

# Bowsland Green Primary School

School Development Plan 2015 - 16



*Brilliance, through Bowsland Best*

*Our Bowsland Best Values*

**P**ride **A**chievement **R**esponsibility **T**eamwork and **E**njoyment

# Shared Strategic Goals 2015 – 2018 (from INSET, September 2015)



	2015 - 16	2016 - 17	2017 - 18
<b>1. Pupils to reach and exceed Age Related Expectations (ARE) in English and Mathematics</b>	<ul style="list-style-type: none"> <li>85% of cohort are working within year group curriculum on exit <b>(note: exceptions in some historically underachieving year groups, specific targets set for secure range in each cohort)</b></li> <li>EYFS – 76% to reach GLD (top target 93%)</li> <li>Further improve the quality of writing across the school by focusing on secure teaching sequence, high achievement and securing non-negotiables</li> <li>Pupil Premium Champion closing gaps for vulnerable pupils</li> </ul>	<ul style="list-style-type: none"> <li>85% of cohort are secure at 70%+ of year group curriculum on exit</li> <li>EYFS – 78% to reach GLD</li> <li>Writing outcomes to be within top 25% nationally</li> <li>Pupil Premium Champion closing gaps for vulnerable pupils</li> </ul>	<ul style="list-style-type: none"> <li>95% of cohort are secure at 70%+ of year group curriculum on exit</li> <li>EYFS – 80% to reach GLD</li> </ul>
<b>2. Pupils to enjoy relevant, rich and diverse creative curriculum</b>	<ul style="list-style-type: none"> <li>'Bowsland' curriculum developed, embracing local study, world diversity and STEM opportunities</li> <li>Mastery and depth opportunities developed through English, mathematics and wider curriculum provision</li> <li>House Family Enrichment strengthening relationships and depth of learning through peer teaching</li> </ul>	<ul style="list-style-type: none"> <li>Links with local businesses established and impacting on pupil ambition</li> <li>Extension opportunities allow talents to grow in the creative arts</li> <li>Outdoor learning opportunities planned for all</li> <li>Mastery and depth established in core curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Mastery and depth developed through wider curriculum links</li> <li>'Bowsland' curriculum reviewed and redesigned to fit purpose</li> </ul>
<b>3. Pupils to be future ready – employable, confident, superb</b>	<ul style="list-style-type: none"> <li>Development of computing provision enables enhanced flexibility in learning</li> <li>Pupil leadership impacting clearly</li> </ul>	<ul style="list-style-type: none"> <li>Pupils running own profitable businesses through planned opportunities</li> <li>Extended opportunities for food</li> </ul>	<ul style="list-style-type: none"> <li>Pupils engaging in shared opportunities to learn in the 'world of work'</li> <li>Parents providing learning</li> </ul>

<b>social skills</b>	<p>on school development</p> <ul style="list-style-type: none"> <li>• Opportunities for enterprise planned and actioned in UKS2</li> <li>• Bowsland Charter mark designed and introduced to pupils</li> </ul>	<p>technology enhancing knowledge and scientific understanding</p> <ul style="list-style-type: none"> <li>• Paired exchanges for young school leaders developing perspective beyond setting</li> </ul>	<p>opportunities of lost skills and interests</p>
<b>4. Global Citizenship – contributing and awareness of place in the world</b>	<ul style="list-style-type: none"> <li>• ‘Life Learning’ curriculum development planning providing wide learning perspective</li> <li>• House families promoting diversity and building capacity in vertical partnerships</li> <li>• British Values established and celebrated as part of diverse school community</li> </ul>	<ul style="list-style-type: none"> <li>• National and International links developing wider perspective – schools, businesses, cultures, religion, travel</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange visits provide strong learning opportunities that are passed on to school community</li> </ul>
<b>5. Development of Pedagogy</b>	<ul style="list-style-type: none"> <li>• Behaviour for Learning Curriculum developing key attributes in pupils to sustain learning for life</li> <li>• Developed understanding of the teaching sequence promotes knowledge and skills cognition, use of manipulatives and concrete, pictorial, abstract methods. The teaching profile across the school is strengthened.</li> <li>• Targeted teaching and personalisation ensures accelerated progress, closing gaps for groups</li> <li>• Specific pedagogy development provides appropriate Key Stage enhancement for pupils</li> <li>• Use of ON-Line provides a shared platform for stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Mantle of the Expert approach embedded</li> <li>• Development of pupil tutorials enhancing independent learning</li> <li>• Development of ON-Line provides reflective opportunities for stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Peer tutoring models harnessing opportunities for passing learning on, developing richness and depth through application</li> </ul>

## Development Area 1: Overall Effectiveness of the School



Underpinned by Values: **Pride Achievement Responsibility Teamwork** and **Enjoyment**

Links to Strategic Goals: 1-5

Led by Headteacher, Deputy Headteacher and The Governing Body

Impact Monitored by the Chair of the Governing Body Tony Down and Linked Governors

Aim <i>Impact on Stakeholders</i>	Success Criteria	Planned Actions (How) and Timescale (When)	Lead Practitioner (Who)	Monitoring/ Self-Evaluation (Impact?)	Costs/ Resources
<p>1. To continue to improve the standards of writing across the school</p> <p><i>Pupils reaching and exceeding expected standards. Writing achievement across the school demonstrates excellence</i></p>	<p>Raised achievement of pupils:</p> <ul style="list-style-type: none"> <li>EYFS cohort exceeding levels to be above 80% in writing</li> <li>Year 2 outcomes to be secure at 2S</li> <li>73% Writing</li> <li>Year on year progress is accelerated to close gaps</li> <li>Year 6 exit targets are achieved</li> </ul>	<p>1.1 All staff to be rigorous in expectations and modelling of key non-negotiables in writing – <b>Bowsland Trail</b></p> <p>1.2 Conduct appropriate <b>staff training</b> and development of shared best Quality First Teaching through targeted peer observations and feedback</p> <p>1.3 Introduce the use of clear learning outcomes and success criteria that exemplify <b>subject specific skills</b> and develop understanding to support high standards in writing across the curriculum</p> <p>1.4 Enhance and develop the <b>whole-school writing environment</b>, through immersing pupils in engaging texts and promoting enjoyment of writing!</p>	<p>Ongoing</p> <p>AL All staff</p>	<p>SLT and English Subject Lead</p> <p>Self-Evaluation for English</p> <p><i>Are writing standards improving and how is this evidence in internal and external moderation?</i></p>	<p>Weekly leadership time</p> <p>Professional directed time</p> <p>Network opportunities and linked release time</p> <p>Moderation exercises</p>
<p>2.To build a strong and committed</p>	<ul style="list-style-type: none"> <li>All stakeholders, from Governors to pupils,</li> </ul>	<p>2.1 Hold multi-stakeholder <b>Vision and Values</b> day INSET</p>	<p>1<sup>st</sup> September 2015</p>	<p>FK (INSET led by Jan Isaac)</p>	<p>All participants to evaluate</p> <p>1 day traded curriculum time</p>

<p>Bowsland School Community</p> <p><i>All stakeholders value and share school ethos, creating ownership and a feeling of family – which all benefit from being a part of!</i></p>	<p>value and uphold school vision and mission</p> <ul style="list-style-type: none"> <li>All stakeholders promote and actively drive school vision for the future</li> <li>Bowsland Green is valued and regarded highly in the wider community</li> </ul>	<p>2.2 <b>Publicise Bowsland Green Primary</b> positively in the local area – sharing aspirational vision and new leadership</p>	<p>From September 2015</p>		<p><i>How can our vision and values been felt throughout the school?</i></p>	<p>(topliced, LA)</p>
<p>3. Enable pupils to develop their spiritual, moral, social and cultural abilities</p> <p><i>Pupils develop key skills of curiosity, creative thinking and value opportunities</i></p>	<ul style="list-style-type: none"> <li>Pupils have increased understanding of religion, culture (especially British), faith, heritage and feelings</li> <li>All pupils understand the consequences of actions and develop empathy towards others</li> <li>Pupils have developing and appropriate understanding of law, moral and ethical issues</li> <li>Pupils experiences of opportunities in language, music, art, sport and competition illustrate their increasing ability to reflect and appreciate culture</li> </ul>	<p>3.1 Develop opportunities for pupils to be immersed in <b>‘Essential Experiences’</b> through the wider curricula of art, music, history, language, sport, dance etc.</p>	<p>From September 2015</p>	<p>CH and the Wider Curriculum Team</p>	<p>SLT and Governors, through pupil conferencing</p>	<p>Professional and directed time Pupil Leadership Directed time</p> <p>Approx £2000 curriculum budget for external opportunities in Enrichment and the Arts</p>
		<p>3.2 Introduce new <b>Collective Worship and Reflection</b> structure, to include weekly music and singing from around the world, key stage focused reflection and class based circle time discussions</p>	<p>From September 2015</p>	<p>All staff</p>		
		<p>3.3 Develop and establish new <b>Life Learning Curriculum</b> – incorporating and linking aspects of community, religion and worship, enterprise and employability skills across subject</p>	<p>Term 2 2015/Term 3 2016</p>	<p>CH/ME – in working party with other subject leaders/stakeholders as appropriate</p>		
		<p>3.4 Review and replace current <b>Behaviour Policy</b> with young leaders and parent/carer representatives, based on restorative justice and behaviour for learning. Enhance current House Point system to drive learning, creating linkage and purpose</p>	<p>September 2015</p>	<p>ME House Captains</p>		

<p>4. To seek, form and fully engage in partnership working to develop professional viewpoints and bring the quality of practice and evaluative judgements to the highest possible quality</p> <p><b>Stakeholders benefit from internal and external reflection</b></p>	<ul style="list-style-type: none"> <li>All staff access specific, targeted and high quality CPD which is impact proven</li> <li>Internal and external moderation judgements are in line</li> <li>Staff evaluate network impact is high and influencing positive school development</li> </ul>	<p>4.1 Engage in the collaborative <b>Connect 4 Learning (C4L)</b>, driving common assessment practice and leadership development for all</p>	<p>September 2015 onwards</p>	<p>All connected staff</p>	<p>SLT and Governors, through school development evaluation</p> <p><i>How do external partnerships benefit our school stakeholders?</i></p>	<p>Linked release from leadership supply budget</p>
		<p>4.2 Develop <b>external partnerships</b> to bring reflection and learning back to Bowland Green, building capacity and professional knowledge and understanding</p> <p><i>NLE, Executive Headship Locality steering group Requires improvement networks best practice networks early years links LA and schools working with moderators and SLEs</i></p>				

## Development Area 2: The Effectiveness of Leadership and Management

Underpinned by Values: **Pride Achievement Responsibility Teamwork and Enjoyment**

Links to Strategic Goals: 1-5



Led by Headteacher, Deputy Headteacher and The Governing Body

Impact Monitored by the Chair of the Governing Body Tony Down and Linked Governors

Aim <i>Impact on Stakeholders</i>	Success Criteria	Planned Actions (How) and Timescale (When)	Lead Practitioner (Who)	Monitoring/ Self-Evaluation (Impact?)	Costs/ Resources
<p>1. To forge a brand new senior leadership model with clear roles and</p>	<ul style="list-style-type: none"> <li>Professional stakeholders have clear roles and responsibilities that compliment</li> </ul>	<p>1.1 Headteacher to induct and grow a brand new senior team with clear delegated roles and responsibilities linked to school development (RACI etc)</p>	<p>September 2015</p> <p>FK ME SLT SLE colleagues through</p>	<p>HT and SLT line managers, through appraisal process</p>	<p>Release time for SLT (provided through staffing)</p>

<p>responsibilities that enables school development and promotes talent</p> <p><b>School Development is secure and impact sustained, individuals are enabled and leadership potential developed that benefits all stakeholders</b></p>	<ul style="list-style-type: none"> <li>Professional challenge and dialogue keeps pupils and best value at the heart</li> <li>Delegated leadership harnesses opportunities and grows talent</li> <li>Appraisal and SDP targets effectively matched to individuals</li> <li>School grows in capacity, sustaining strength and safeguarding its future</li> </ul>	<p>1.2 Action agreed staffing structure that builds capacity through delegated leadership model</p>		<p>Pickwick and NEXUS teaching school</p>	<p><i>How does the leadership model build capacity, grow leaders and promote succession in school?</i></p>	<p>structure)</p> <p>1k Agreed budget allocation to support C4L work</p> <p>7.5k released through NEXUS Teaching School bid NLE work @ £500 per day <b>income</b></p>
<p>2. To ensure that delegated leadership model is impacting on school development and sustaining capacity</p> <p><b>Stakeholders working effectively as teams, building capacity and securing the school for future years</b></p>	<ul style="list-style-type: none"> <li>Senior, middle and emerging leaders feel supported, developed and enabled</li> <li>New Team structure has built capacity and plans for succession</li> <li>Governors have clear linked roles and responsibilities, providing structure and allowing impact through evaluation</li> </ul>	<p>2.1 Establish <b>Core, Wider and Inclusion Teams</b> using delegated leadership from SLT. Agree action plans for the year</p>	<p>Term 2 2015 onwards</p>	<p>SLT leaders</p>	<p>HT and SLT line managers, through appraisal process</p>	<p>NEXUS bid – see action plan</p>
<p>2.2 Engage NEXUS teaching school to provide <b>leadership development</b> mentoring and coaching for new senior and middle leaders</p>	<p>July – December 2015</p>	<p>FK – through NEXUS</p>				
<p>2.3 Governors to have clear <b>roles and responsibilities</b> that are designed against school improvement needs. New Self Evaluation Cycle agreed and established from Governor Handbook</p>	<p>From Term 2 2015</p>	<p>CoG through agreed systems and structures</p>				
<p>3. To build a level of middle leadership that is informed and knowledgeable,</p>	<ul style="list-style-type: none"> <li>Middle Leaders leading strong school development that impacts on pupil progress</li> </ul>	<p>3.1 Appraisal and Core Leadership Team opportunities to train and develop middle leaders in data analysis and monitoring, evaluation and review</p>	<p>October 2015</p>	<p>HT DHT</p>	<p>SLT and Link Governors, through self evaluation and</p>	<p>Fortnightly release time plus additional</p>

<p>leading school development in the core areas</p> <p><b><i>Pupils benefit from enhanced opportunities in English and mathematics</i></b></p>	<ul style="list-style-type: none"> <li>• Middle Leaders to access CPD opportunities that promote and enhance reflective capacity and leadership approaches</li> <li>• Impact in English and Mathematics is triangulated through self evaluation bases</li> </ul>	<p>3.2 Connect for Learning collaborative, NEXUS teaching school and local networks to provide support, challenge and development for middle leaders</p>	Ongoing		<p>appraisal</p> <p><i>Is a middle leadership level securing succession? Do middle leaders have whole-school awareness?</i></p>	<p>CPD opportunities through C4L, NEXUS</p>
<p>4. Emerging Leaders to develop vision and aspiration for future leadership roles</p>	<ul style="list-style-type: none"> <li>• Team structure is growing capacity and leadership potential</li> <li>• Exposure to development opportunities creating ambition and whole school awareness</li> </ul>	<p>4.1 NQT mentoring structure to be bespoke through</p> <ul style="list-style-type: none"> <li>• NEXUS NQT induction programme</li> <li>• DHT staff mentoring support</li> </ul>	From Term 1 2015	ME NEXUS Teaching School	<p>DHT through career entry profile and termly reports against standards for NQTs</p> <p>SLT through whole school SE</p>	<p>NEXUS NQT Induction programme (£300pp) plus release time (KD, 2xdays weekly, 39 weeks)</p>

### Development Area 3: Quality of Teaching, Learning and Assessment

Underpinned by Values: **Pride Achievement Responsibility Teamwork and Enjoyment**



Links to Strategic Goals: 1-5

Led by Headteacher, Deputy Headteacher and Core Standards Team (SLT, Sam Nunn, Amy Lindsay);

Impact Monitored by Lead Governor for Core Standards, Development of Teaching and Learning: Emma Heron, Tony Down

Lead Governor for The Wider Curriculum: Katja Denning

Aim <b><i>Impact on Stakeholders</i></b>	Success Criteria	Planned Actions (How) and Timescale (When)	Lead Practitioner (Who)	Monitoring/ Self-Evaluation (Impact?)	Costs/ Resources
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<p>1. To develop specific learning and teaching pedagogy that enhances independence in all age ranges</p> <p><i>Pupils engage in creative and unique provision, developing a love for learning and a growing independence, developing learning skills for life</i></p>	<ul style="list-style-type: none"> <li>• Pupils have choice, control and input to lead their own learning, having become inquisitive and curious decision makers. They understand the developing learning journey they are enjoying</li> <li>• Staff team members have understanding of the advantages of specific approaches and the harnessed benefits for pupils; practice is developed through reflection and adaptation</li> </ul>	<p>1.1 Team Leaders to develop <b>Key Stage pedagogy</b>; using best practice research and practical classroom-based inquiry to reflectively develop an age-specific approach to learning and teaching. EYFS: Play, exploration and challenge through being immersed in number and written/verbal language. Shared learning opportunities with families. KS1: Play based exploration into Year 1; extending additional pitch, challenge and maturity into Year 2. Independent choice learning dovetailed with responsive guided groups. Integration of the 'Creative Hub' to enhance innovative opportunities. KS2: 'Mantle of the Expert' (Ref: Prof. Dorothy Heathcote) approach in the wider curriculum; teaching staff enable pupils to lead their own learning and develop key creative and critical thinking skills – receiving responsibility, embracing challenges and solving problems.</p>	<p>From Term 1 2015</p>	<p>WC, BL, CH, TE</p>	<p>FK and Core Standards Team SLT Lead Governor for Core Standards, Development of T&amp;L Tony Down</p> <p><i>Are standards of teaching and learning and outcomes improving over time?</i></p>	<p>Leadership Time – main budget (HLTA cover) weekly Key Stage professional development meeting time – bi-weekly in Term 1/2</p> <p>2k Additional professional study CPD for leading staff; school visits, peer observation, residential study etc. (Supply and INSET budget)</p>
<p>2. To enhance and develop opportunities for enrichment within the curriculum</p> <p><i>Stakeholders gain benefits available through collaboration, application, personal pathways and enjoyment of learning; cultivating life-long</i></p>	<ul style="list-style-type: none"> <li>• Pupils able to demonstrate use of transferrable skills and knowledge</li> <li>• Pupils able to use own interests and pathways to pitch own study appropriately; linking between home and school</li> <li>• Pupils hold increasing knowledge of other</li> </ul>	<p>2.1 Introduce and establish termly <b>Enrichment Sessions</b> in which pupils collaborate in vertically arranged house families; with a clear creative curriculum focus led by staff personal skills and interests.</p> <p>2.2 Develop and establish new <b>Life Learning Curriculum</b> – incorporating and linking aspects of community, religion and worship, enterprise and employability skills across subjects.</p>	<p>Term 2 2015</p>	<p>ME and Core Standards Team SLT</p>	<p>Lead Governor for Core Standards, Development of T&amp;L</p>	<p>£800 annually x5 enrichment sessions for resources and materials</p>
			<p>Term 2 2015/Term 3 2016</p>	<p>CH/SW – in working party with other subject leaders as appropriate</p>	<p><i>How does enrichment and relevant experience promote and enhance learning skills,</i></p>	<p>£1000 supply budget - Professional release time for staff to</p>

<b><i>scholarship and study skills</i></b>	people, families, communities; both locally and beyond	2.3 Introduce aspects of <b>Personal Projects</b> for KS2 pupils, to extend and expand learning by harnessing personal interests and promoting mastery through home-school links.	Term 2 planning for Term 3 2016 launch	ME/CH	<i>attitudes and enjoyment? What is the quality of WAP for pupils? Does the provision demonstrate good value for money?</i>	develop curriculum design
		2.4 Provide a varied menu of high quality <b>wrap around provision</b> that can be accessed by all pupils, regardless of barriers <ul style="list-style-type: none"> <li>• Breakfast Club/Tea Club</li> <li>• Enrichment clubs</li> <li>• Sports activities</li> </ul>	September 2015 (Tea Club consultation Term 1/2 2015)	FK/KC		Pupil Premium and Sports funding money to enable access for pupils (unknown)
3. To develop a rich, relevant and exciting 'Bowsland Curriculum'  <b><i>Pupils develop relevant skills and knowledge, understanding their world securely and being able to apply taught disciplines to deepen and extend their learning</i></b>	<ul style="list-style-type: none"> <li>• Curricular plans in place for Term 3/4, 5/6</li> <li>• Local opportunities are strongly embedded</li> <li>• Future skills promote employability agenda</li> </ul>	3.1 Consult widely amongst stakeholder group to gather views and opinions regarding development of bespoke curriculum for pupils	Term 1 2015		Lead Governor for The Wider Curriculum  <i>What impact has the new curriculum and teaching approaches had on pupils? Explore through pupil conferencing and book scrutiny with leader</i>	Professional Meeting time
		3.2 Through Wider Curriculum Team meetings, develop subject areas to promote pupil interest and success (e.g. subject pitch and progression in Science, Employability Charter Mark, Life Learning Curriculum, The Arts, Humanities etc)	Term 2 2015			SLT leadership time
		3.3 Incorporate staff CPD of 'Mantle' approach for pedagogy, using new curriculum as a vehicle for delivery and development	Term 3 2016			CPD INSET January 4 <sup>th</sup> 2016 – Mantle (£500)
4. For BGPS to grow into a model of excellence in its provision of Quality First Teaching at all Key Stages	<ul style="list-style-type: none"> <li>• Teaching over Time Profile demonstrates strong and sustained improvement in the quality of teaching</li> <li>• Self-Evaluation lenses of Teaching, Data and</li> </ul>	4.1 Implement a structured and <b>developmental programme of professional learning</b> through PD meetings, in order to advance elements of outstanding practice ( <i>Use of appraisal, regular self-evaluation, peer observation and review to reshape this programme, bespoke intervention and support where</i>	From September 2015	FK and Core Standards Team SLT All stakeholders and subject leaders	SLT Lead Governor for Core Standards, Development of T&L  <i>What</i>	Professional development meeting time Professional directed time  Traded time

<p><b>Staff enabled to provide Quality First Teaching, having pride in their profession and practice</b></p> <p><b>An open culture of reflection and collaboration promotes swift development</b></p> <p><b>Pupils receive daily high quality provision that promotes high standards and strong learning progress</b></p>	<p>Pupil's learning books triangulate judgements</p> <ul style="list-style-type: none"> <li>Professional Development reflections provide a space for open and developmental discussion that influences policy and practice</li> <li>Pupil progress is excellent and in line with set targets , exceeding in places</li> </ul>	<p><i>necessary, teaching and TA staff).</i></p>			<p><i>improvements are detailed in the ToT Profile? How is this impacting on standards of teaching, learning in books and achievement data?</i></p>	<p>to lead INSET 2<sup>nd</sup> September 2015</p>
		<p>4.2 Adopt a streamlined and timely <b>Self-Evaluation Model</b> (see appendix 2.1) that through design, advises stakeholders of improving standards and key progress indicators at agreed and appropriate points.</p>				
		<p>4.3 Determine BGPS' <b>Values, Vision and Purpose</b> through consultation; plus a shared understanding of mastery and the requirements under new curriculum guidelines, adapting provision in response</p>	<p>INSET Term 1 2015 Staff discussions Term 1</p>			
		<p>4.4 Mathematics and English leads to establish level of <b>staff subject knowledge</b> through audit and drop in observations; providing bespoke training input in response to raise standards</p>	<p>SN, AL</p>			
<p>5. To develop and embed rigorous systems for assessing pupil achievement</p> <p><b>All interested stakeholders understand and can evaluate pupil progress</b></p> <p><b>Pupil progress is accelerated and judged as strong</b></p>	<ul style="list-style-type: none"> <li>Shared assessment policy is agreed and understood by all stakeholders</li> <li>Assessment materials are supporting pupil and staff judgements of attainment and progress against ARE statements</li> <li>Inter and Intra moderation provides validation</li> <li>Pupils secure good and better progress in learning</li> </ul>	<p>5.1 Establish the use of <b>Classroom Monitor</b> as a flexible progress tracking tool, training and support actioned</p>	<p>September 2015</p>	<p>FK and Core Standards Team SLT</p>	<p>Lead Governor for Core Standards, Assessment</p> <p><i>How is assessment policy guiding personalisation to promote and accelerate progress? How are pupils achieving against AREs? (inc. based on prior</i></p>	<p>3k Classroom Monitor (3 year usage one off payment)</p> <p>£150 annual cost pupil tracking sheets</p> <p>£300 shared cost assessment materials (C4L)</p>
		<p>5.2 <b>Reporting to Parents</b> function to be trialled</p>	<p>November 2015</p>			
		<p>5.3 Action new <b>Pupil Target setting system</b> in English and Maths, in line with tool</p>	<p>September 2015</p>			
		<p>5.4 Action the use of <b>supporting materials</b> for assessing pupil progress</p>	<p>By November 2015</p>			
		<p>5.5 Engage in <b>Connect for Learning (C4L)</b> collaborative for moderation and professional benchmarking, school development etc</p>	<p>Ongoing</p>			

					attainment)		
<p>3. To ensure that pupil's continue to make good or better progress under new ARE standards</p> <p><i>Pupil's life chances improved as they achieve their potential Teaching and support staff achieve appraisal expectations</i></p>	<ul style="list-style-type: none"> <li>Exit outcome summer 2015 is sustained or improved, e.g. pupils exceeding continue to do so, those not reaching close the gaps against AREs and/or peers</li> <li>Cohort targets for achievement are set, met, exceeded</li> </ul>	<p>3.1 Teaching Staff <b>track pupils</b> under their care using Classroom Monitor, using analyst tools to judge against progress indicators – personalising the learning diet in response</p>	September 2015 ongoing	FK, BL, SW and all teaching staff, TAs	Lead Governor for Core Standards, Assessment	Professional directed time	
		<p>3.2 Inclusion Lead, HLTAs and Pupil Premium Champion to use evaluation judgements to <b>action timely intervention</b> where necessary; stating clear entry and exit criteria, for wave 3 and more able pupils</p>	September 2015 ongoing				PPM management
		<p>3.3 Core Standards Team/Inclusion Lead/Pupil Premium Champion to <b>analyse cohort and group information</b>, liaising with Lead Governor to feed headlines back into whole school planning and response</p>	December 2015, March 2016, July 2016				
<p>4. To develop and embed strategies in Assessment for Learning techniques</p> <p><i>Staff enabled to provide quality personalised feedback and tailor provision for pupils Pupils enabled to receive feedback positively and use it</i></p>	<ul style="list-style-type: none"> <li>AfL is a planned, actioned and informative strength of every learning episode – providing insight into the levels of learning</li> <li>Feedback to pupils illustrates a range of taxonomies that promote thinking at all levels</li> <li>Progress is clearly enhanced through the learning dialogue –</li> </ul>	<p>1.2 Quality professional learning provided through <b>INSET study</b>, delivered through SLE provision (Pickwick Teaching School)</p>	Term 6 and Term 1 2015	FK and Core Standards Team SLT	SLT	£1500 INSET July 3 <sup>rd</sup> INSET 0.5 2 <sup>nd</sup> September 2015 (NEXUS Teaching School bid-funded) £350 Shirley Clarke materials DHT time for	
		<p>1.3 <b>Further professional learning</b> planned and provided through PD meetings, using aspects of Shirley Clarke's work as a model</p>	Term 1 onwards				
		<p>1.4 <b>Peer observation projects</b> planned and actioned, to provide opportunities to develop safe evaluation and feedback for colleagues (e.g. observing aspect of questioning)</p>	Term 2 2015				

<b><i>purposefully to notably improve their learning</i></b>	evident in observation, book scrutiny and pupil conference	1.5 <b>Pupil development projects</b> planned and actioned in every classroom – embedding the use of self and peer assessment techniques, building pupil capacity (e.g. entry and exit cards, buddy marking, new target setting sheets)	Term 1 onwards			peer observation release
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## Development Area 4: Personal Development, Behaviour and Welfare

Underpinned by Values: **Pride Achievement Responsibility Teamwork and Enjoyment**



Links to Strategic Goals: 1-5

Led by Headteacher, School Business Manager and Behaviour for Learning Lead; Impact Monitored by SLT and Lead Governor for Safeguarding: Moxley Cooper

Lead Governor for Health and Safety and Lead Governor for Inclusion: Andy Holloway

Aim <i>Impact on Stakeholders</i>	Success Criteria	Planned Actions (How) and Timescale (When)	Lead Practitioner (Who)	Monitoring/ Self-Evaluation (Impact?)	Costs/ Resources
1. To ensure all stakeholders are protected through the implementation of thorough and robust safeguarding procedures  <b><i>BGPS is a safe, ordered and stimulating environment where all stakeholders can feel</i></b>	<ul style="list-style-type: none"> <li>All stakeholders are aware of policies and procedures relevant to their role</li> <li>Pupils are safe and aware of how to challenge/seek support when they feel unsafe</li> </ul>	1.1 Review and updates <b>policies and procedures</b> linked to safeguarding, communicating to relevant stakeholders <ul style="list-style-type: none"> <li>Safeguarding and Child Protection</li> <li>Anti-Bullying/Discrimination</li> <li>Whistle Blowing</li> <li>Complaints and Concerns</li> <li>Storing and administration of medicines in school</li> <li>Health and Safety</li> <li>Visitors in School</li> <li>Manual Handling</li> <li>Intimate Care</li> </ul>	September 2015  ME supported by SLT	SLT Lead Governor for Safeguarding  Lead Governor for Health and Safety  Headteachers and other key staff through C4L Self-Evaluation	Professional Time  CP Training INSET £200 (Additionally, conduct training for support staff unable to attend or staff/volunteers that join school)

<p><b><i>able to be themselves and flourish</i></b></p>		<p>1.2 Carry out whole staff team <b>safeguarding and child protection</b> INSET for staff and volunteers</p>		<p>FK Training booked 2<sup>nd</sup> September 2015 Holly Magson (SGlos)</p>	<p>exercises <i>How effective are Safeguarding/H&amp;S arrangements in keeping stakeholders safe?</i></p>	<p>during the year)</p>
<p>2. To develop and celebrate a strong ethos for a 'learning-based' school culture</p> <p><b><i>All stakeholders are stimulated, challenged and able to reach high potential – feeling pride in their achievements!</i></b></p>	<ul style="list-style-type: none"> <li>• Success, achievement and effort are equally celebrated</li> <li>• A shared 'learning language' is used and consistent throughout the school</li> <li>• Progress (data) and pride (self-confidence) are accelerated in equal measure</li> </ul>	<p>2.1 Implement '<b>Purple Learner</b>' Behaviour for Learning Curriculum (Ref: Di Pardoe) across the school, age appropriately.</p>	<p>September 2015 onwards</p>	<p>FK ME CH All staff</p>	<p>SLT All Governors <i>How effective is the provision, culture and ethos is helping pupils to have high self-esteem and ambition?</i></p>	<p>'Learning Champion' badges (£150)  Di Pardoe training £500 (collaborative network)</p>
<p>3. For pupils to develop strong leadership skills through leadership opportunities</p> <p><b><i>Pupils understand democracy and membership responsibilities, through experience or through modelling</i></b></p>	<ul style="list-style-type: none"> <li>• Pupils represented on leadership groups understand role and responsibilities, plus how they are impacting on both school improvement and their peers' experiences</li> </ul>	<p>3.1 Leadership Groups plan, execute and evaluate development projects across the school, evaluating and improving provision</p> <ul style="list-style-type: none"> <li>• YLT – <b><i>Behaviour and Quality of Teaching and Learning</i></b></li> <li>• House Captains – <b><i>Enrichment House Days</i></b></li> <li>• Environment Squad – <b><i>Conservation Area, Positive Play Interventions</i></b></li> <li>• Diversity Council – <b><i>Family Engagement Project</i></b></li> </ul>	<p>Ongoing</p>	<p>FK – YLT ME – House Captains JJ - environment squad FC - Diversity council</p>	<p>SLT All Staff Link Governor for Safeguarding</p>	

## Development Area 5: Outcomes for Pupils



Underpinned by Values: **Pride Achievement Responsibility Teamwork and Enjoyment**

Links to Strategic Goals: 1-5

Led by Headteacher and Core Standards Team (SLT, Sam Nunn, Amy Lindsay)

Impact Monitored by Lead Governor for Core Standards, Assessment: Emma Heron

Aim <i>Impact on Stakeholders</i>	Success Criteria	Planned Actions (How) and Timescale (When)		Lead Practitioner (Who)	Monitoring/ Self-Evaluation (Impact?)	Costs/ Resources
1. Improve outcomes for vulnerable pupils, in particular: pupils in receipt of Pupil Premium funding  <i>PP pupils receive quality entitlement and their progress is enhanced as a result, gaps closed against peers</i>	<ul style="list-style-type: none"> <li>All vulnerable pupils make accelerated progress, regardless of starting points</li> <li>Gaps between PP pupils and peers closing rapidly</li> <li>Pupil conferencing of stakeholder group demonstrates positive attitudes to school and life learning</li> <li>Attendance of stakeholder group is above 95%</li> </ul>	1.1 Introduce role of <b>Pupil Premium Champion</b> as released teacher for intervention (2015 – 16, Pupil Premium funded, impact to be reviewed Spring 2016 for September 2016)	From September 2015	FK and Core Standards Team SLT	Lead Governor for Core Standards, Assessment  <i>What is the impact of resources and provision in closing gaps for vulnerable groups against their peers?</i>	Sports Coaching – 10k
		1.2 Introduce role of <b>Sports Mentor</b> bespoke support (from 2015, Sports Premium and Pupil Premium funded)	From September 2015			PP Support Teaching plus resources – 25k
		1.3 Introduce role of <b>Learning Mentor</b> bespoke support (from 2015, Sports Premium and Pupil Premium funded)				TA in pm intervention session contract 8k
		1.4 Introduce role of <b>Social and Emotional</b> bespoke support (from 2015, Delegated Budget Funded)	As needed			Learning Mentor contract 6k
		1.5 Allocate <b>Specific TA Support</b> for individual KS2 classes (Term 1/2, Delegated Budget Funded, impact to be review end Term 2)	Term 1 onwards, to be redesigned as needed			Specialist TA support for vulnerable classes x 2 25k
		2.6 Allocate <b>Intervention Resources</b> with increasing accuracy in KS2, using assessment data to target bespoke	Ongoing			

		provision for cohorts				Cost supply 1 day Autumn/Spring Year 5/6 – gap closing focus 2k
<b>2. In Mathematics:</b> To develop ‘Mastery’ through problem solving and application To accelerate progress and enhance learning	<ul style="list-style-type: none"> <li>EYFS Prime areas secure for 80% of cohort</li> <li>Y2 Maths outcomes increased from 72% L2b+ to 70-85% of pupils reaching ARE developing+/secure and L3 from 13% to 20% reaching secure+</li> <li>Y6 Maths outcomes increased from 86% L4b+ to 90% National Standard, L5 from 38% to 40% in excess of National Standard)</li> </ul>	<b>5.1 Local Authority and NEXUS support</b> targeted to improve and develop professional pedagogy in mathematics	Term 6 2015 onwards	SN	SLT Standards of achievement evaluated by Lead Governor for Core Standards, Assessment	Professional Development input (NEXUS improvement funding, (Refer to individual Action Plan appendix 1:1) LA traded time, LA core topsliced support etc)
		<b>5.2 New Assessment Procedures</b> (link Aim 1,3) support the transition to ARE, ensuring standards are sustained and continue to improve	Term 1 2015			
		<i>Refer to individual Mathematics Action Plan (appendix 1:2) for specific detail</i>				
<b>3. In English:</b> To accelerate progress and enhance learning To improve outcomes in specific key skills	<ul style="list-style-type: none"> <li>EYFS Prime areas secure for 80% of cohort</li> <li>Phonics sustained 83%</li> <li>English outcomes increased from</li> </ul>	<b>6.1 Local Authority and NEXUS support</b> targeted to improve and develop professional pedagogy in English	Term 6 2015 onwards	AL	SLT Standards of achievement evaluated by Lead Governor for Core Standards, Assessment	Professional Development input (NEXUS improvement funding, Action Plan appendix 1:1) LA traded time, LA core topsliced support etc)



		<p><b>6.2 New Assessment Procedures</b> (link Aim 1,3) support the transition to ARE, ensuring standards are sustained and continue to improve</p> <p><i>Refer to individual English Action Plan (appendix 1:3) for specific detail</i></p>	Term 1 2015			
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## Development Area 6: Early Years Foundation Stage Provision



Underpinned by Values **Pride Achievement Responsibility Teamwork** and **Enjoyment**

Links to Strategic Goals: 1-5

Led by Early Years Leader (Wendy Collins)

Impact Monitored by SLT and Lead Governor for Core Standards, Development of Teaching and Learning: Tony Down

Lead Governor for Core Standards, Assessment: Emma Heron

See linked AP: 1.4, Early Years

Aim <i>Impact on Stakeholders</i>	Success Criteria	Planned Actions (How) and Timescale (When)		Lead Practitioner (Who)	Monitoring/ Self-Evaluation (Impact?)	Costs/ Resources
<p>1. To induct new staff team and develop a strong, shared philosophy for EYFS pedagogy</p> <p><i>All staff are clear in the vision and values of EYFS and are confident facilitators of learning</i></p> <p><i>Pupils enjoy a consistently high quality experience</i></p>	<ul style="list-style-type: none"> <li>Shared philosophy models shared and aspirational goals to reach excellence, for all pupils in Reception Hub!</li> <li>New team members well inducted, feel supported and are making a strong contribution</li> </ul>	<p>1.1 Discuss, plan and agree a <b>delegated short and long term roles</b> and responsibilities, ensuring shared communication and smooth running of the hub</p>	<p>By Friday 18<sup>th</sup> September 2015</p>	<p>WC</p>	<p>FK and Core Standards Team SLT Lead Governor for Core Standards, Development of T&amp;L</p> <p><i>How is the philosophy observed, shared and celebrated in the Reception Hub?</i></p>	<p>Professional Meeting time</p> <p>Appropriate CPD as required (LA provision, vulnerable school)</p>
<p>2. For the Reception Hub environment to be learning focused, organised,</p>	<ul style="list-style-type: none"> <li>Pupil conferencing demonstrates pupils are thriving in their first year of school</li> </ul>	<p>2.1 Continue the development of <b>high quality continuous provision</b> which is mirrored in the indoor/outdoor learning areas</p>	<p>Ongoing</p>		<p>FK and Core Standards Team SLT Lead Governor</p>	<p>Professional Meeting time</p> <p>Release time</p>

<p>stimulating and well-presented; inspiring pupils</p> <p><i>Pupils become independent learners in a flexible, and well-ordered environment</i></p>	<ul style="list-style-type: none"> <li>• Pupils are clear about learning intentions for activities and how this helps them to move towards their learning targets</li> <li>• Pupils are fully accessing resources to support their own learning independently</li> </ul>	<p>2.2 Create <b>zoned areas</b> that promote learning independence through access, scaffolding and modelling; particularly in social play, language and number</p>			<p>for Core Standards, Development of T&amp;L</p> <p><i>Are pupils happy, confident individuals, thriving in their environment?</i></p>	<p>for leader to work with LA support (Kathryn Birtles) and SLT to develop provision</p>
<p>3. For the EYFS Curriculum Provision to provide increasing challenge for pupils</p> <p><i>Pupils are able to reach their potential, developing a love of learning and resilient, independent tenacity!</i></p>	<ul style="list-style-type: none"> <li>• Increasing levels of pupils reach a 'Good Level of Development'</li> <li>• Pupils with lower starting points have barriers removed and gaps against their peers are closing</li> </ul>	<p>3.4 Conduct early, thorough and moderated <b>baseline assessment</b>; use to track pupils towards termly achievement goals.</p>	<p>By end September 2015</p>	<p>WC Core and Wider Curriculum Leads Behaviour for Learning Lead</p>	<p><i>How does provision encourage and develop independence and embrace challenge? Is progress being made?</i></p>	
<p>3.5 Conduct regular, monthly liaison with Year 1 SLT staff member – providing information to design <b>bespoke challenge opportunities for more able EYFS pupils</b></p>	<p>Monthly from October 2015</p>					
<p>3.6 Use behaviour for learning opportunities to promote a shared use of <b>aspirational language</b> that is commonly used, providing early development for transition to whole school programme</p>	<p>On entry and ongoing</p>					
<p>3.7 Plan and complete re-design of <b>new outdoor learning environment</b> (see FS lead planning)</p>	<p>Ongoing, completed December 2015</p>					
<p>3. To develop strong 'Learning Partnerships' with families</p> <p><i>Partnerships start early, sharing BG's</i></p>	<ul style="list-style-type: none"> <li>• Pupils and families speak positively of the shared learning experience</li> <li>• Families have a clearer understanding of their children's progress and</li> </ul>	<p>1.6 Design and implement a <b>weekly 'entry activity'</b> for first thing in the morning, and a <b>weekly 'exit activity'</b> of shared singing, shared learning opportunities, stay and play etc between parent and child in the Reception Hub. Parent to leave exit comment in child's learning log</p>	<p>October 2015</p>	<p>WC and EYFS staff</p>	<p>SLT</p> <p><i>How does positive family engagement in the shared learning</i></p>	<p>£200 to create sacks</p>

<p><b><i>vision and benefitting both school and pupils reciprocally as families move through the school</i></b></p> <p><b><i>Families feel fully involved in supporting their children's early steps</i></b></p>	<p>next steps</p> <ul style="list-style-type: none"> <li>• Learning is extended into the home environment, language is developed and pupils consolidate their understanding</li> <li>• Families are actively involved in school life and support initiatives and events</li> </ul>	<p>1.7 Implement '<b>cooking/story sacks</b>' to create strong home-school links – parents to conduct activity with child and make comment in child's learning log</p>	<p>November 2015</p>		<p><i>process impact on pupil's happiness, confidence and progress socially?</i></p> <p><i>Is learning being continued and sustained in the home setting?</i></p>
		<p>1.8 Action the use of 2Simple emails to families – <b>parents to receive digital clips</b> gathered as part of assessment routine; clips detail progress child is making towards a learning goal (develop with other reception staff in C4L using Classroom Monitor)</p>	<p>November 2015</p>		