

# UCPS School Development Plan Summary 2019-2021

## Our Vision:

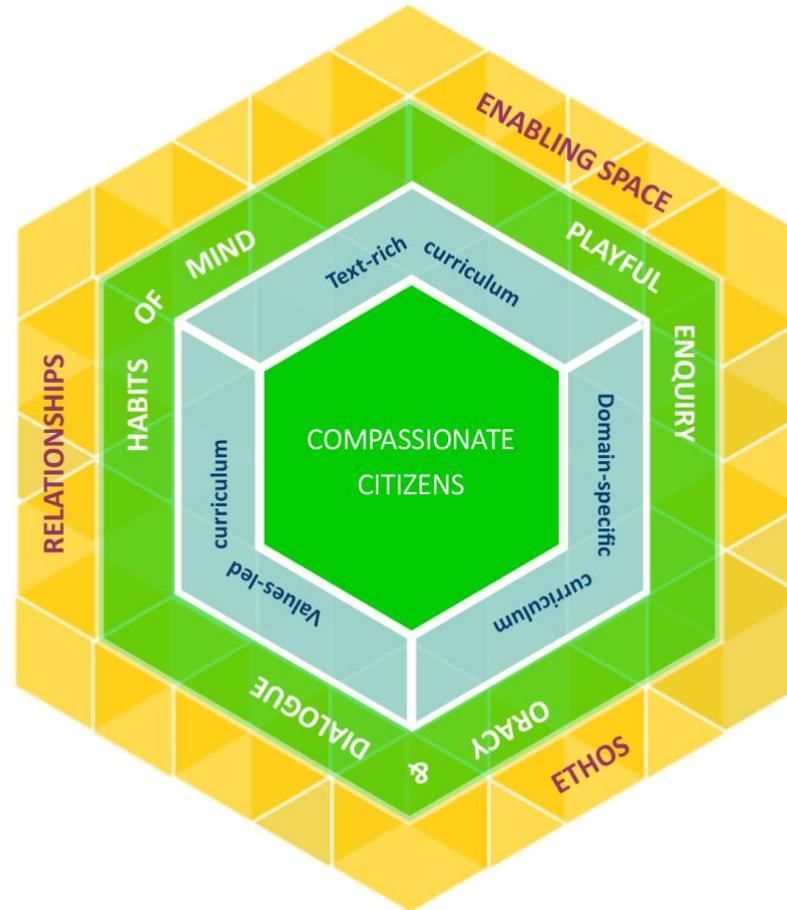
To develop compassionate active citizens.

We aim our children to become articulate, autonomous, knowledgeable, collaborative, creative and interculturally minded.

Be KIND, AIM HIGHER and STRIVE TO ACHIEVE

## Our Key Values:

- Empathy
- Respect
- Trust
- Courage
- Gratitude



THE UNIVERSITY OF CAMBRIDGE PRIMARY SCHOOL DEVELOPMENT PLAN 2019/20						
Leadership and Management	Curriculum, Teaching, Learning & Assessment	Personal Development, Behaviour and Welfare	Outcomes for pupils	Effectiveness of EYFS	The University Training School	
<ul style="list-style-type: none"> <li>Set up Nursery for 2020-21 academic year</li> <li>Governors challenge and support the implementation of the school strategic development plan.</li> <li>Review systems so that it is clear that governors have a detailed understanding of the experiences of different children and groups of children in the school.</li> <li>Review the staff structure for 2020-2021</li> <li>Move to a curriculum teams approach. All leaders will take responsibility for the development and performance and growth of their teams.</li> <li>Review how the school communicates with parents and the wider community</li> <li>Implement People Strategy</li> <li>Review how the school communicates with parents and the wider community</li> <li>Develop approach to Year 6 transitions</li> <li>Develop subject leadership so that there is greater capacity at this</li> </ul>	<ul style="list-style-type: none"> <li>Deliver, for the first time, an exciting Year 6 curriculum and review the KS2 as a whole to refine further.</li> <li>Further develop the school's Lesson Study approach with a focus on Writing and Maths. Collaborate with subject experts to develop new knowledge for teaching.</li> <li>Develop a range of different tiers of professional development, to support all staff with specific issues, but also to support middle leaders and early career teachers.</li> <li>Continue to engage other local schools with professional learning opportunities</li> <li>To continue to embed Reading for Pleasure strategies across the school</li> <li>Work with Cambridge Assessment to develop teacher</li> </ul>	<ul style="list-style-type: none"> <li>Provide relevant whole school professional development on creating positive learning environments and embedding a culture of high expectations in every classroom.</li> <li>Streamline enrichment systems to make them more robust and reliable, pupils and students are fully safeguarded (visits, clubs, wrap around care).</li> <li>Ensure the team are fully secure in their understanding of safeguarding policies; they know how to and when to refer to safeguarding concern and have relevant communication throughout the year that enables them to understand the areas of safeguarding most relevant to our pupils and students.</li> <li>Support the development of Learning Coaches to be able to deliver quality pastoral programmes</li> <li>Implement Learning Coach revised JD and expectations</li> </ul>	<ul style="list-style-type: none"> <li>KS2 SATs are well above the National Average in English, Maths and Science with above National standards in all three areas of Reading, Writing and Maths and a higher than national average percentage of children at greater depth in all areas.</li> <li>Continue to improve the standards from 2018-2019</li> <li>Review subject development mapping of the curriculum by working with subject specialists</li> <li>Focus on raising the attainment and progress of key groups in the school</li> <li>Evaluate and impact on the progress of vulnerable groups (PP, EAL, SEND)</li> <li>Implement Quality Assurance the People Strategy</li> <li>Children with SEND or eligible for Pupil Premium make above expected progress over the year</li> </ul>	<ul style="list-style-type: none"> <li>Strategic and operational planning of Nursery provision for 2020-21 academic year</li> <li>Provide a high quality, stimulating learning environment with high quality teaching and learning resulting in significantly higher than national attainment and progress.</li> <li>Extend outdoor learning by developing a 'Forest School' Area that can be used in all weathers. Use focused activities to further develop investigative learning and celebrate our natural world and creativities.</li> <li>Continue to develop links with Nurseries and connect more widely with pre-school aged children to develop school-readiness</li> </ul>	<ul style="list-style-type: none"> <li>Secure a Primary Research Centre with joint leadership provided by the Faculty of Education and UCPS; begin a strategic research programme for subsequent years.</li> <li>Systems in place to support dissemination of ideas and knowledge exchange</li> <li>Children are involved in knowledge generation by taking part in research projects</li> <li>Review and develop the Administration Team structure</li> <li>Implement leadership structure for the UTS</li> <li>Developing coaching approach for all team members in responsibility</li> <li>Develop more advanced coaching for senior leaders</li> <li>Implement School to School support package</li> <li>Senior leaders attract grant and business funding</li> <li>Develop PGCE and teacher education strategy in discussion</li> </ul>	

<p>level in raising standards.</p>	<p>practices in assessment</p> <ul style="list-style-type: none"> <li>• Develop Reading and Writing Strategy</li> <li>• Implement new SEND assessment system</li> <li>• Develop school's Dyslexia strategy working with external specialists</li> <li>• Develop Relationship and Sex Education approach</li> <li>• Further develop the school's SEND provision and offer to pupils and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Implement Behaviour Policy</li> <li>• Achieve Diversity 'Rainbow Award'</li> <li>• Develop Trauma and Attachment informed approach</li> <li>• Review Religious Education; design a new curriculum based on Philosophy and Ethics/Faith and Belief</li> <li>• Continue to make significant improvements to attendance figures and punctuality through reviewing systems, monitoring and consequences.</li> </ul>			<p>with the Faculty of Education</p>
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