

BEVENDEAN PRIMARY SCHOOL



SCHOOL DEVELOPMENT PLAN

2018 - 2019

Writing

Interventions

Monitoring / Q.F.T

Attendance

Appraisals

Maths

Footnote re: SDP / Budget:

The SDP runs for the academic year September 2018 to July 2019. The budget (financial year) runs from April 2018 to March 2019. 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 2019 covering the final term of the SDP.



Ofsted: What the school should do to improve further (26th April, 2016).

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 develop, revise and enhance the planning, teaching and assessment of the Writing curriculum from Nursery to Year 6 to raise attainment and maintain high standards of progress.*

Outcomes:

- 1.1 All staff to be familiar with and fully understand the revised English curriculum.
- 1.2 All teaching in writing will be consistently good or understanding.
- 1.3 All staff have a shared understanding of age related expectations in writing specific to individual programs of study.
- 1.4 For governors to have a comprehensive understanding and knowledge of how writing is planned, taught and assessed across the school.
- 1.5 All staff to have the necessary subject knowledge to plan, teach and assess the English curriculum to support and challenge all children.

Key Priority 2: Effectiveness of Leadership and Management

➤ **Monitoring / Quality First Teaching:**

Outcomes:

- 2.1 All book scrutinies accurately reflect the marking and feedback policy and ensures children make progress.
- 2.2 Observations, drop-ins, planning and environment scrutinies demonstrate quality first teaching throughout the year.
- 2.3 Governors know our school and the systems we have in place to monitor its effectiveness.
- 2.4 End of year pupil data will reflect high standards of planning, teaching and assessment.
- 2.5 End of year data for reading, writing and maths will indicate a high proportion of children will make expected or accelerated progress in line with school expectations.

Key Priority 3: Quality of Teaching, Learning and Assessment

➤ Interventions:

Outcomes:

- 3.1 A high proportion of children will make expected or accelerated progress in line with school expectations.
- 3.2 Interventions will be offered to diminish the difference for children, who are below ARE will reduce gaps in their understanding and knowledge for their current program of study in English and Maths.
- 3.3 Targeted children will receive live marking interventions to pre teach, challenge or address misconceptions a greater proportion are working at ARE.
- 3.4 Interventions provided are high quality and planned by teachers to ensure support staff are supported and feel confident in delivering high quality interventions.
- 3.5 Interventions are monitored by governors, SLT and teachers to ensure they are consistently high quality and effective.

Key Priority 4: Personal Development, Behaviour and Welfare

➤ **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:

- 4.1 Attendance for the 2018 – 2019 academic year will be 95% or better.
- 4.2 The proportion of persistent absentees will fall over the academic year.
- 4.3 Governors will have an understanding of school attendance and the issues surrounding this.
- 4.4 The weekly recorded (assemblies / School Newsletter) minutes late will fall over the course of the year.
- 4.5 Parents' understanding and appreciation of school attendance and the impact on learning will improve.

Key Priority 5: Quality of Teaching, Learning and Assessment

➤ Maths:

Outcomes:

- 5.1 All staff to be familiar with and fully understand the Maths Mastery Curriculum and have a shared understanding of age related expectations in Maths.
- 5.2 All teaching will be consistently good or understanding in Maths.
- 5.3 Progress and attainment data (July 2019) to be maintained from 2017 – 2018 school data.
- 5.4 For governors to have a comprehensive understanding and knowledge of maths mastery and how this is planned, taught and assessed across the school.

5.5 All staff to have the necessary subject knowledge to plan, teach and assess the Maths curriculum to support and challenge all children.

Key Priority 6: Outcomes for Children and Learners

➤ Appraisals:

Outcomes:

6.1 For all non-teaching staff to have professional, behaviour and personal learning objectives relating to their specific job descriptions.

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

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

6.4 Teachers' performance objective (for achievement) will be data driven to ensure maintained and improved outcomes for learners.



