Bowsland Green Primary School

Team Bowsland School Development Plan

September 2016 – July 2017

Our Bowsland Best Values

Pride Achievement Responsibility Teamwork and

Enjoyment

Bowsland Brilliance

enjoyment responsibility

teamwork pride

achievement

Brilliance, through Bowsland Best

To be ratified by the Full Governing Body 22nd September 2016

Shared Strategic Goals 2016 – 2019 (from INSET, September 2016)

	2016 - 17	2017 - 18	2018 - 19
1. **Pupils to reach and exceed Age Related Expectations (ARE) in English, Mathematics and Science**	• 'Mastery' of skills and depth of understanding in Mathematics developed • High-quality method of the teaching, learning and assessment of Reading embedded • 85% of KS1/2 cohorts to be *secure* at 70%+ of year group curriculum upon exit • EYFS 'Good Level of Development' outcomes to be above National at targeted 85% • Year 6 core outcomes to be in line with National and Year 2 core outcomes within top 25% nationally *(KS1 LA combined achieved 2016)* • All achievement gaps closed for vulnerable pupil groups • Most able pupils accelerating progress beyond that of peers • Science achievement to meet or exceed that of 2016 exit data	• 95% of cohort are secure at 70%+ of year group curriculum on exit • EYFS – 85%+ to reach GLD • Year 2 and 6 core outcomes to be within top 25% Nationally	• All set achievement standards maintained, no gaps for groups
2. **Pupils to enjoy relevant, rich and diverse creative curriculum**	• Links with local businesses and Science partners established and impacting on pupil ambition • Extension and enrichment opportunities allowing talents to grow in the creative arts – drama, music, art • Outdoor learning opportunities planned and impacting on cross curricular outcomes, pupil autonomy is strong • Mastery and secure skills depth established across core curriculum • 'Genuine Experiences' a living part of learning, relevance is strong	• Mastery and depth developed through wider curriculum links • 'Bowsland' curriculum reviewed and redesigned to fit purpose	• Curriculum reviewed and developed in line with guidance
3. **Pupils to be future ready – employable, confident, superb social skills**	• Pupils running own profitable businesses through planned opportunities • Extended opportunities for food technology enhancing knowledge and scientific understanding • Paired exchanges for young school leaders developing perspective beyond setting • Relationships with C4L peers developing understanding of collaboration • Rich STEM and technology opportunities ensuring pupils future-ready	• Pupils engaging in shared opportunities to learn in the 'world of work' • Parents providing learning opportunities of lost skills and interests	• Pupils and school awarded recognition through 'Young Enterprise' Schemes • Pupils leading learning workshops for families

4. **Global Citizenship – contributing and awareness of place in the world**	• Develop use of computing to establish National and International links, creating wider perspective – schools, businesses, cultures, religion, travel, citizenship • Local Bristol links providing deeper cultural perspective for pupils • Advances in STEM and Technology bring real-life relevance to the surface of understanding	• Exchange visits provide strong learning opportunities that are passed on to school community • School visit experiences providing enrichment of the cultural world • Pupils are in regular communication with international peers	• Pupils experiencing learning visits beyond UK • Shared links benefitting the development of learning and teaching for practitioners • Develop shared project work with international settings
5. **Development of Pedagogy**	• Specific pedagogical approaches for specialist teaching adopted and impacting on individual groups of learners • Staff 'Champions' are developed for further vulnerable groups, across support staff • Mantle of the Expert approach embedded and impacting on enquiry and personal study • Development of pupil tutorials enhancing independent learning • Growth of ON-Line electronic portal, providing reflective opportunities for stakeholders	• Peer-paired tutoring models harnessing opportunities for deepening and tracking learning, developing richness and depth through application • Refine pedagogical approaches in line with membership of our community	• Development of dynamic pedagogies!

Development Area 1: Overall Effectiveness of the School

Brilliance, through Bowsland Best

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

Links to Strategic Goals: 1-5

Led by Headteacher and The Governing Body

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

Aim *Impact on Stakeholders*	Success Criteria	Planned Actions (How) and Timescale (When)		Lead Practitioner (Who)	Monitoring/ Self-Evaluation (Impact?)	Costs/ Resources
1. To sustain the improved the standards of achievement across the school *Pupils challenged, reaching and exceeding expected standards on exit* *Cohort set targets achieved* *Achievement across the school demonstrates excellence*	Sustain raised achievement of pupils and close gaps: • 85% of EYFS cohort to reach a Good Level of Development with targeted 20% to exceed • KS1 and KS2 outcomes to be 85% secure • Year 4 attainment gap closed to meet targets • Year 6 exit results achieved in line with National • All vulnerable group gaps closed • Pupils to make minimum 6 stages progress	1.1 All staff to be rigorous in expectations and modelling of key non-negotiables across the curriculum **– Bowsland Trail**	Ongoing	FK Whole Staff Team	SLT and Extended Leadership Team, through RAP Self Evaluation Process *Are reading standards and security in mathematics on track for set targets and how is this evidenced in internal and external moderation?* *What information does pupil voice give?* *Does school environment and home learning promote reading and mathematics?*	Leadership time (SLT weekly 0.5, Extended bi-weekly 0.5) through staffing model Professional directed time C4L network opportunities 4 way school moderation exercises
		1.2 **Quality First Teaching** development is provided through bespoke appraisal-linked training and expectations				
		1.3 **Introduce and embed 'BIG MATHS'** initiative as a whole school process to harness mastery and promote cognition and security in mathematics	INSET launch 30/09/16	SN and CT BIG Maths		
		1.4 **Enhance and develop the whole-school reading environment**, through immersing pupils in engaging texts, experiences and purposeful links	Term 1 onwards Term 1 onwards	AL and KWY		
		1.5 **Refine a stronger approach to the teaching of reading**, harnessing opportunities for pupil involvement through individual targets	Term 1 onwards	AL		
2.To further strengthen the Bowsland School	• All stakeholders, from Governors to families,	2.1 Secure the inclusion and achievement of EAL families by launching **Parent Support Network**	Term 2	FC	All participants to evaluate	Refreshments etc - £30 per session

Community by providing ongoing opportunities for partnership *All stakeholders value and share school ethos, creating ownership and a feeling of family – which all benefit from being a part of!*	value and uphold inclusion agenda • All stakeholders promote and actively drive school vision for the future • Bowsland Green is valued and regarded highly in the wider community	2.2 Further develop **community events** – international food festival, mental health awareness week, open class sharing times, learning and lunch events, parent workshops and Coffee Connection sessions	Term 1 onwards	Whole Staff Team	*How can our vision and values been felt throughout our school?* *Are barriers being removed and allowing access for all?* *What information does pupil and parent voice tell us?*	Professional Time
		2.3 **Complete and celebrate new school entrance** from Bowsland Way. Shout our new success loudly and clearly to the community in our 21st year!	October 2016	FK/KC		
		2.3 Consult and consider the **views of families and pupils**, through the Young Leadership Team	Term 1 onwards	FK		
		2.4 Conduct annual **parent/carer and pupil questionnaire** to measure progress and seek views	July 2017	FK Admin Team		
3. To build on progress to further develop a multi-faith and wide cultured environment *Holistic approach to pupil development creates rich learning and respect for all*	• Pupil aware of significant events that impact on members of school community • Pupils experiences increasing creative opportunities in language, music, art, sport and competition – making strong links to cultures • Pupils enjoy presentations from wider members of the local and regional community	3.1 **Install significant events calendar as a leading part of school life** – in PSHE, worship and reflection at class and whole school level	From September 2016	FK/WC	SLT and Governors, through pupil conferencing *Are pupils demonstrating interest, knowledge and respect for notable events beyond their own beliefs?* *Do pupils demonstrate endeavour and commitment to 'Bowsland Chartermark'?* *Are recorded incidents of conflict observed to be lessening?* *Does Spanish self-evaluation show high*	Professional and directed time Pupil Leadership Directed time £2000 curriculum budget for external opportunities in Enrichment and the Arts
		3.2 **Link House Enrichment to significant events** – creating opportunities for peer sharing and learning, with a strong focus on historical study and role-play	From September 2016	All staff		
		3.3 **Launch new 'Bowsland Chartermark'** – a key school based initiative that promotes harmony, reflection, key skills and knowledge, linked to future employability	Term 1 2016	LH		
		3.4 Launch YLT 2015-6 new **'High 5'** initiative for behaviour self-management in play and social times	September 2016	ME House Captains		

		3.5 **Develop provision in Primary Language** by enriching resources that develop fluency and accuracy in spoken language	Term 2 onwards	RA Classteachers	*quality outcomes?*	
4. To engage in partnership working to secure high quality, aspirational school development that builds capacity to be shared *Stakeholders benefit from internal and external reflection and professional development*	• All staff access specific, targeted and high quality CPD which is impact proven • Internal and external moderation judgements are in line • Staff evaluate network impact is high and influencing positive school development	4.1 Leaders at all levels engage in the collaborative **Connect 4 Learning (C4L)**, driving common assessment practice and leadership development for all *(See C4L Shared Action Plan 2016-7, appendix 1:1)* 4.2 Proceed with established **external partnerships** to bring reflection and learning back to Bowsland Green, building capacity and professional knowledge and understanding • *NLE networks* • *Locality Groups* • *Requires improvement networks* • *Best Practice Networks* • *Early years links (LA and schools)* • *Working with external moderators and SLEs*	Ongoing	All connected staff	SLT and Governors, through school development evaluation *How do external partnerships benefit our school stakeholders?* *What evidence is there that this work is improving the quality of teaching and learning and in turn, outcomes for pupils?* *What information does staff voice give us?*	Linked release from leadership supply budget

Development Area 2: The Effectiveness of Leadership and Management

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

Brilliance, through Bowsland Best

Links to Strategic Goals: 1-5

Led by Headteacher, Deputy Headteacher, all Leading Staff Members and The Governing Body

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

Aim *Impact on Stakeholders*	Success Criteria	Planned Actions (How) and Timescale (When)		Lead Practitioner (Who)	Monitoring/ Self-Evaluation (Impact?)	Costs/ Resources
1. To embed external, outward facing school leadership that is based on inquiry research and a proactive, self-improving culture *School Development is secure and impact sustained, individuals are enabled and leadership potential developed that benefits all stakeholders*	• Professional stakeholders have clear roles and responsibilities that compliment • Professional challenge and inquiry keeps pupils and best value at the heart • Delegated leadership harnesses opportunities and grows talent • Appraisal and SDP targets effectively match individual journeys • School grows in capacity, identifying talent pool, sustaining strength and safeguarding its future	1.1 C4L network to develop a leadership pathway that provide bespoke learning and teaching development *(C4L Excellent Teacher)*	September 2016 launch	C4L Headteachers External SLE and LA colleagues	HT and SLT line managers, through appraisal process and evaluation of staff-led learning input *How does the professional research model build capacity, grow leaders and promote succession and advanced practice in C4L schools?*	Release time for participants (provided through staffing structure) £500 innovation fund **NLE work @ £500 per day income, which will be directed towards funding these initiatives**
		1.2 Establish **bespoke English and IT networks** using pooled traded time from C4L schools • **English – Alison Cooper** • **IT – tbc** • **Assessment – Vicky Gordon**		Subject Leads – English AL, Computing JD, Assessment TLR LH		
		1.3 **Launch innovation in mathematics** by employing leadership from external SLE – informed by Boolean Maths Hubs, Big Maths etc		SN		
		1.4 Introduce **Pedagogy Innovation Project** across C4L – jointly funded research for cross-school teams in a bid and deliver approach. Team to deliver learning to staff network July 2017		C4L Headteachers to lead		

2. The Governing Body grow from the position of current strength to the highest model of excellence for other schools *Governor development is planned and proactive, responding seamlessly to school development* *Governors can give to other bodies by sharing expertise and providing mentoring*	• Governing Body vacancies filled • Governor skills-set wide and varied, supporting and developing all areas of school development • School is financially and educationally well monitored and fully secured	2.1 Full Governing Body to finalise and action new **Governor Development Plan** for next year	September 22nd	TD All Governors	HT and CoG in fortnightly review meetings *How are individual Governing Body members advancing their area?* *How do they both challenge and support?*	Governor training LA package – £1500 Directed and professional time of both stakeholders
		2.2 **Governor Vacancies** are thoughtfully filled, to complete body and compliment current skills and attributes (Parent vacancy from July 2016, Co-Opted vacancy)	Focus for 22nd September meeting Complete by end T1	TD KL		
		2.3 **Lead responsibility links** are re-established and/or sustained, under the new staff roles and responsibilities and new Governor roles that spread capacity and understanding. Self-evaluation links are strong, focused and purposeful	September onwards	TD FK Lead staff		
		2.4 **Governor Training** is broad and up to date, embracing latest developments and in line with statutory requirements	Ongoing	LH TD KL KC		
3. To develop the SLT and extended leaders in dual capacity roles *Built capacity and succession planning is clear, individual talent is developed and ambition realised. School is secure for the future!*	• Shadowing roles have developed individuals to a position of knowledge and confidence, ready to take the next step • Individual team members successful through appraisal process • Capacity and multi-role understanding is deep and strong	3.1 Develop the new role of **Core Operational Assessment Lead** at TLR level – establish clear roles and responsibilities alongside Headteacher in Strategic role through RACI and appraisal	By end September 2016	FK LH SN CT AL KWY	CoG and HR Committee, alongside HT *How has the initiative of apprentice leadership built capacity for the future?*	Weekly release time to develop leadership profile and impact Mentoring and coaching from Senior Team as year progresses
		3.2 Develop new members of the **Core Leadership Team in English and Mathematics** - establish clear roles and responsibilities alongside subject leaders through RACI and appraisal				
4. To build on progress made to establish Pupil Leadership as a driving part of school development and school life	• Pupils are key contributors to the school's direction towards excellence • Pupils understand that democracy and	4.1 **Sustain and further establish Pupil Voice** through the new initiatives of • Profitable businesses (UKS2) • Global Parliament (KS2 C4L) • Paired exchanges pupils (YLT)	Ongoing	Linked Staff	SLT and Governors, through pupil conferencing What	Linked funded events – Sports Premium, C4L activity

Pupil membership have a stake, taking opportunities to invest in their school community and the wider community	responsibility form a key part of their role as leaders • Pupils are well informed about their school and proud of its success!	• Sports Council (Whole School) • Plus sustained Pupil Voice groups across all key stages – Diversity, Eco Squad, House Captains			information does pupil voice give us?	budget etc

Development Area 3: Quality of Teaching, Learning and Assessment

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

Brilliance, through Bowsland Best

Links to Strategic Goals: 1-5

Led by Headteacher, Deputy Headteacher, Key Stage Leaders

Monitored by Lead Governor for Core Achievement: Vicki Down and Lead Governor for The Curriculum: Katja Denning

Aim *Impact on Stakeholders*	Success Criteria	Planned Actions (How) and Timescale (When)		Lead Practitioner (Who)	Monitoring/ Self-Evaluation (Impact?)	Costs/ Resources
1. To develop specific pedagogical approaches to fully secure vulnerable groups, ensuring that all pupils continue to make good or better progress under new ARE standards and National Expectations *Attainment Gaps close* *Pupil's life chances improved as they achieve their potential* *Teaching and support staff achieve appraisal expectations*	• Key school leaders aware of vulnerable groups and associated targets required • Attainment gap closes and learning gaps filled for groups • Wider school community engaging well in learning outcomes, supporting pupils • Allocated funding providing value-led impact	1.1 **Booster resources and high quality practice targeted at Year 6 pupils**, to address the historical legacy of underachievement in this group	Ongoing as needed	FK ME	LH in role as KS2 lead/TLR Assessment Core Team FC Inclusion Team SW VD in role as Achievement Governor *How are groups progressing in line with their peers? Are gaps closing/closed? How are pupils being secured to accelerate?*	£1500 Booster plus internal resources
		1.2 Employ **flexible and dynamic grouping in ARE English and Mathematics** in KS1/2, using HLTA as key contributors to accelerate progress in Key Stage 2	September 2016	All Staff		Costed in staffing model
		1.3 Sustain **Pupil Premium Champion** input for second year, linked allocated funding impacting directly on pupil group for all abilities	Ongoing	SW		
		1.4 Deploy weekly **Enhancement support for EAL pupil group**, providing prior learning to accelerate progress further	From week 3 September 2016	ME SF		
		1.5 Conduct **staff training to enable second tier EAL pupils** to secure understanding of grammar, syntax and structure of language – providing developed resources for enhancing language absorption, cognition and accuracy	13th/22nd September 2016 and further planned opportunities	FC DM		Through Traded Service buy-back £2500

2. To enrich and enhance learning beyond the classroom by harnessing opportunities in Creative and Outdoor experiences *Pupils explore breadth through exploration and application of materials, concepts and ideas, gaining independence and taking further control of their own learning*	• 'Mantle' approach is evidently impacting on pupil independence, enquiry skills and question formation across wider curriculum themes • Pupil skills base in 'Mantle' dispositions is developing with pace • Creative opportunities are increased and pupils are developing approaches and language associated • Awe and wonder is a frequent part of weekly experience • Active, vigorous participation and completion is a living part of school life!	2.1 Plan and action staff training in **Outdoor Learning opportunities** – leading to a weekly learning episode with clear, developed skills progression	Term 3/4 2017	SY EY Team	SY VO'L JJ Key Stage Leaders Senior Team *Are links purposeful and impactful?* *How are broader opportunities enhancing the learning experience, increasing wonder and developing independence?*	Consultant rates for training £500 Visiting musicians and artists £500
		2.2 Develop learning around the newly-established **Bowsland Wildlife Sanctuary**, weaving learning into Science and linked curriculum areas	Term 1 onwards	JJ All staff		
		2.3 **Enhance the menu for Creative Arts** across school. Inter and Intra design competitions, exhibitions and inspiring visiting artists and musicians planned into provision termly	Term 3 onwards	SY SLT		
		2.4 **Secure Sports Environment** legacy from linked funding through initiatives of sports mentoring, the development of a 'sporting school' through access to wider facilities, skills development and competition	Term 1 onwards	VO'L KC AT		
3. To develop rich opportunities for technology *Pupils develop relevant skills and knowledge, understanding their world securely and being able to apply taught disciplines to deepen and extend their learning for the future market*	• Computing provision is strong and relevant, embracing communication and cross-curricular opportunities • Computing hardware succession plans in place financially • Stakeholders accessing learning and communicating via OL-Line Portal • Pupil tutorials are deepening understanding and	3.1 **Implement strategic and operational change in IT**, through • Development of computing provision at whole school level • Development of physical resources and technological environments • at whole school level • Engagement in C4L bespoke network for technological creativity • Developing links with secondary partners • Developing a progression of skills for assessment • Formulating digital communication with C4L partner schools	Ongoing Networks from September Secondary links Term 3 Skills and assessment Term 5/6	JD AH through Governor role	Computing Lead staff through self-evaluation of provision SLT *How is technology enhancing communication for pupils?*	IT budget for planned leasing – see It sustainability plans/quotes Curriculum buy-back 2 days *(C4L collaborative)*

passing learning on to peers and families		3.2 Take **ON-Line Portal** to next stage, involving pupils and parents in access to enable and modernise communication				ON-Line hosting cost tbc
		3.3 Plan opportunities for mastery by creating, employing and evaluating **digital pupil tutorials** for peers	Term 4 2017	All staff and subject leads		
		3.4 Plan termly **STEM opportunities** within the wider curriculum themes – demonstrating purposeful planned activities e.g. food technology, interpretation and live learning	Term 1 onwards	RA SN JJ	*Are 'Life-Skills' and Bowsland Chartermark opportunities being created and engaged in?*	Costs linked to 'Genuine Experiences' – to broadly be met by parent community with enhancements provided through curriculum budget
4. To develop excitement and relevance in Wider Curriculum subjects *Strong skills and knowledge coverage is enhancing core learning for pupils*	• Developed Wider Curriculum skills tracking is targeting gaps and enhancing relevant Quality First Teaching • Genuine experiences making learning live and real • Science Assessment and tracking providing strong reliable knowledge of progress • Progress in Science and other Wider Subjects matches school expectations and reaches targets	4.1 **Implement skills tracking** and **assessment** using established skills coverage maps across wider curriculum	Term 1/2	RA Classteachers	SLT TLR for Assessment, through own process self evaluation KD through Governor Curriculum role *Is Science Achievement in line with local, National and network group comparisons?*	
		4.2 Employ relevance through planned **'Genuine Experiences'** that relate to curriculum themes (e.g. camping out and making fire, night visits, shopping, building shelters etc)				
		4.3 Develop the use of **Science Assessment and Entry/Exit** cards for targeted gap planning and to support Quality First Teaching		JJ		
		4.4 Enhance **Cross Curricular Experiences** through visits and visitors, e.g. science role models and living scientists, engineering role models, creative home learning projects opportunities, secondary links - to inspire pupils and take learning beyond the classroom				
5. To extend the current high quality practice in the teaching	• Shared assessment policy is agreed and understood	5.1 Implement newly designed **Assessment system for Reading** targets, tracking and inter/intra moderation	September 2016	AL KWY	Self Evaluation Cycle for English	C4L Network for English – professional

and assessment of Reading *Pupils achieving well and reaching expectations in English – setting them securely for the next stage*	by all stakeholders • Pupils are achieving in line and beyond value added expectation KS1 – KS2 • Assessment materials are supporting pupil and staff judgements of attainment and progress against ARE statements • Inter and Intra moderation provides validation • Pupils secure good and better progress in learning and targets	5.2 Through self-evaluation and the sharing of best practise, strengthen the school wide system for the **Teaching and Assessment of Reading**	Term 1/2 2016		Assessment results and trajectory towards targets Pupil conferencing *Is progress and sustained and outcomes continually improving? How is progress meeting set targets for exit attainment?*	time and meeting time Author visits/inspirational speakers £500
		5.3 Engage in **Connect for Learning (C4L)** collaborative network for moderation and professional benchmarking, school development etc	Ongoing			
		5.4 Ensure the continued tightening and rigour of **spelling and handwriting** and writing standards continues to develop with established pace				
6. To improve outcomes in Mathematics to meet set cohort targets, closing historical attainment gap *Pupils achieving well and reaching expectations in Mathematics – setting them securely for the next stage*	• Pupils are achieving in line and beyond value added expectation KS1 – KS2 • Pupils secure good and better progress in learning add targets • Pupils achieving deep security in concepts and are demonstrating ability to extend skills and knowledge to the wider curriculum	6.1 Implement new **Mathematics Learning Walls** – engaging in real life application approach and deeper reasoning opportunities	September 2016	SN CT Whole staff	Assessment results and trajectory towards targets Pupil conferencing *Is progress and sustained and outcomes continually improving? How is progress meeting set targets for exit attainment?*	Big Maths - £3000 Learning Walls - £1000
		6.2 **Implement 'Big Maths'** as a whole school approach, developing strong consistency and progression/cognition				
		6.3 Develop the **'Mathematical Environment'** beyond the classroom – technological, virtual, through concrete manipulation and problems solving				
7. To give further, informed control to pupils in self-assessment	• AfL is a planned, actioned and informative strength of every learning episode –	7.1 Revisit Teaching School input from 2015-16 – **Assessment for Learning**. Evaluate how practice has moved forward and refine further	Term 1 PD	LH	Senior and Extended Team, through drop in and learning walks	Directed and Professional Time Professional

Staff enabled to provide quality personalised feedback and tailor provision for pupils *Pupils enabled to receive feedback positively and use it purposefully to notably improve their learning*	providing insight into the levels of learning • Feedback to pupils illustrates a range of taxonomies that promote thinking at all levels • Progress is clearly enhanced through the learning dialogue – evident in observation, book scrutiny and pupil conference	7.2 Provide developmental opportunities for **Core Subject Teams to observe learning in English and Mathematics**, using appreciative enquiry approach and AfL focus	Term 2 Learning Walks	Senior and Core subject Teams	*How are pupils being enabled to understand their learning journey and progress, beyond initial marking and feedback?*	Development Meeting time
		7.3 Implement a **strong process for pupil self and peer assessment**, against established success criteria and target setting outcomes	Term 2 Core Meetings	LH Core Team		

Development Area 4: Personal Development, Behaviour and Welfare

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

Brilliance, through Bowsland Best

Links to Strategic Goals: 1-5

Led by Headteacher, Deputy Headteacher in role of Inclusion Lead and School Business Manager
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 *Impact on Stakeholders*	Success Criteria	Planned Actions (How) and Timescale (When)		Lead Practitioner (Who)	Monitoring/ Self- Evaluation (Impact?)	Costs/ Resources
1. Conduct ongoing staff training in response to new Safeguarding Guidance and recent serious case reviews *Bowsland is a safe, ordered and stimulating environment where all stakeholders feel able to be themselves and flourish in their professional role*	• All stakeholders are aware of policies and procedures relevant to their role • Pupils are safe and aware of how to challenge/seek support when they feel unsafe	1.1 Review and updates **policies and procedures** linked to safeguarding, communicating to relevant stakeholders 1.2 Carry out whole staff team **safeguarding and child protection** INSET refresher for staff, including updates on • who's reviewing the reviewer? • Prevent Strategy • A Child's Journey of Need • Recent Case Reviews • Changes to Keeping Children Safe 2016 1.3 Carry out additional training linked to **Safeguarding** roles • Administration of medicines (Admin Team to support LBS Lead) • Safer recruitment (LH and new Governors, to support SLT) • Enhanced CP update ½ day (FK) • Signs of Safety (FK/ME)	September 2016	ME supported by SLT and Linked Governor FK Training Thursday 1st September 2016 Mop-up for additional staff, week 1 2016 Signs of Safety Tuesday 20th September	SLT Lead Governor for Safeguarding Lead Governor for Health and Safety Headteachers and other key staff through C4L Self-Evaluation exercises *How effective are Safeguarding/H&S arrangements in keeping all stakeholders safe?*	Professional Time CP Training £200 as training for staff staff/volunteers that join school during the year

| 2. For pupil voice to be a strong contributor to school development

Pupils understand democracy and membership responsibilities, through experience or through modelling | • Pupils represented on leadership groups understand role and responsibilities, plus how they are impacting on both school improvement and their peers' experiences | 2.1 Leadership Groups plan, execute and appraise development projects across the school, evaluating and improving provision
• YLT –***Quality of Teaching and Learning***
• House Captains – ***Enrichment House Days, Charity Fundraising, Behaviour for Learning***
• Environment Squad –***Bowsland's Wildlife Reserve***
• Diversity Club– ***Family Engagement Project***
• Sports Council – ***Inter/Intra Competition and Sports Provision*** | Ongoing | FK – YLT
ME/LH – House Captains
JJ/SY - Environment Squad
FC/RA - Diversity Club
VO'L/AT – Sports Council | SLT
All Staff
Link Governor for Safeguarding

What information is pupil voice giving us? How are we responding to this? | Sports Grant – Local Competition Entitlement |

Development Area 5: Outcomes for Pupils

Brilliance, through Bowsland Best

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 Achievement: Vicki Down

Aim *Impact on Stakeholders*	Success Criteria	Planned Actions (How) and Timescale (When)		Lead Practitioner (Who)	Monitoring/ Self-Evaluation (Impact?)	Costs/ Resources
1. To close the attainment gap by promoting the further accelerated progress of those groups with historical poor achievement - Pupils in receipt of Pupil Premium funding SEND **To close the historical attainment gap at KS2 for all pupils - to match achieved outcomes in EYFS and KS1** *PP pupils receive quality entitlement and their progress is enhanced as a result, gaps closed against peers*	Sustain raised achievement of pupils and close gaps: • 85% of EYFS cohort to reach a Good Level of Development with 20%+ to exceed • KS1 and KS2 outcomes to be 85% secure (70% of curriculum) • Year 4 attainment gap closed to meet targets and bring in line • All vulnerable group gaps closed • Pupils to make minimum 6 stages progress • Floor standards are achieved exit 2017 • Floor standards are exceeded and in line with highest 25% for National exit 2018	1.1 Introduce new **ARE Year Group Teaching** for English and mathematics, employing small group teaching and the use of AfL to target specific attainment gaps, accelerating progress and providing high challenge for all	From September 2016	FK Key Stage Leaders All Staff FC EAL Leader ME SEND Lead	VD in role of Achievement Governor LH in role of Assessment TLR *Are historical gaps closing/closed? How are resources being used to best value and improve pupil outcomes?*	Costed within staffing model Additional PD time and linked resources
		1.2 Introduce new use of **HLTA teaching staff as fourth part of teaching team** in mixed year areas				
		1.3 **Agree aspirational and challenging Appraisal targets** for cohorts and individuals, promoting high levels of achievement				
		1.4 Conduct training and whole staff development in **Advanced Pedagogies** to address the needs of highly specialised groups (e.g. specific SEND, EAL second tier pupils)	Term 1/2			

2. In Mathematics: **To develop 'Mastery' and through security by adopting the BIG Maths initiative, further accelerating progress and enhancing learning** **To develop broader opportunities for the most able** **3. In English:** **To secure the highest quality teaching and learning in reading** **To develop broader opportunities for the most able**	Refer to Mathematics and English Development Plan for detail

Development Area 6: Early Years Foundation Stage Provision

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

Brilliance, through Bowsland Best

Links to Strategic Goals: 1-5

Led by Early Years Leader (Wendy Collins)

Impact Monitored by SLT and Chair of Governors: Tony Down   Lead Governor for Governor for Achievement: Vicki Down

Aim *Impact on Stakeholders*	Success Criteria	Planned Actions (How) and Timescale (When)		Lead Practitioner (Who)	Monitoring/ Self-Evaluation (Impact?)	Costs/ Resources
1. For the EYFS Provision to provide immediate Challenge for the most able *Most able pupils are making rapid progress and receiving high challenge in their environment and learning*	• Increasing levels of pupils reach a 'Good Level of Development' • Most able exceeding peer progress by end term 2 • 20% of pupils making rapid progress to exceed Early Learning Goals • Outcomes for most vulnerable improved (Specific SEND/EHCP and EAL early arrivals)	1.1 Conduct early, thorough and moderated **baseline assessment**; use to track pupils towards termly achievement goals	By end September 2016	WC Core and Wider Curriculum Leads Key Stage 1 Leader	SLT EYFS Lead Peers through C4L network *How do outcomes and provision compare with C4L network and how is this flexed/innovated to meet the membership of EYFS? How independent are pupils?*	Outdoor area budget £500
		1.2 Conduct regular, monthly liaison with KS1 Leader – providing information to design **bespoke challenge opportunities for more able EYFS pupils**	Monthly from October 2016			
		1.3 Use behaviour for learning opportunities to promote a shared use of **aspirational language** that is commonly used, providing early development for transition to whole school programme	On entry and ongoing			
		1.4 Plan and complete re-design of **new outdoor learning environment** to enhance independent and continuous provision	Ongoing, completed by December 2016			
2. To improve standards of independent writing within the EYFS	• Strong opportunities for writing are always evident within the continuous provision	2.1 Ensure all staff are modelling **correct oracy** within the hub – this should be extended to pupils and scaffolds sensitively applied when needed	Term 1 onwards	WC All staff	SLT English Lead and Governors through learning walks	Professional meeting time

Pupils develop a love for writing and are keen to explore!	and outdoor area • Pupils model confident oral rehearsal and can then use this to apply to written work • Staff and Pupils correctly modelling early cursive entry and exit strokes	2.2 Plan and **execute regular and high quality speaking and listening opportunities** within the learning day, providing scaffolds for more vulnerable or reluctant pupils as needed 2.3 **Action clear and accessible application opportunities** for writing on a daily basis, within continuous independent and scaffolded provision; considering gender, culture and language access 2.4 **Introduce early cursive** handwriting – entry and exit strokes on individual sounds and joined phonemes			and drop ins *How are targeted actions impacting on improvement? How is this measured?*	

Action Plan for Pupil Premium 2016-17 *Led by Sarah Wilson*

Objective (What)	Action (How)	Success Criteria (Impact)	Who	When	Monitoring/ Resources
For all PP pupils to sustain established accelerated progress in English and Maths (legacy gap – closing)	**Pupil Premium Champion to sustain non-class based role** for second year, targeting gap filling teaching to close gaps **Continue to employ forensic analysis of data** to track progress and set enhancement groups – with HT and Governor Promote understanding of **achievement blend** with all staff, attainment and progress	• *Data shows that pupils are making accelerated progress in line or beyond peers, gaps against peers closed* • *Enhancement groups with clear focus using entry and exit cards impacting* • *Additional PPMs with teacher at data collection points removing barriers to* • *Aspirational exit targets set and achieved!*	SW Class teachers	Each data collection point	Directed professional time within timetable Monitoring - Tracking sheet completed regularly plus achievement analysis completed at each data collection New enhancement groups actioned at end of each data collection Letters to parents informing them of enhancements Discussion notes on pupils completed Evidence of pupils meeting their end of year exit targets
	Organise 'mid-point' surgeries with teachers to discuss PP pupils within current enhancements	• *Strategies reviewed and adapted with pace using findings* • *Frequent opportunities to discuss provision keeping QFT high profile PP Champion engaging in class exit and entry cards where required to secure progress*	SW All class teachers	Midpoint of each assessment cycle	Directed and Leadership time within timetable Recorded timetable of discussions completed to aid monitoring of actions and linked impact
	Develop the use of **metacognition and independent learning strategies** within enhancements	• *Pupil Premium Champion knowledgeable about the relevant strategies and able to pass learning on to staff*	SW	Term 1/2 onwards	Research materials recorded and available to refer to

				Autumn Term	Monitoring evidence in classteacher's planning and outcomes in pupil books
	Continue use of **focussed collaborative and peer learning** Continue use of **EEFT**	• *Pupils able to articulate impact on their learning* • *Specific collaborative tasks evident in enhancement books* • *Effective strategies for enhancements using strategies from research – impacting on pupils*	SW		
To ensure that all teachers are using agreed strategies discussed in PP meetings to support the accelerated progress of PP pupils within the class	Complete **informal observations in classrooms**, focussing on use of agreed strategies from PP discussions	• *All teaching staff using agreed strategies clearly to ensure PP pupils are consistently the focus in class* • *Teachers clear at all times which strategies should be in place*	SW Class teachers	Once in: Term 1 Term 3 Term 5	Directed and Leadership time within timetable Recorded information from observation
	Complete book scrutiny with focus on written feedback to pupils	• *PP pupils books have clear feedback and scaffolding where required* • *Feedback more targeted on PP child compared with that of peer* • *Pupils understand how the feedback supports the next stage*	SW teachers	Once in : Spring term Summer term	Recorded information from self evaluation
To further develop parental and pupil engagement, ensuring each PP child has a parent/carer who	**Action Parent 'surgeries'** organised after school/assembly times to discuss learning and support for home/school links Pupil Premium Champion to continue being **available for appointments at parent consultations**	• *Parents and Carers engaging in surgeries* • *Reluctant families are engaged with and brought into school feeling safe, adjustments made* • *Active decisions taken impacting on pupils at home*	SW	Ongoing	Discussion notes from meetings Parent consultation opportunities

is engaged during the year with support from PP champion	**Information meetings for parents/carers** of particular Year groups organised to support understanding of curriculum in particular year group. **Basic ARE skills club** with follow up activities to be completed at home, continuing as required **Weekly home learning** set from tutorial groups	• *Families have a developed knowledge of curriculum expectations* • *Pupils engaging in further opportunities to master basic skills in English and mathematics*			
To monitor 3 x yearly the % of PP broken weeks in attendance and develop at least two strategies to improve it	Source **attendance** figures from DH 3 x annually, discussing any issues relating to PP pupils	• *Pupil Premium Champion has full knowledge of the data relating to PP attendance* • *DH and PP Champion discussing and actioning strategies for PP pupils who are identified as needing support* • *Impact is clear and measured through targets*	SW ME	3 x annually	Information on 3 x yearly PP attendance available Monitoring through analysis of the data
To develop link with best practise school to progress PP provision to the highest quality level possible	**Research schools with PP champion** and initiate contact Use findings of PP link to **develop and innovate an aspect of good practice** identified	• *Link is moving own practise forward positively* • *Impact is measurable* • *Pupil Premium Award applied for and achieved!*	SW	Term 3 onwards	Directed and Leadership time within timetable Monitoring by PP Governor in addition

Action Plan for Mathematics 2016-17 *Led by Sam Nunn, supported by Charlotte Talbot*

Objective (What)	Action (How)	Success Criteria (Impact)	Who	When	Monitoring/ Resources
To raise standards in basic skills and accelerate progress towards raising attainment **To implement Big Maths as a consistent whole school strategy to innovate teaching and learning in mathematics**	Action **Big Maths Inset** launch Purchase **Big Maths** scheme in preparation for inset day **Parent workshops** to introduce and explain Big Maths scheme (and Mathletics refresher) **WOW day for Pupils** to introduce scheme and set up whole school display – Term 2 **Teaching Assistant refresher training** on whole school calculation policy and Big Maths	• *INSET training ensures quality knowledge for implementation* • *Families supporting Big Maths* • *Pupils enthused with Big Maths* • *Progress is evident through 'learn its' and 'beat it' tasks* • *Book evidence shows progress and application of skills* • *Enhancement groups using gaps from Big Maths to support progress* • *End of year exit targets are met or exceeded across the school*	SN CT All staff	Term 1 onwards	Monitoring – Lesson drop ins focusing on teaching of Big Maths concepts Book looks – how is Big Maths being implemented? How are pupils engaging? Is progress and mastery evidenced? Resources prepared and available for families Any appropriate resources available on school website Funds to purchase scheme – approx. £3000 from curriculum and training INSET budget

To develop the wider use, practise and application of mathematics beyond the classroom **To raise the profile of maths in school and in the wider community**	**Revise and refresh mathematics home learning approach** by consulting with a range of stakeholder groups (Mathletics, calculation consolidation etc) **Implement a 'number environment'** in all areas of school **Explore and harness purposeful cross-curricular links** with mathematics (e.g. Science, DT, Art) Conduct staff training to **enhance opportunities for mathematics** in curriculum books	• *Process for maths home learning agreed and expectations set* • *Staff and pupils confident to use Mathletics to support home learning* • *Wider community accessing material online and through website* • *Wider school areas promote increased use of interactive maths opportunities* • *Pupils taking ownership of mathematics and its wider application*	SN CT Families Pupils All staff	Term 2/3/4	Monitoring – pupil and parent voice regarding Mathletics impact and home learning engagement Pupil voice to establish wider application and mastery – provide it, wider curriculum learning, transferrable skills etc Leadership time to evaluate findings of impact on standards
To sustain established standards and outcomes already in place to ensure consistency and secure closing gap targets for cohorts	**Implement 'Real Story – Maths Story' approach** on mathematical learning whiteboards to establish deeper mastery of concepts **Revisit and reconfirm expectations for Mathematics learning walls** **Monitor standard of mathematics** non-negotiables and hold staff and pupils accountable Ensure that exit targets set in line with appraisal will **close attainment gap in mathematics**	• *Mathematics Learning Boards being actively used by staff and pupils* • *Pupils modelling independence and deeper, secure cognition using the mathematical environment supports* • *Self Evaluation models high levels of quality first teaching, presentation and progress*	SN/KC	Term 6 Summer 2016	New mathematics whiteboards - £1000 Monitoring – lesson drop ins and pupil voice through conference, book scrutiny. In line with school self-evaluation timetable Ongoing monitoring of the impact of • Entry/exit cards • Big Maths • Prove it activities • Wider curriculum application • Challenge and provision for the most able on progress data and closing the historical legacy for Key Stage 2 cohorts

Action Plan for English 2016-17 *Led by Amy Lindsay and Katie Walsh-Young*

Objective (What)	Action (How)	Success Criteria (Impact)	Who	When	Monitoring/ Resources
To continually raise the profile of reading, at home and in school **To secure strong achievement in reading across all year groups for all pupils**	Introduce **individual class-based challenges** Teachers to **monitor regularity of reading** and promote use of home-school records with families **Implement parent workshops** for • Phonics and early comprehension (Rec- Year 2) • Reading strategies/ wider comprehension (KS2) **Use website to promote** reading through competitions, EAL support, school reading assessment processes Harness opportunities for planned class and whole school reading events • enrichment • national events • use of libraries • reducing barriers	• *All pupils are reading regularly at home- promoted through class challenges* • *Reading is a leading and instrumental part of learning across the school* • *Love of reading is tangible!* • *Parents are equipped to support their children through workshops, resources and information* • *Reading is a living, promoted part of school environment*	AL/KWY assembly All staff-promoting, encouraging and monitoring	Immediately Termly follow up Term 1 October Information given at Parent Consultation All year groups –assemblies, home learning ongoing	Ongoing through Assembly- follow up celebration (termly) Parent workshops- feedback and evaluation Pupil conference – pupil voice

	Analyse reading assessment data and identify vulnerable readers **Action additional reading** support using enhancement and further opportunities for immersing in reading	• *Reading buddy system established and impacting* • *Progress measures positive, attainment gaps closing*	AL KWY WC LH through TLR role	In line with assessment calendar	Pupil Progress Meetings Classteacher and Assessment lead analysis and tracking Reading Assistant staff to target individuals/groups of pupils
To model a high quality Teaching and Assessment cycle for Reading **To strengthen the achievement in reading**	Implement **new Connect 4 Learning assessment grids** in line with classroom monitor tracking Engage in **external moderation** through Connect 4 Learning network Evaluate the quality and impact of guided reading teaching across the school, planning bespoke development for individuals, promoting excellence	• *Teaching observations demonstrate a consistent, high quality approach* • *Bespoke support targets impacting in raising standards of teaching and learning*	AL Excellent staff models	From Term 1	Professional Time Additional time for peer observation, modelling and development team teaching
To further raise the standards of spelling and handwriting across the school, building on prior improvements	Conduct introduction of **cursive handwriting in EYFS**, to establish early joining	• Pupils modelling secure cursive entry and exit strokes	AL	Immediately	
	Conduct robust evaluations of **spelling word level work** and skills across school evidence base – both independent and through taught episodes Establish bespoke actions for individuals to improve quality as needed, through balance of support and challenge against non-negotiables	• *Year 2 and 6 moving securely towards securing expectations of interim frameworks* • *Pupils modelling improving cognition, independence to improve attempts in own writing*	AL		

Action Plan for Science 2016-17 *Led by Jesseca Jefferys*

Objective (What)	Action (How)	Success Criteria (Impact)	Who	When	Monitoring/ Resources
Assessment and tracking grids in place to ensure strong progress	**Implement new objective grids** for teachers to track skills and knowledge progress **Design and implement simple science entry/exit cards** for each unit to show progression.	• *Consistent format for assessment being used across KS1 and 2* • *Teachers using grids to judge expected level achievement* • *Teachers using assessment grids to inform termly planning for gaps*	JJ	End of T1	Staff Professional Meeting time to introduce new format Monitoring – termly monitoring of use and impact on attainment and progress
To sustain and improve on current achievements in 2016 **KS1 84% met expected level KS2 71% met expected level (legacy gap – closing)**	Entry and exit cards **directly guide and target quality first input** for pupils **Update assessment sheets regularly** and added to annual assessment plan **Ensure curriculum coverage** of Science in each topic theme is through and strong	• *Percentage of pupil leaving KS1/2 having met the national expected levels sustained or increased from previous year* • *Results to meet national expectations*	All teaching staff	Ongoing	Monitoring – planning termly, levels of attainment and progress at the end of the Autumn, Spring and Summer terms Teachers explain how they identify gaps and ensure that pupils are given targeted support

To promote enquiry based investigative approach	**Develop opportunities for enquiry** based approaches to investigations **Purposefully link science learning** to 'mantle' approach and link topic learning with the 'real world'	• *Evidence of pupils being given questions to answer /scenarios to explore rather than given taught facts is strong* • *Pupils developing evident key skills such as questioning, team work etc.* • *Pupils evidently applying their knowledge to other aspects of learning*	All teaching staff	Ongoing	Monitoring - observations of lessons, planning, learning outcomes and pupil interviews Resources – review levels of scientific resourcing in school and link to purchasing as necessary
To raise the profile of Science and create cross curricular opportunities	Continue with **central Science display board** to model learning across the school and promote enthusiasm for subject Plan and action annual **whole school Science theme days** **Involve outside agencies** e.g. local universities - to come into school to carry out workshops Action **Science-focused homework** termly	• *Pupils are aware of Science in the world and can explain their learning and understanding* • *Pupil meeting the yearly expectations for attainment and progress* • *Future scientists enthused and developed!*	JJ All teaching staff	Ongoing	Science display board updated termly Monitoring - observations of lessons, planning, learning outcomes and pupil interviews External partners – annual budget £500

Action Plan for Computing 2016-17 *Led by Joshua Dunn*

Objective (What)	Action (How)	Success Criteria (Impact)	Who	When	Monitoring/ Resources
To ensure full coverage of computing curriculum across the school	**Ensure Scheme of Work is accessible and appropriate** for pupils and staff **Action hardware and software audit** and linked improvements and expenditure Engage in **C4L Computing Learning Network**	• *Staff able to model and teach correct skills and knowledge* • *Pupils making strong progress across the school*	JD Business Manager KC	Termly audit and review	Monitoring - Observe computing lessons input taking place and evaluate progress using output from pupils bi-termly Hold regular communication with SBM and HT to guide expenditure and resourcing Release time C4L Network – termly
	Analyse coverage of objectives through planned opportunities	• *Staff planning demonstrates clear understanding of computing skills from scheme of work* • *Staff supported through bespoke support to address any concerns that become apparent in coverage*	JD	Termly	Monitoring – Year group planning termly Scheme of work review ongoing Bespoke individual support for staff that have subject knowledge gaps and those in new year groups
	Portfolio of work to be collated and checked against objectives and expectations for attainment	• *Pupil output illustrates skills progression and provides benchmark for moderation*	JD	Termly	Pupil work and directed time for collation
Develop staff subject knowledge and confidence in computing skills	**Action questionnaire for teaching and support staff** based on current curriculum skills and knowledge, using returns to plan bespoke professional input	• *Staff skills and knowledge improved and secured* • *Improvement in engagement and quality of pupil learning*	JD	Term 1 – ongoing	Questionnaire and results, to input to training plan Linked associated training and development for staff

required		• *Whole school technology environment strong!*			
To promote the quality of computing teaching in our school	**Action Computing club** with page on school website **Plan and implement learning-themed days** committed to computing and topic-theme launches	• *Pupils share, experience and learn critical computing skills to help and support them in lessons and in future life* • *Learning days promote a love for computing and evidence progress that pupils have made throughout the year*	JD	Term 2 and 4	Monitoring - feedback from learning lunch/ after school clubs from parents and pupils Results of computing club learning and work produced Display showing pupil learning in school

Action Plan for INCLUSION: SEND 2016-17 Led by Michelle Engley and Freddy Clemo

Objective (What)	Action (How)	Success Criteria (Impact)	Who	When	Monitoring/ Resources
To ensure all SEND pupils make progress in line with their peers or better	Provide **support on transition to new classes**, ensuring staff are clear on how to support individual needs **Train teaching assistants in effective strategies** e.g. Precision teaching **Conduct regular monitoring and analysis** of the SEND group progress data	• *Effective strategies in QFT allowing equal access* • *Classrooms are inclusive* • *Pupils make accelerated progress, gaps close for SEND pupils* • *Enhancement groups are targeted effectively to progress basic skill areas* • *Pupils not meeting expectations are reviewed promptly, strategies and provision adjusted*	ME FC	Terms 1-3	Monitoring – provision, outcomes, QFT and environments Weekly leadership time
To further develop knowledge and understanding in areas of SEND across all stakeholder groups in	Provide **training workshops** for staff, governors and parents Ensure **recognising differences** is embedded into the PSHE and 'Be Safe' curricula **Action the development of SEND 'Experts'** in parent/carers/support team and pupils **Plan whole school involvement in National day/week events** e.g. Dyslexia day, ASC week	• *Pupils can identify what they need to be successful learners and compare this to others, recognising similarities and differences* • *An inclusive culture in every classroom is tangible* • *SEND pupils recognise they are not alone and develop confidence is discussing their need* • *Parents have an opportunity to network*	ME/FC/CH	Term 2 - 4	Monitoring - Learning walks, data analysis and updates with the SEND Governor Regular referral to the ASC standards ensure we are providing the best environment for all learners

	Continue to run 'Coffee Connections' sessions, strengthening the voice of the SEND parent body	*with each other, providing support* • *Communication and partnership between parents and school is strong* • *Governors understand the SEND profile of the school* • *Sensory needs of learners are recognised and addressed* • *All staff understand and value the ASC standards*			
Develop sustainable systems for identifying and meeting the needs of SEND pupils	Two teaching staff members to complete **SENDCo Accreditation** training, developing school capacity **Refine effective referral systems** – request for early help etc. Ensure all stakeholders understand the flow chart and can engage in school process **Develop strong links in networking** with the C4L SENDCo group Sustain the excellent established practise of Bowsland's **Personal Passports**	• *Strong knowledge and skills on the staff team* • *Personalised next steps for individuals will be provided* • *Personal passport targets will be monitored and used to collect evidence for more support if necessary* • *Staff will be clear on QFT expectations* • *Families will understand the processes and feel supported* • *Assess-plan-do –review will be embedded across the school* • *Staff will be confident using a range of QFT strategies before requesting further support, building evidence of the pupil as a learner* • *Best practise and expertise will be shared and developed*	ME FC SLT Subject Leaders All staff team	Term 1-5 Ongoing	SENDCo accreditation at Bath Spa, October 2016 cohort - £7000 Weekly leadership time – costed in staff model

Teaching assistants to become experts in enhancements they lead	Engage support teaching assistants through the appraisal process, providing **specific opportunity for specialism**, linking development to the June 2016 teaching assistant standards **Teaching assistants to take the lead** in areas they identify as a strength, become the 'expert' **Create training opportunities within the C4L SENCO group,** leading to peer observation opportunities, sharing strengths across the school	• *TAs clear on the expectations of their role and keen to engage in development opportunities* • *TAs leading effective enhancement groups, closing the gap for pupils* • *TAs empowered to support others across the school* • *TAs networking across the 4 schools, sharing best practise and engaging in appropriate training* • *TAs able to work together to develop best practise and be 'critical friends'*	ME FC All Support Teaching Assistants	Term 1 onwards	Directed and professional meeting time Additional external identified training costs

Bowsland Brilliance

Brilliance, through Bowsland Best

Action Plan for INCLUSION: English as an Additional Language 2016-17 *Led by Freddy Clemo*

Objective (What)	Action (How)	Success Criteria (Impact)	Who	When	Monitoring/ Resources
Immediate and effective Quality First Teaching for pupils with English as an additional Language to be consistent across	Action twice Weekly **EAL surgeries** in September Classteachers to highlight EAL pupils in new class and **discuss strategies** for start of the term with leader and advisor **Audit and review the provision of resources** to support pupils and	• *Immediate impact on class teaching and targeted differentiation evident* • *EAL pupils receiving challenging and appropriately pitched learning to promote access*	Dominique GN Moore Advisory Teacher - Ethnic Minority and Traveller Achievement Service	13th September 22nd September Termly ongoing support	Monitoring - class learning walks to establish support for pupils Feedback from classteachers to bespoke support from LA advisory service

			FC		
the school	families and action development as required, in line with need		All staff		
Improve the teaching and cognition of English spelling, grammar and punctuation of 'Second Tier' EAL pupils	Action **Professional Development Meeting** run by Dominique Moore on teaching grammatical skills of 'Second Tier' EAL pupils. Focus on addressing common punctuation errors/misconceptions of EAL pupils who have grasped the English language but need support progressing their writing to the next level Teachers to share effective practices and focus on enhancements using the **EAL Parent Support Network** Liaise with Inclusion Leader to action termly enhancement groups to target gaps for pupils	• *Teaching Staff confident with the appropriate pedagogy quality first practices to improve pupils' grammatical abilities, supporting and advising Support Staff by extension* • *EAL pupils secure in evident strategies to improve and check their sentences, ensuring their correctly punctuated and are cohesive* • *Pupil outcomes demonstrate raised attainment* • *Enhancement groups address and remove barriers for pupils*	Dominique GN Moore FC ME Classteachers	September ongoing	Monitoring – lesson drop ins, term 2 and 3. Pupil learning scrutiny and evaluation. Progress data scrutiny to track accelerated progress. Coffee mornings for families – building networks Directed time Inclusion leader and associated linked enhancement staff Further support from the Advisory Service, bespoked as needed
Create and develop EAL Parent Support Network	Launch and support **EAL Parent Support Network** with families/parents, to support new families to Bradley Stoke. Pupils and parents link with others that speak an additional language on school tours and 'Bowsland Buddy' system, supporting transition **Further develop website offer** for new families, welcoming new arrivals and signposting to support resources	• *School is inclusive, building strong community ties Families are empowered to support others that may be in new surroundings or culture and* • *School celebrates diversity*	Volunteer parents and pupils FC EAL Bowsland Buddies	Term 1 ongoing	Monitoring – feedback and evaluations from new families Regular meetings with the EAL Parent Support Network
Further develop pupil voice through Bowsland Diversity Club	Continue to raise promotion of pupil voice through **Diversity Club** with extended and new membership **Groups to raise money for people in need**. Focus on celebrating diversity-cultural events and linked cross curricular learning	• *Pupils empowered to share and celebrate diversity* • *Community links are broad and sustained* • *Pupils become peer teachers and pass knowledge and attitudes on*	Diversity Club Members FC EAL Parent Support Network link	Ongoing	Weekly Club time Charity events (See Calendar) Monitoring - Pupil conference to establish knowledge and attitudes, pupil voice

Action Plan for PE and Sport 2016-17 *Led by Vicki O'Leary, supported by Helen Nicholson and Ant Thomas*

Objective (What)	Action (How)	Success Criteria (Impact)	Who	When	Monitoring/ Resources
Quality of PE and Sport objectives is consistently high quality and thorough against National Curriculum	**Action coverage analysis** against curriculum map and discuss with key stages **Conduct skills and knowledge analysis** of staff teaching and supporting PE and Sport, using findings to provide bespoke training and support	• *Teachers confident when teaching PE* • *Lessons to be more structured-differentiated activities-learning objectives skill based* • *Teachers to use their curriculum map, to ensure coverage.*	VO	Term 1	Monitoring – skills and knowledge findings to plan professional development for the year, observations and support/ideas actioned Termly monitoring of coverage from curriculum sheets Observations of teaching and learning and linked release time
To raise awareness of the value that PE and Sport can have on the whole school community	**Raise awareness of PE and Sport** across the whole school, encouraging and enthusing all to take part! **Lead opportunities for inter and intra sport competition** **Develop shared vision** across school – vision on website page that staff/pupil agree with/contributed to	• *School to be recognised as a 'sporting school'* • *Yearly overview of competitions and activities for PE/sports establish* • *Pupils taking responsibility and leading sport and sporting attitudes* • *Initiatives*	VO AT KC ME	Term 1 Ongoing	Monitoring – pupil interviews to establish attitudes and competitive ethos Meeting bi-termly with SBM

	Create and establish pupil voice and leadership through Sports Council - sports assembly, newsletters (created by pupils) with updates to parents **Ensure PE display updated at all times** **Monitor impact of Sports Grant** alongside SBM and adjust spending/foci to meet needs	• *demonstrate raised profile of PE and Sport across school* • *SBM, Inclusion Leader and Sports Leader satisfied that pupils in receipt of sports and mentoring support are progressing*			
School achieving recognised Sports awards e.g. Sainsbury's school games	**Investigate and action awards system** in school community **Team support for pupils** established by lead for PE, PE support and Sports Mentor	• *Awards celebrated- bronze/silver/ gold…*	VO'L AT KE	Term 2 Ongoing	Monitoring and development - Termly meetings PE agency to establish actions to be taken towards meeting shared objectives

Action Plan for 2016-17 Primary Languages *Led by Rosie Amey*

Objective (What)	Action (How)	Success Criteria (Impact)	Who	When	Monitoring/ Resources
To ensure high quality Spanish teaching across the school	**Provide planned professional development** to help support subject knowledge and accurate teaching	• *Staff confident in teaching of Spanish* • *Pupils making good progress*	RA	Bi-termly sessions	Provide media clips of self modelling Spanish words and phrases. Add to J drive Individual and bespoke support planned and actioned as needed for staff
	Monitor quality of planning for lesson input	• *Sufficient and developmental coverage of the curriculum (KS2)* • *Pupils engaged and able to have quality early learning opportunities (KS1)*	RA	Termly – First week Professional development Term 3	Monitoring - Planning evaluated termly, week one of each term Ideas/best practice sessions in staff meeting
	Create a bank of resources for teachers to access	• *Teachers supported in engaging pupils with a wide range of fun and exciting activities*	RA	Annually – to build resource bank	Resource implications for funding e.g. Vocabulary cards/lists Spanish dictionaries – KS1/KS2 age appropriate Games and songs available as videos for teachers to access
	Purchase and use **Speekee Spanish scheme of work** to support learning	• *Pupils and staff immersed in dialect through videos of Spanish pupil*	RA	Annually	Speekee scheme of work - £300 Staff to evaluate impact through conference with pupils and subject leader

Action Plan for R.E. 2016-17 *Led by Wendy Collins*

Objective (What)	Action (How)	Success Criteria (Impact)	Who	When	Monitoring/ Resources
For all teachers to be using the new SACRE document to plan thought-provoking R.E. input	**Attend SACRE** conference in November 2016 **Plan and deliver professional development meeting** to disseminate new SACRE document to staff Audit lessons to provide opportunities for **promoting knowledge, awe and wonder** Ensure **coverage is deep and purposeful** through evaluation	• *RE curriculum coverage meets and exceeds requirements* • *Pupil experiences are thought provoking and celebrate the world around us*	WC	Term 3 onwards Term 3 onwards	Monitoring - termly planning scrutiny from Term 3 Professional Development meeting slot
To build on progress to further develop a multi-faith environment within school	Develop and provide staff with **significant religious events** as part of school calendar Alert staff to **enrichment opportunities** linked to these dates **Create opportunities for visiting leaders** to be part of school life, through assemblies and enrichment, curriculum lessons with a focus on faith and questioning	• *Pupil aware of significant religious dates* • *Purposeful curricular links celebrate and develop knowledge of and questions about these events* • Pupils *demonstrating greater awareness of significant events in the lives of all pupils within the school*	WC All staff	Term 1 onwards	Whole school evaluation of celebrations Monitoring - Pupil conferencing to establish knowledge, awareness and levels of respect connected with religious and cultural celebrations

Action Plan for Art and Design Technology 2016-17 *Led by Sam Young*

Objective (What)	Action (How)	Success Criteria (Impact)	Who	When	Monitoring/ Resources
Art is a celebrated creative study in our school community! **A wide variety of Artists and their work are used to inspire pupils**	**Careful cross-curricular links** are planned and actioned through the whole school and year group wider curriculum themes	• *Curriculum coverage is broad and deep* • *Pupils demonstrate enjoyment and appreciation of the creative world* • *Cross Curricular links and beneficial and purposeful*	Led by SY Whole school team	Termly	Monitoring – Termly learning walk evaluate the creative environment Bi-termly pupil conferencing to establish impact and inspiration!
	High quality display of pupil art/DT work in whole school environment	• *Pupils' learning is celebrated* • *Creativity is promoted* • *Pupil learning enriches our whole school environment*	Whole school	Termly – rotated through each Key Stage	
	Personal sketch books to be adopted by pupils and staff	• *Illustrates progression of skills* • *Allows for 'free-thinking space'*	KS2	Term 1 onwards	Monitoring – through pupil conference (see above) to be used as a discussion point to evaluate impact and progress
Design Technology provides deeper opportunities that support the STEM agenda	**Develop understanding of Food Technology** through the whole school and year group wider curriculum themes, planned opportunities 3 times annually **Provide opportunity of a Food Technology Club**	• *Pupils develop the skills of planning, making and evaluating* • *Pupils learn/love skills for life Pupils make purposeful links with science and 'Be Safe' curriculum* • *Provide a wrap-around opportunity beyond the curriculum*	Whole school Class Teachers SY and VO'L	From Term 1 Term 3/4	Additional resources and planning required to ensure purposeful cross curricular links and funding considered Evaluation of impact on pupils and families – how has this provided a legacy to take into home setting?

Action Plan for Geography/ History 2016-17 *Led by Wendy Collins*

Objective (What)	Action (How)	Success Criteria (Impact)	Who	When	Monitoring/ Resources
To embed the use of 'Mantle' approach to teaching geography and history across the whole school	Meet with new teaching teams to plot and discuss **'Mantle' opportunities within topic** coverage for learning, ensuring coverage and linked skills progression Use **Tim Taylor's new approaches** to support planning for 'Mantle' approach within Teaching and Learning Professional Development sessions **Action humanities launch days and whole school events** to weave in 'Mantle' opportunities	• *Increased engagement from pupils and parents in termly topic learning* • *Staff will have greater understanding of 'Mantle' approach and will use it with clear purpose when teaching* • *'Mantle' approach clearly hosting and enhancing the development of humanities skills*	WC	September – termly ongoing	PPA sessions and Professional development time Monitoring - Termly Key Stage lesson observations drop ins Pupil voice established through termly pupil conferencing Parental feedback annually to evaluate perspective
To ensure Humanities resources are updated and relevant, in line with new curriculum	**Complete resource audit** and plan for development and provision as a result	• *Tangible and exciting resources inspire and develop questioning and enquiry skills through learning episodes* • *Pupils can explain how their investigative skills can manipulate and explore primary and secondary sources*	WC	Term 1	Directed time Linked resource budget - £300

To raise the profile of History and appreciation of Historical study across the school	**Plot significant historical events** across the year in the school calendar **Develop enrichment days** for significant historical events	• *Pupils celebrate, appreciate and understand historical events across the year* • *Historical and geographical displays evident within school – firing and enthusing interest in the subjects*	WC All teaching staff	Term 1 onwards	Enrichment day time and linked resources, as appropriate Directed time

Action Plan for Outdoor Learning 2016-17 *Led by Sam Young*

Objective (What)	Action (How)	Success Criteria (Impact)	Who	When	Monitoring/ Resources
Pupils enjoy and are inspired by learning outdoors!	**Whole school 'Outdoor Learning' training** - Led by Forest school group (Forest of Avon Trust) Staff to plan a **weekly outdoor learning opportunity** across the curriculum **Further developmental training** of leading outdoor Learning	• *Staff and pupils recognise the benefits of outdoor learning, confidence is building and ideas are resourceful and purposeful* • *Opportunities are enhanced by using outdoor practices and the school grounds, set within a strong context for learning*	SY FoAT Staff Whole School Sam Young. Whole School.	Term 4 Term 1 Across Terms 1 and 2	Staff questionnaire – understanding of outdoor learning and next steps. Planned Professional Development in line with findings Monitor planning – look at progression of skills across the school and how this matches year group curriculum maps and coverage Model lessons in different key stages – model the teaching of outdoor learning Observing outdoor learning across the school. Feedback from staff and pupils as evaluative data for enjoyment and learning progress