



Bevendean Primary School

Heath Hill Avenue, Brighton, BN2 4JP

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Headteacher: Mr Martyn Giddens

Deputy Headteacher: Mr Mark Dally

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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.

Key Priority 1: Effectiveness of Leadership and Management

➤ **Writing:** *To continue to improve the quality of teaching in writing, build on the work from the T4W Project and whole school development to ensure that all new and existing staff have a secure and consistent understanding in the teaching philosophy.*

Activities and Actions:

- 1.1 All staff: teachers, H.L.T.A's and Teaching Assistants to have a clear understanding (theory and practical) of the Talk for Writing Process.
- 1.2 Regular staff INSET throughout the Autumn Term, 2016.
- 1.3 Literacy Lead Teacher to plan and team teach in all year groups throughout the Autumn Term.
- 1.4 To ensure that the raised expectations of the new National Curriculum are being taught.
- 1.5 New spelling Scheme is being taught and monitored for effectiveness.
- 1.6 Regular and on-going moderation of Writing both across the school and Partnership (Unity Partnership).
- 1.7 Early monitoring of children's books (see Annual Monitoring Schedule 2016 - 2017) and teachers' planning to check effectiveness in the teaching of writing.
- 1.8 Appropriate handover and support for new Literacy Lead Teachers (Annemarie Morris - KS1 & Danielle Jackson - KS2)
- 1.9 Monitoring of pupils progress and attainment in writing - Autumn 2; Spring 2; Summer 2 - Data collection and Pupil Progress Meetings - Autumn 1; Spring 1; Summer 1.
- 1.10 To disseminate the T4W teaching techniques into all elements of school provision and support e.g. L.S.S. teaching support.



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Key Priority 2: Effectiveness of Leadership and Management

➤ **Maths:** *To develop and implement new school policy in line with the revised National Curriculum and guidance.*

Activities and Actions:

- 2.1 Appointment of a Maths Lead Teacher.
- 2.2 Appropriate challenge in Maths is evident so more able children are being stretched.
- 2.3 Up-dating of Teaching & Learning Policy and 'How We Teach Maths at Bevendean Primary School' to truly reflect revised National Curriculum.
- 2.4 Regular INSET for staff throughout the year to establish clear Policy and share good practice and embed work with Partnership to share good practice.
- 2.5 To ensure and monitor the balance of pencil / paper methods / arithmetic and 'real life' maths is taught throughout the school.
- 2.6 Early monitoring of children's maths books and teachers' planning to check effective planning and teaching of Maths throughout the school.
- 2.7 Monitoring of pupils progress and attainment in Maths - Autumn 2; Spring 2; Summer 2 - Data collection and Pupil Progress Meetings - Autumn 1; Spring 1; Summer 1.
- 2.8 Regular and on-going moderation of Maths both across the school and Partnership (Unity Partnership).
- 2.9 To appoint an E.C.C Teacher (Every Child a Counter) and the subsequent Teaching Assistant provision (First Class at Number 1 / First Class at Number 2).

Key Priority 3: Effectiveness of Leadership and Management

➤ **Engagement and Communication:** *To increase the engagement and participation of parents and carers in the school and ensure all have an understanding of the Leadership, Management and Governance of the school.*

Activities and Actions:

- 3.1 To increase the attendance at formal Parent / Teacher Meetings to 90% across all Key Stages in the school.



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- 3.2 To increase and improve the availability of parent / teacher contact - all teachers to be in the playground each morning at 8.50am.
- 3.3 To investigate, discuss and implement a variety of ways to increase the percentage of parents / carers coming into school e.g. whole school picnic / eSafety Workshop etc.
- 3.4 To embed the 9.00am - 9.30am Learning Mentor daily 'drop-in' session to ensure that all parents can discuss concerns quickly.
- 3.5 To ensure that all mechanisms for communicating with parents / carers is up-to-date and accurate.
- 3.6 To increase the attendance of parents / carers attending the 'Parent Sessions' throughout the year for all Key Stages.
- 3.7 For parents / carers to have a greater access to and understanding of the role of the School Governors and the work they do in the school.
- 3.8 To become an 'Investors in People' School.
- 3.9 To ensure all parents / carers have an accurate understanding and appreciation of their child's attendance at school and work with the school to make the necessary improvements.

Key Priority 4: Quality of Teaching, Learning and Assessment

➤ **Moderation:** *To ensure that all teachers have opportunities to moderate and discuss children's work at a variety of levels (Year Group / Key Stage / School / Partnership) throughout the academic year.*

Activities and Actions:

- 4.1 To develop and participate in greater moderation across the schools within the Unity Partnership for all year groups but especially for Year 2 and 6 during allocated staff meetings and twilight sessions.
- 4.2 To ensure quality moderation in Reading, Writing and Maths especially prior to whole school assessment points.
- 4.3 Ensure all teachers participate in and attend Local Authority moderation and training around the Statutory Tests.
- 4.4 Training and support for all new teachers on the school's 'decimal' assessment system and performance descriptors.



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4.5 Opportunities and encouragement to / for teachers in year groups - above and below - to moderate on a regular basis as part of good professional practise.

Key Priority 5: Quality of Teaching, Learning and Assessment

➤ **Progress of Groups of Pupils (Boys / SEN):** *To ensure that at least 95% of children in the specified groups make the expected progress across an academic year in Reading, Writing and Maths.*

Activities and Actions:

5.1 For the progress and attainment of boys / SEN children to be included as a specific section to the Pupil Progress Meeting documentation.

5.2 To appoint a new SENCo and evaluate and improve current practise e.g. L.S.S. Provision and effectiveness, and to embed Quality First Teaching across all Key Stages.

5.3 Identification and careful monitoring of targeted groups / cohorts using in-school assessment data e.g. Year 2.

5.4 To ensure assessment systems for the monitoring of teaching & learning in the intervention provisions are effective e.g. KS1 SEN support / First Class at Number 1 / E.C.C. and E.C.A.R.

5.5 Investigate the possibilities in the use of Teaching Assistants to provide additional support and provision via Quality First Teaching provision e.g. First Class at Number 2 / B.R.P. / F.F.T etc.

5.6 Teachers' planning to identify and target groups of pupils that require additional support e.g. boys / SEN and the provision / intervention.

Key Priority 6: Outcomes for Children and Learners

➤ **Closing the Gap:** *To continue to monitor the progress and attainment 'gap' of all groups of pupils using SIMS 'in-school data' and use data support teachers' planning.*

Activities and Actions

6.1 Early meetings and discussions with teachers to identify the 'gaps' for specific groups of pupils in their class.

6.2 Ensure that teachers' planning highlights and targets specific groups of children who require additional support and the relevant interventions and provision.



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6.3 Implementation of 3-teacher model in Year 2 to ensure progress 'gaps' of specific groups of pupils close during the course of the academic year.

6.4 To ensure that appropriate KS1 children receive support through E.C.C and or E.C.A.R. as required during the year.

6.5 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.

Key Priority 7: Personal Development, Behaviour and Welfare

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

Activities and Actions

6.1 To continue to monitor and report (to Governing Body via Link Governor Reports) on school attendance - by class - on a termly basis (travellers and non-travellers).

6.2 To monitor the effectiveness of the school 'School Attendance Officer' role to ensure that termly attendance is maintained (this time last year) and is improving overall.

6.3 To ensure that all systems via the Attendance Toolkit are embedded and in place to ensure communication with parents is transparent and effective.

6.4 Continuation of the weekly / termly school wide reward systems for acknowledging good attendance and punctuality.

6.5 To develop a whole-school ethos of good attendance through the development of a 'House' system.