

## 2015-16

1. The progress of vulnerable pupils is as good or better than all others (in support of Local Authority strategy)
2. Raise attainment in SPAG (spelling and grammar) across the school
3. Assessment – Fully embed the school approach to assessment without levels and ensure that the assessment of foundation subjects is of as a high quality as that of core subjects. In Early Years introducing the new baseline measure.
4. ACE – Developing Early Years practice in line with ACE agenda for excellence

## 2016-17

### *Things we need to think about:*

1. Embedding PHSE curriculum across the school
2. Whole school curriculum updated and preparation for Years 5 and 6 curriculum
3. Inclusion of enriched curriculum in a reorganised day to ensure all pupils participate in extended school activities
4. Progress and attainment of pupils with English as an Additional Language (EAL)



**THE HILLS ACADEMY**  
**Achieving Excellence Together**

# School Development Plan

## 2013 - 2017

## 2014-15

1. Quality of teaching and learning – all teaching, taken over time, to be good & 50% Outstanding  
*Achieved – see monitoring of teaching and learning (anonymised) and 6 week improvement programs.*
2. A thirst for knowledge and love of learning  
*Achieved – see surveys and extended school participation*
3. Raising attainment in Writing with a focus on extended writing across the school  
*Achieved – extended writing taking place across the school. However outcomes for writing are still lower than Reading and Numeracy and this needs to be supported in 2015-16 with SPAG*

## 2013 - 14

1. Introduction of bespoke curriculum to increase pupil eagerness to learn  
*Achieved - See planning, Key Stage evidence and stakeholder views*
2. Improve standard of Phonics teaching and learning – aimed at 70% + pass in Year 1  
*Achieved - See planning & stakeholder views (2015 – 86% )*
3. Raising attainment and improving marking and feedback in Maths  
*Achieved - See book scrutiny, cohort results & Co-ordinator monitoring*