

The theme this year is: to establish consistent practice through embedding the William Davis Way

School Development Plan 2019-20

	Effectiveness of leadership and management	Quality of Education	Behaviour and Attitudes	Personal Development
	Leaders and governors establish the WD Way to achieve greater consistency in our systems and our practice.	Leaders establish new systems to create a mixed-age EYFS class which aims to meet or exceed national standards.	<i>WD systems are in place to ensure behaviour is excellent.</i>	Leaders develop the PSHE curriculum & 'WD DoE Award' to celebrate successes and promote a positive approach to school life:
	We establish a new leadership structure with three key teams : Core subjects, Broad Curriculum, Behaviour, Attitudes and Personal Development. Leaders develop coaching skills in order to empower and engage other staff	Leaders ensure the progression of skills and knowledge across well planned teaching sequences with clear end points (wider curriculum).	Leaders review and develop our WD approach to managing bullying , in the context of the Equalities Act 2010, in order to reduce bullying incidents .	Leaders enrich the children's experience in school through the curriculum offer and enrichment activities.
	There is a repetition of CPD in place in order to embed practice for all school teams.	Leaders ensure the progression of skills and knowledge across well planned teaching sequences with clear end points (core subjects).	We continue to set high expectations so that children have an excellent approach to learning in all contexts . Children understand the WD school values and the WD key learning to learn skills .	Leaders set high expectations through our shared vision for our children to become resilient, effective communicators who want to contribute to our local community and the wider world in a positive way .
	Leaders and governors manage the changing educational community with integrity, ensuring that quality of education for children is at the heart of all decision making.	Leaders ensure reading systems are embedded so that children leave WD with the reading skills needed to be successful across the wider curriculum (Destination Reader KS2, Guided Reading KS1, 1-1 EYFS)	Restorative practice is further developed across the school; relationships are strong ; and children have the skills to reflect, communicate and problem solve .	Leaders set high expectations through our vision for our children to become healthy young people who know how to care for their physical health and mental wellbeing .