



CURLEDGE STREET ACADEMY – SDP 2017-18

(MORE DETAILS IN PHASE AND SUBJECT ACTION PLANS)

Progress and Outcomes for All	Teaching for Progress and Outcomes	Leadership for Progress and Outcomes	Personal Development & Behaviour Progress and Outcomes
Further increase the attainment of ALL pupils at all key stages, including more able, and pupil premium, especially in writing.	Continue to Improve writing progress and attainment through a consistent strategy for spelling and grammar using whole school approaches No-Nonsense & 'Talk for Writing'	Develop new leadership team to ensure there is a consistent approach to lines of accountability..	Improve writing progress and attainment for all groups to ensure that those pupils with persistent absence are supported to reach their true potential.
Continue to improve writing attainment and progress with talk for writing strategies embedded into meaningful and purposeful curriculum experiences.	Continue to Improve attainment in KS1 in reading by monitoring those children who have finished the RWI programme, using a range of monitoring tools.	Support new SENCo to hold staff to account on progress of pupils with SEND.	Further reduce number of FT exclusions by: use of behaviour support team and ensuring children are aware of all anti-bullying strategies
Continue to work on detailed transition programme throughout phase 1 and 2 to improve KS1 attainment in reading, writing and maths.	Further improve the quality of teaching and learning over time to accelerate pupil progress	Accelerate attainment at end of KS1 through tracking, monitoring and accountability from end of EYFS, to ensure children make expected progress and are year 1 ready.	
Analysis of data leads to appropriate interventions and accelerated progress, especially those working at greater depth (higher attainers) and those with SEND	Continue with the progressive content map for the delivery of science across the school, which informs teacher assessments and raises pupil outcomes, especially in KS1.	Further develop the skills of middle leaders including UPR staff to hold staff to account, and improve teaching in phases, including the new advocate for staff progression.	
Sustain improvement for attainment and progress of disadvantaged pupils.	Build on the work of the research groups, to focus on improving Talk 4 Writing / guided reading	Support middle leaders to use Academy data and national data effectively to bring about improvement in progress, holding each of their subject leaders to account (VC)	
Sustain the increase in pupil progress for mathematics with the additional teacher for three maths groups from year 4 upwards, especially in year 5.		Continue to refine the new 'Connect' curriculum in its second year and make sure it meets the needs of all pupils including having appropriate rigour and coverage.	
Review Early Years practice and assessment in light of being year 1 ready.		Apply for the National Nurturing Schools' Award, ensuring it is actively promoting emotional health and wellbeing.	
To continue to increase the phonics results in year 1, especially pupil premium, whilst sustaining the results in year 2.			
Ensure a robust assessment system is in place for EYFS, to include the 2 year old provision which demonstrates progress.			