <p>Governor and Communication – challenge and act as critical friend</p> <p>Review and assess academy status</p> <p>Driving improvement with partnerships/links with other schools</p> <p>Re-energising / rejuvenating – updating school in every respect</p> <p>Pride &amp; vision for the face of the school</p> | <p>Increase multi-cultural education by exploring and exploiting all opportunities</p> <p>Consistently maintain our excellent behavioural standards.</p> <p>To achieve international school status</p> <p>School is seen as a centre of the community - Further develop links with churches and the wider community</p> <p>Greater understanding of cultural and religious differences through cross-referencing across the curriculum</p> <p>Drive promotion of citizenship values</p> <p>To achieve ‘outstanding’ SIAMS status</p> <p>All children feel safe &amp; secure</p> <p>Children’s safety is our priority</p> <p>Parents/ Children are constantly made aware of the safe use of changing technology and its implications – Internet Safety Continually Assessed and Delivered</p> <p>Secure front entrance</p> <p>Safeguarding procedures are fully understood by all stakeholders</p> |