

# **BEVENDEAN PRIMARY SCHOOL**



## **SCHOOL DEVELOPMENT PLAN**

**2019 - 2020**

# Reading & Writing

Interventions (M)

Maths (M)

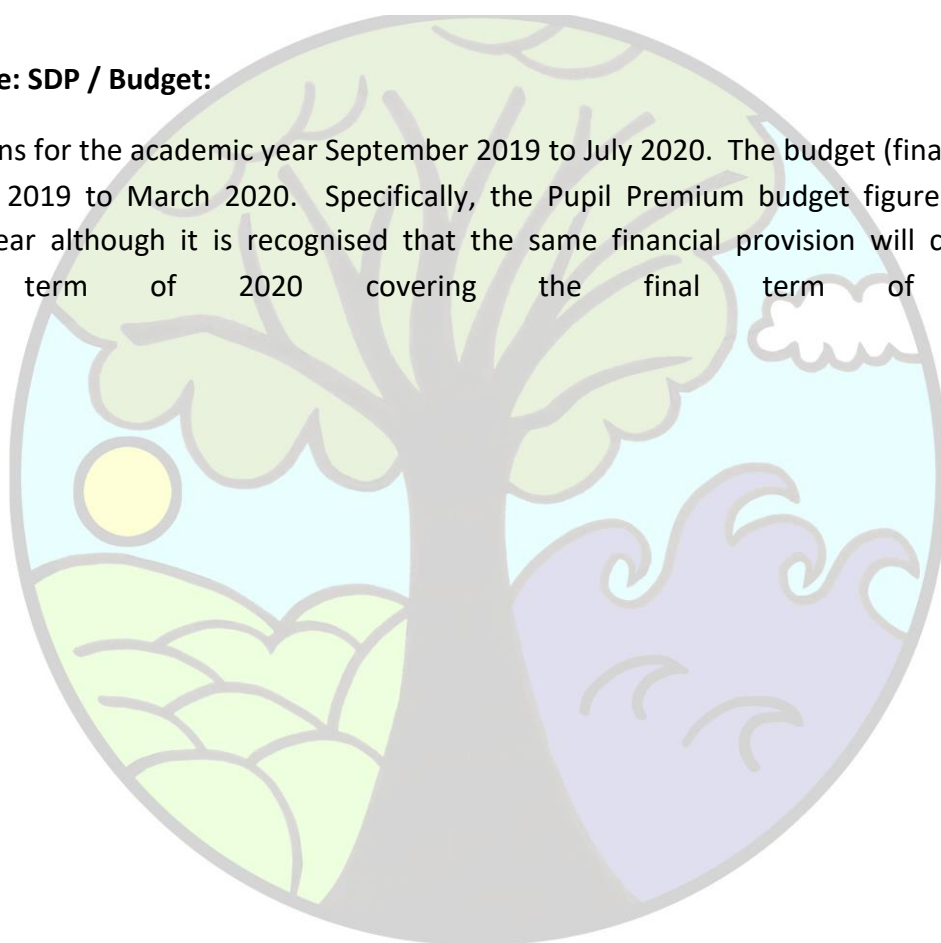
Attendance

*Curriculum*

**S.E.M.H**

## 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** (26<sup>th</sup> 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: 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 by the end of the academic year
- 1.3 Comprehensive monitoring and evaluation of programmes of study for reading and writing will take place
- 1.4 A percentage increase in attainment and progress and attainment levels from 2018 – 2019
- 1.5 Attainment and progress gaps for 'group' will improve from 2018 – 2019 (2019 – 2020 will be the first year progress measures are not calculated using old assessments)
- 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 The percent of children greater depth writers will increase across all year groups (Year 1 – 6)
- 1.8 School Leaders will embed a culture of coaching and staff development, so that through bespoke and rigorous monitoring, all teaching is good or better

### **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 (LB to complete M.A.S.T CPD)
- 2.3 To implement the final two elements of Maths Mastery (Variation / Mathematical Thinking)
- 2.4 To maintain and improve the current levels of attainment and progress (Year 1 – 6)

- 2.5 To develop the teaching of times tables and the rehearsal of key skills within the lesson cycle
- 2.6 The percent of children greater depth pupils will be maintained or increase across all year groups (Year 1 – 6)
- 2.7 School Leaders will embed a culture of coaching and staff development, so that through bespoke and rigorous monitoring,
- all teaching is good or better

### **Maintenance 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

### **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 no less than 95.5% for the 2019 – 2020 academic year.*

#### **Outcomes:**

- 4.1 Attendance for the 2019 – 2020 academic year will not fall below 95.5% by July 2020
- 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 Consider options to celebrate classes with combined good attendance AND punctuality
- 4.4 Link Governor, KD and Attendance Liaison Officer to meet at least 6 x annually

4.5 Attendance Liaison Officer 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 Staff to be using Attachment Aware Strategies when communicating with pupils.

5.2 All teaching and non-teaching staff to be beginning to use 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 attachment difficulties.

5.5 Learning Mentor behaviour monitoring to evidence the implementation of the strategies and processes the school is developing.

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.

### **Key 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 develop 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 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)





