



Bevendean Primary School

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A place for everyone to succeed and thrive

BEVENDEAN PRIMARY SCHOOL SCHOOL DEVELOPMENT PLAN

2017 - 2018

Ofsted: What the school should do to improve further

Leaders and those responsible for governance should ensure that:

1. the remaining gaps for disadvantaged pupils are closed in writing
2. a continued focus on attendance means absence rates are low for all groups of pupils.

English & Maths

Progress of Groups: Boys / SEN

Interventions

Performance Management

Quality First Teaching

Diminishing the Difference

A Culture of Learning - Attendance

Key Priority 1: Effectiveness of Leadership and Management

➤ **The Core Subjects - English and Maths:** To develop and improve the quality of teaching in the core subjects of Reading, writing and Maths from Reception and Year 6, and to build on the school's work from the T4W Project.

Outcomes:

- 1.1 All teaching and support staff will have an understanding of the essential elements and pedagogy for the Talk for Writing programme of study – teaching in the 'core subjects' will be good or outstanding.
- 1.2 New teachers will receive 1:1 support and training via the English coordinators with Talk for Writing early in the Autumn Term.
- 1.3 All staff working and supporting children will have secure knowledge and understanding of the Mastery Curriculum and the style of teaching reflected in this.
- 1.4 Three times annually Gap Analysis in English and Maths will take place throughout the school year; ; teachers will have accurate information of 'programme of study' gaps for children they teach.
- 1.5 There will be full school implementation of the resources available for teachers and support staff for the development of the master curriculum in Maths.

Key Priority 2: Effectiveness of Leadership and Management

➤ **Quality First Teaching:** To develop and embed the essential elements of Quality First Teaching throughout the school and monitoring these effectively as part of the school's regular self-evaluation cycle.

Outcomes:

- 2.1 All lessons will demonstrate an effective and appropriate use of teacher questioning following the schools Growth Mindset model.
- 2.2 Teachers will provide effective modelling in lessons and provide pupils with opportunities to explain, reason and problem-solve.
- 2.3 Teachers will effectively plan and provide opportunities for pupils to take responsibility for their own learning and to work independently.

2.4 Lesson Observations and Drop-In's throughout the year will demonstrate and effective use of praise and feedback – to encourage, motivate and enthuse pupils.

2.5 Teachers' planning will be effective – sharp and precise Learning Outcomes (Can I ... statements) with appropriate success criteria (tool-kits) relevant to the lesson.

Key Priority 3: Quality of Teaching, Learning and Assessment

➤ **Performance Management:** *To ensure that the appropriate mechanisms and systems are in place for all staff – teaching support staff – to be Performance Managed throughout the 2017 – 2018 academic year.*

Outcomes:

3.1 For all support staff (Teaching Assistants and Higher Level Teaching Assistants) to have professional, behaviour and personal learning objectives relating to their specific job descriptions.

3.2 For all Teachers to have a teaching and learning; achievement and personal performance management objective as specific to their current position.

3.3 For a significant number of pupils to make expected and / or accelerated levels of progress across the core subjects (and science) throughout the academic year.

3.4 All staff will receive the appropriate level of support and C.P.D (Continued Professional Development) to ensure they achieve their performance management objectives.

3.5 Development of performance objectives will be, in many cases, data driven to ensure improved outcomes for learners.

Key Priority 4: Quality of Teaching, Learning and Assessment

➤ **Interventions:** *The school will implement and embed appropriate interventions throughout the year to better meet the needs and abilities of pupils.*

Outcomes:

4.1 All groups children will be included in the three times annually periodic assessment points to support in monitoring their progress and levels of attainment.

4.2 Gap analysis in reading, writing and maths will take place three times annually to identify pupils who have specific 'gaps' in their learning relating to their specific programme of study.

4.3 'Gap-Analysis' interventions will take place three times weekly for pupils who require this additional support intervention.

4.4 'Live-marking' interventions will take place during the week by class teachers and teaching assistants for pupils as appropriate.

4.5 Regular monitoring of interventions will take place by intervention staff, phase leaders, Inclusion Manager and the assessment co-ordinator to monitor the success of these interventions.

Key Priority 5: Quality of Teaching, Learning and Assessment

➤ **Progress of Groups of Pupils (Boys / SEN):** To ensure that a significant proportion of children in the specified groups make the expected progress across an academic year in Reading, Writing and Maths.

Outcomes:

- 5.1 Early autumn term 'Gap-Analysis' meetings with teachers will take place to identify the 'gaps' for specific groups of pupils in their class. All teachers will have a thorough knowledge of the current programme of study for their year group and know the individual needs / gaps for specific children.
- 5.2 Teachers' planning will highlight and target specific groups of children who require additional support and the relevant interventions and provision.
- 5.3 To ensure that appropriate KS1 children receive support through E.C.C and or E.C.A.R. as required during the year.
- 5.4 Intervention support staff will ensure that specific groups of pupils e.g. SEN / boys are well supported within the planned intervention groups.
- 5.5 Termly 'drop-ins' and 2x annually Teacher Observations, planning and book scrutinies to identify 'less than good' teaching and learning and relevant support implemented as soon as possible; All teaching to be assessed as either 'good' or 'outstanding' early in the academic year.

Key Priority 6: Outcomes for Children and Learners

➤ **Diminishing the Difference (Through Quality First Teaching):** To effectively monitor the progress and attainment ('key stage to key stage' and 'in-year') 'gap' of all groups of pupils using SIMS 'in-school data' and ensure this data supports teachers' planning.

Outcomes:

- 6.1 For all teachers to engage with the previous year's data (2016 – 2017) and fully understand the progress and attainments for all groups of pupils in their learning.
- 6.2 For teachers and support staff to identify and over-come specific barriers to learning for pupils.
- 6.3 Ensure that teachers' planning highlights and targets specific groups of children who require additional support and the relevant interventions and provision.
- 6.4 All adults working and supporting children with their learning to provide immediate 'live-marking and feedback' about how they can progress in their learning.
- 6.5 Teachers will provide children with opportunities to reflect on their learning, and identify ways that they can improve.

Key Priority 7: Personal Development, Behaviour and Welfare

➤ **A Culture of Learning: School Attendance:** To continue to monitor and raise the profile of school attendance (R – Year 6) and punctuality for all pupils and increase this to no less than 95%.

Outcomes:

- 7.1 For the school to continue to monitor and report (to the Governing Body via the Headteacher and Link Governor) on whole school attendance.
- 7.2 To ensure that all systems from the Attendance Toolkit are embedded and in place to ensure communication with parents is transparent and effective.
- 7.3 To monitor requests for 'holidays in term time' and ensure that all information and guidance relating to this is easily available and accessible for parents (a reduction in the total number of holidays requests for 2017 – 2018).
- 7.4 Parents and carers will have a greater understanding and appreciation for regular attendance at school.
- 6.5 Continuation of the weekly / termly school wide reward systems for acknowledging good attendance and punctuality.
- 7.6 To continue develop the whole-school ethos of good attendance through a variety of school-wide mechanisms.