

# **Bevendean Primary School and Nursery**



## **SCHOOL DEVELOPMENT PLAN**

**2020 - 2021**

# Reading & Writing (K.P)

Interventions (K.P)

Maths (M)

## Attendance (K.P)

*Curriculum (M)*

**S.E.M.H (K.P)**

### Footnote re: SDP / Budget:

The SDP runs for the academic year September 2019 to July 2020. The budget (financial year) runs from April 2019 to March 2020. Specifically, the Pupil Premium budget figures relate to the financial year although it is recognised that the same financial provision will continue in the summer term of 2020 covering the final term of the SDP.



**Ofsted: What the school should do to improve further (4<sup>th</sup> – 5<sup>th</sup> December, 2019).**

What does the school need to do to improve?

1. Pupils enjoy reading in school. Teachers encourage pupils to read at home to develop their enjoyment of reading. However, the link between school and home for reading is not well organised and promoted, so this activity does not support all pupils' reading development consistently well. Leaders should ensure that all pupils have reliable opportunities to practise and consolidate their reading skills, supporting the best progress for all.
2. Although robust systems and rewards for pupils are in place to encourage regular attendance, absence rates are above the national average. This means that some pupils miss essential steps in their learning. Leaders should continue their efforts to ensure that all pupils attend school regularly so that their learning is uninterrupted.

**Key Priority 1: Quality of Education (Intent / Implementation / Impact)**

➤ **Writing & Reading:** *To construct programmes of study in reading and writing that are ambitious and designed to give all children at Bevendean Primary School, particularly disadvantaged and special needs pupils, the knowledge, skills and attitudes to succeed.*

**Outcomes:**

- 1.1 To plan, teach and assess, programmes of study in Reading and Writing through high quality texts
- 1.2 Whole class guided reading will be fully implemented and embedded (Year 2 – 6)
- 1.3 Comprehensive monitoring and evaluation of programmes of study for reading and writing will take place
- 1.4 As many children as possible will make expected progress according to their baseline data.
- 1.5 To monitor the attainment and progress of 'groups' across the academic year.
- 1.6 To develop the use of key skills (in writing) so that all children can use and apply the skills of SPaG and handwriting in their independent writing
- 1.7 To continue to develop greater depth writers across all year groups (Year 1 – 6)
- 1.8 To develop a home school reading system across all year groups.
- 1.9 Targeted daily support to be given to struggling readers across the school.

## **Maintenance Priority 2: Quality of Education (Intent / Implementation / Impact)**

➤ **Maths:** *To fully implement and embed all elements of Maths Mastery from Year 1 – 6 and ensure all teachers have a good knowledge of the subject and their specific programme of study and that all learners receive effective support through quality first teaching.*

### **Outcomes:**

- 2.1 All Governors will have a full understanding of Maths Mastery and the way that Maths is taught at Bevendean Primary School
- 2.2 Assess, evaluate and respond to gaps in subject knowledge of Maths Mastery for all staff (LB to complete M.A.S.T CPD)
- 2.3 To implement the final two elements of Maths Mastery (Variation / Mathematical Thinking)
- 2.4 As many children as possible will make expected progress according to their baseline data
- 2.5 To develop the teaching of times tables and the rehearsal of key skills within the lesson cycle
- 2.6 To continue to develop greater depth pupils across all year groups (Year 1 – 6)
- 2.7 An early focus on number to give children a strong foundation for the rest of the year in their relevant programme of study

## **Key Priority 3: Quality of Education (Intent / Implementation / Impact)**

➤ **Interventions:** *The school will continue to implement, develop and embed appropriate interventions throughout the school day to better target the needs of pupils to meet the changing needs of the school.*

### **Outcomes:**

- 3.1 Greater depth interventions will be implemented to target children working at the higher end of age-related expectations
- 3.2 Pupils will receive live-marking and pre-teaching interventions as part of their English and Maths programme of study support
- 3.3 Gap-analysis interventions in English and Maths will be planned for by class teachers, be high quality and accurately target learners who are attending
- 3.4 SLT will regularly monitor all interventions through lesson observations, drop-ins and learning walks on a weekly / half-termly basis
- 3.5 SLT to provide bespoke monitoring of teachers to ensure that the revised Marking & feedback Policy is being fully implemented and is having an impact
- 3.6 Teachers daily assessment sheets for English and Maths will ensure appropriate groups of children are receiving interventions and pre-teaching
- 3.7 To develop and implement a Volunteer Program that will support school wide interventions
- 3.8 Children in Key Stage 1 to receive the teaching of early skills of Maths and English.

## Key Priority 4: Behaviour & Attitudes

➤ **Attendance & Punctuality:** *To continue to monitor and raise the profile of good school attendance and punctuality (R- Year 6) for all pupils and ensure that this is at least 95% for the 2020 – 2021 academic year.*

### Outcomes:

- 4.1 To work towards attaining an overall school attendance of at least 95% for the 2020– 2021 academic year
- 4.2 Increase the development of the Link Governor role and ensure that school attendance issues are disseminated to Governors regularly throughout the school year
- 4.3 Celebration and rewards for classes will be based on both good attendance and punctuality
- 4.4 Link Governor, KD, Attendance Liaison Officer and Education Welfare Officer (EWO) to meet at least 6 x annually
- 4.5 Attendance Liaison Officer and EWO to identify, meet with and support parents / carers of pupils with poor attendance and punctuality
- 4.6 The school will continue to highlight the impact of school attendance on learning to parents / carers
- 4.7 Class teachers will build positive relationships with parents / carers to at the beginning / end of each day / phone calls to raise the awareness of school attendance

## Key Priority 5: Personal Development

➤ **S.E.M.H – Attachment and Emotion Coaching:** *Many of our pupils are displaying insecure attachment styles and / or have suffered trauma throughout their lives. For some pupils, this impacts hugely on their ability to focus on learning and to make progress academically. The more that our staff are able to identify and know how to support these pupils, the more chance they will have at reaching their full potential. Our aim is to ensure that we have consistency across the school with all staff for our children.*

### Outcomes:

- 5.1 To implement a universal (whole school), targeted (class and small groups) and specialist (small group and individuals) program of support.
- 5.2 Staff to plan for and use Attachment Aware Strategies when communicating with pupils and parents.
- 5.2 All teaching and non-teaching staff to be using Emotion Coaching strategies.
- 5.3 Class Teachers to be using the Just Right program with whole class.
- 5.4 Staff to feel confident to identify pupils with mental health needs.
- 5.5 Learning Mentor and Phase Leads to monitor the implementation of the targeted and specialist support.
- 5.6 Selected parents and carers continue to receive quality support from the school and are empowered to support their own children out of school.



## Maintenance Priority 6: Leadership & Management

➤ **Curriculum Development:** Changes to the Education Inspection Framework has prompted the school evaluate and consider changes to the wider curriculum. The school would like to construct a curriculum that is ambitious and designed to give all pupils the knowledge, skills and attitudes they need to succeed and thrive. The development of the programmes of study is imperative to build on the progression of key skills across the curriculum during their time at Bevendean.

### Outcomes:

- 6.1 School and subject leaders will complete a curriculum map that demonstrates a progression of programmes of study (INTENT)
- 6.2 To budget and resource a broad and balanced curriculum (INTENT)
- 6.3 To develop the subject knowledge of all staff in all areas of the curriculum (IMPLEMENTATION)
- 6.4 Subject Leaders to develop a lesson structure that facilitates key skills / prior knowledge / vocabulary in the wider curriculum in all subjects (IMPLEMENTATION)
- 6.5 School Leaders will embed a culture of coaching and staff development, so that through bespoke and rigorous monitoring, all teaching is good or better (IMPLEMENTATION)
- 6.6 To develop the role of subject coordinators to implement and assess the broader curriculum (IMPLEMENTATION & IMPACT)
- 6.7 School and subject leaders to celebrate and share our broad and balanced curriculum throughout the use of e-portfolios (IMPACT)



