



Bishop Perrin's Summary School Development Plan 2018-19

Our School Development Plan (SDP) is aligned to our Self Evaluation Plan (SEF) and it sets out the School's strategic aims for the next academic year. The SDP is organised under key Ofsted criteria, as is the SEF, with named members of staff responsible for overseeing the delivery of each objective. The SDP is shared with the Governing Body and is scrutinised over the course of the academic year.

Leadership and Management		
Objective	Main Actions	Main Outcomes
To create a new School Vision	<ul style="list-style-type: none"> Consult different stakeholders and take their contributions towards creating a new vision Share vision with all stakeholders and embed into the life of the school 	The School Vision strongly reflects the Christian ethos of Bishop Perrin School and is inspiring and relevant to all stakeholders.
To develop and enhance the role of leaders at all levels	<ul style="list-style-type: none"> To develop the role and profile of the Learning Leadership Team Review and updating of all job descriptions as part of the appraisal process Monitor effectiveness of leaders through effective performance management cycle 	Leadership is distributed more fairly throughout the school and all leaders take an active role in the strategic leadership of the school
To explore ways in which to maximise the school budget	<ul style="list-style-type: none"> Attend training for seeking and obtaining grant applications and direct appropriate staff to seek out grants in their areas of responsibility To maximise parental contributions to the Governor Fund 	Tight scrutiny and monitoring of the school budget will ensure value for money and efficiencies. The school income will be increased through external contributions
To improve the security and quality of the school premises	<ul style="list-style-type: none"> To update security systems including: updating the alarm system to provide different alerts for different emergency situations, updating the door entry system, enhancing the internal fencing around the garden Improve the facilities for children by refurbishing the Infant boys' toilets 	The school premises will be more secure to improve the safety of the staff and children and the Emergency Action Plan will be robust and effective for a range of possible scenarios. Toilet facilities for all children are all high quality and well-maintained.
To become a more outward-looking school	<ul style="list-style-type: none"> Seek opportunities to facilitate staff visiting other schools to observe outstanding practice Create outreach opportunities for staff to share their good practice and expertise with colleagues in BP and other schools To develop greater parental engagement through the initiation of a Parent Forum 	Staff will have visited a number of different schools and settings in a range of contexts to share good practice and to make comparisons in provision to improve teaching and learning at Bishop Perrin.
Quality of Teaching, Learning and Assessment		
Develop more effective deployment of teaching support staff and interventions, to enable rapid and sustained pupil progress	<ul style="list-style-type: none"> Develop a 'Quality First Teaching' approach to supporting children to catch up Teaching support staff employing the strategies learnt at CPD to scaffold rather than help children who are struggling and promote their independence 	Children in need of support will be less reliant on help as they will have received support in the form of scaffolding. Gaps will have been closed as those in need of support will have received more focussed teaching time while TAs support other children
To improve the standards of writing and the accuracy of assessment in writing across the school, with a particular focus on KS1	<ul style="list-style-type: none"> To effectively monitor the teaching, learning and assessment of writing To develop exemplar book portfolios to showcase children's writing and support cross-year group and cross-school moderation 	Teachers will be confident to make solid assessments of children's writing skills to reflect the quality of the teaching and learning.
Develop a progressive approach to purposeful marking and feedback in the foundation subjects	<ul style="list-style-type: none"> Implement new approach to marking in maths as a starting point for discussion Working party established to research other schools' approaches to marking in foundation subjects 	Marking will be purposeful and timely. Children will know how they are doing and what they need to do to improve. A consistent approach has been adopted across the school
To improve high-attaining girls' progress and attainment in maths by the end of Key Stage 2	<ul style="list-style-type: none"> Maths Mastery Work Group project to focus on raising the confidence of girls in their early years at school and through Key Stage 2 	Girls will be confident mathematicians, willing to 'have a go' and be able to solve problems and reason in a range of contexts. Attainment and progress of girls at the end of Key Stage 2 will be consistent with their peers and national figures

Personal Development, Behaviour and Welfare		
Developing the provision of the wider curriculum and ways in which children's achievements are celebrated	<ul style="list-style-type: none"> To develop the website so each class has an online portfolio of children's work The Art of Being Brilliant workshops to develop mental strategies to support positive attitudes To establish WOW! work displays boards to showcase and celebrate excellent work: in each classroom, Leadership offices and Foyer 	Children will have a variety of opportunities to showcase excellent work to the school community over the course of the year and will demonstrate enhanced confidence and self-esteem
Undertake a review of the PSHE curriculum in-line with recommendations for the teaching of Sex and Relationships Education	<ul style="list-style-type: none"> Research and investigate PSHE Association SRE resources Attend appropriate training Liaise with teachers, parents and Governors regarding new content 	The curriculum for PSHE will have been reviewed and updated to reflect current statutory requirements and to meet the needs of our school community.
Outcomes for Pupils		
Improve outcomes for the end of KS1 in reading & writing so they are consistently above national average, in-line with local authority & begin to demonstrate an increasing 3 year trend	<ul style="list-style-type: none"> Visits local schools to look at good practice in reading and writing at KS1 Training in phonics Effective monitoring to ensure new strategies and policies are being implemented Provision of additional part-time teacher to carry out focussed interventions 	Outcomes at the end of Key Stage 1 will be improved
Continue to improve outcomes & progress in writing by the end of KS2 so they are consistently above national average, in-line with LA & demonstrate an increasing 3 year trend	<ul style="list-style-type: none"> Provision of additional part-time teacher to carry out focussed interventions Development of Quality First Teaching Effective deployment and use of support staff High quality training and shared practice 	Outcomes and progress at the end of Key Stage 2 will continue to improve. Challenging but realistic targets will have been set to ensure high expectations
Review quality and impact of Pupil Premium interventions	<ul style="list-style-type: none"> Review pupil data for PPG pupils with regards attainment and progress and the interventions they have received Research successful PPG strategies both locally and nationally 	All interventions will be purposeful and effective for the needs of the specific children
Effectiveness of Early Years Provision		
Bring EYFS outcomes in line with Richmond Borough average and consistently above the national average over the next three years	<ul style="list-style-type: none"> Develop deeper understanding of ELGs and child development from birth to 5 years to support accurate benchmarking and assessment Continued high quality planning and development of ongoing assessment procedures Continue professional conversations with EYFS Advisor to support development of the provision and subject knowledge for all EYFS staff 	Attainment and progress of children will be in line with LA and above national. The provision and opportunities for the children will be of a high quality.
Enhance provision and CPD through opportunities for outreach with other settings and schools	<ul style="list-style-type: none"> Arrange opportunities to meet with local schools and nurseries for moderation, to share practice and establish benchmarks. EYTA to attend annual AfC Early Years conference Attend AfC Early Years Best Practice Networks and Early Years Leader meetings Develop provision of maths in Reception through enhanced planning and development of subject knowledge 	EYFS staff will have visited other settings to compare provision and share good practice. EYFS provision at BP will be enhanced and developed so that children are able to make good progress during their time in Reception.