

School Development 5 Year Plan

2021/2026

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**Proposed high level objectives for 5 year plan**

**Developed by Governors, Senior Leaders and Teaching Staff Autumn 1 2021.**

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| **The** “**measurable” objectives** | **The "more difficult to measure” - but still measurable - objectives** |
| 1. Except where this is not practical (eg children with high levels of SEND):   * + by the third year of this plan all children are accessing the full BHPS scheme of work.   + by the end of the third year of this plan each child is finishing Read Write inc. Phonics by the end of Year 2;   + by the end of the fifth year of this plan each child is finishing Read Write Inc. Phonics and Comprehension by the end of Year 2 and is ready to start Literacy and Language;   + each child’s individual progress is at or above National age-related expectations.   2. Each year the attainment gap between disadvantaged and non-disadvantaged children diminishes.  3. Our school is at - or within striking distance of - National age-related expectations in Reading, Writing and Maths.  4. Our Nurture programme is firmly embedded across every classroom and the curriculum includes a developing and expanding range of extracurricular/practical/real life activities and opportunities.  5. Attendance (inc persistent absence) and punctuality is in line with the National Average  6. Our school will continue to operate within its financial resources. | 1. Each child - and each member of staff - feels secure, valued, respected, included and listened to and is supported and challenged to excel.  2. Each child is encouraged to discover and develop their individual character, interests and talents.  3. Each child knows how they should behave and any issues are dealt with quickly, effectively and consistently, in the knowledge that all behaviour is communication.  4a. By the end of EYFS each child feels settled and safe in school, is confident to express their needs, knows they can ask trusted adults for help and understands that there are things that make us the same and things that make us different.  b. By the end of KS1 each child recognises what is unique about themselves, is able to persevere when challenged, understands that there are things they can do to keep themselves safe and is able to build and maintain relationships with their peers.  c. By the end of Year 6 each child:   * + sees themselves as a rights respecting global citizen and advocate for social justice, fairness and children’s rights at home and abroad.   + knows that it’s OK to be different, to make mistakes and not to know everything but knows how to learn;   + knows how to assess and take risks and how to respond when things go wrong;   + knows who they want to be - as distinct from what they want to be;   + has the knowledge, confidence, resilience, independence and social awareness to enable them to make a success of their next stage of learning and has built solid foundations on which to further develop their individual character and social conscience.   5. Each member of the teaching staff works cooperatively and is encouraged to expand their individual experience, knowledge and expertise in their chosen field, creating a pool of talent within our school that is both wide and deep.  6. Every parent is encouraged to play an active and supportive role in their child’s education. |