



Bishop Perrin's Summary School Development Plan 2019-20

Our School Development Plan (SDP) is aligned to our Self Evaluation Form (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.

Quality of Education (Intent/Implementation/Impact)		
Objective	Main Actions	Main Outcomes
To review the current curriculum design within the school's context to ensure progression and links in learning across theme units, within year groups, across subjects	<ul style="list-style-type: none"> Whole school curriculum intent and subject curriculum intents to be established and leaders to ensure they are reflected in the way subjects are being taught. Revision of theme planning to ensure progression and links within a unit, within a year group, across a year groups Review of teaching of reading and phonics (including in KS2) to ensure robust and consistent approaches adopted across the school 	The school's curriculum is progressive and that it has clear links to learning across theme units and year groups
To ensure learning experiences are linked and build upon prior learning leading to good acquisition of knowledge	<ul style="list-style-type: none"> Subject specific and key vocabulary to be identified and taught across the curriculum Build into theme planning activities to assess for acquisition of knowledge at the end of a unit. To embed the Maths Mastery approach to teaching across the school 	That children are able to link facts, experiences and knowledge learnt in previous lessons to new learning
Sustain and consolidate outcomes for the end of EYFS and Key Stages 1 and 2 at both the Expected Standard and Greater Depth so they are consistently above national average and in-line with local authority and begin to demonstrate an increasing three-year trend. This is to also include Phonics Check (Year 1) and Times Table Check outcomes (Year 4)	<ul style="list-style-type: none"> Embed high quality phonics teaching across the school – establish a Phonics Leader to lead innovative and focussed phonics programme with particular attention to provision in Year 2 to improve outcomes in Phonics re-check Develop teacher's expertise in the subjects they teach through high quality CPD, strong subject leadership and opportunities for staff to visit different settings Refine assessment and pupil progress systems to ensure that all children are on track to make at least their expected progress for their year group 	That outcomes for pupils at the end of 2019-20 match or exceed the targets that have been set for each class
Monitor and track all interventions across the school for clear impact on diminishing the difference/further challenge	<ul style="list-style-type: none"> Review current tracking systems and seek advice and guidance as to best practice Refine current practice to ensure that the impact of interventions and support for pupils is measurable and quantifiable 	That systems are developed, trialled and finalised that enable key staff to be able to clearly monitor, track and report on the progress made by pupils when receiving specific interventions to help diminish the difference
Behaviour and Attitudes		
Develop greater awareness amongst staff of signs of peer-on-peer abuse through on-going training	<ul style="list-style-type: none"> Review the PSHE & Computing curriculum to ensure appropriate coverage of peer-on-peer abuse in order that pupils are aware of what peer-on-peer abuse looks like DSL to attend appropriate training and disseminate to staff and Governors 	Staff will be confident and more able to identify incidents of peer-on-peer abuse amongst the pupil population and will be aware of mechanisms to report it
Continue to promote and develop online safety across the whole school community with a focus on ensuring the issues surrounding online bullying is understood and that strategies are established to manage and report incidents	<ul style="list-style-type: none"> Update Online Safety Policy in line with the updates in KCSiE 2019 and share Acceptable Use Agreements with children, staff, parents and Gops Online Safety Lead to attend appropriate training (CEOP Think You Know) Review the PSHE & Computing curriculum to ensure appropriate coverage of online safety Share online safety information with parents through regular email communications, content on the school website and school newsletter 	Improve response rates from parents in the annual Parent Questionnaire. In 2018-19 45% of parents Strongly Agreed/37% Agreed/18% Don't Know. Children, staff, Governors and parents are more confident and knowledgeable about online safety (gleaned from pupil, staff and parent questionnaire/conferences)
To investigate the use of the school's management information system (Integris) to record incidents of pupil behaviour to help develop mechanisms to analyse trends over time.	<ul style="list-style-type: none"> Liaise with AfC Integris Manager regarding the Behaviour Module and its capabilities Trial using the Behaviour Module Create protocols to be added to Behaviour Policy for creating entries on Behaviour Module to ensure consistency by staff Evaluate the trial and implement across the school if deemed appropriate by providing training and support for teaching staff 	The mechanism for recording incidents of behaviour has moved from a paper-based system to using Integris, allowing for greater analysis and interrogation of trends and patterns

Personal Development		
Embed the school's revised PSHE Scheme of Work and ensure arrangements are in place for the delivery of the statutory RSE curriculum in 2020/21	<ul style="list-style-type: none"> Introduce new PSHE curriculum whole school overview to staff. Lead INSET outlining expectations for PSHE planning Attend training on statutory changes and feedback to staff any changes required. Ensure correct policies are in place for new curriculum 	That the school is compliant in the teaching and delivery of RSE across the school and that there is a comprehensive PSHE curriculum in place that will enable and support the development of pupils at Bishop Perrin
To help and prepare Year 6 children to be economically and socially aware of expectations of them in the workplace.	<ul style="list-style-type: none"> Undertake enterprise workshops (Putting Young Minds to Work) for Year 6 to teach them about business, enterprise, pricing and marketing Explore opportunities to formalise the application process for roles and monitor jobs in Year 6 to replicate wider world experience 	<p>Year 6 will have completed their enterprise workshops and in doing so will have learnt the process of developing an idea to become a product and take it to market.</p> <p>Year 6 will have had the opportunity to learn about the application process in a similar manner to that which they will experience when applying for jobs when older</p>
Apply for Eco-school status to help promote sustainability and environmental issues throughout the school	<ul style="list-style-type: none"> Attend Eco-Schools training Introduce Eco-Schools programme to Eco-Committee Use environmental review to create an action plan 	That the school has successfully applied for and achieved an Eco-school award at either Bronze or Silver level by Sum 2020
Leadership and Management		
To develop and enhance the role of subject leaders in line with the new expectations of the OFSTED framework, through training and CPD, to encourage leaders to take greater responsibility and accountability for their subject area.	<ul style="list-style-type: none"> Subject leaders to be aware of their role within the new Ofsted Framework and develop and monitor their subject accordingly Ensure that Subject Leaders are aware of their responsibility and accountability for their subject area to enable them to articulate the areas of strength and areas for development 	<p>That subject leaders are fully aware of their roles and responsibilities under the new Ofsted framework.</p> <p>That subject leaders are accountable for their subject area/s.</p>
To embed the Maths Mastery approach to teaching across the school	<ul style="list-style-type: none"> Audit current understanding of teaching for mastery & establish a baseline for future CPD Develop teachers' subject knowledge and pedagogy surrounding teaching for mastery 	That all teaching staff are aware of how to teach Maths Mastery and that it can be evidenced through observations, work scrutinies and outcomes for pupils
To embed the new Governance model to enable Governors to become more actively involved in the day-to-day life of the school	<ul style="list-style-type: none"> Allocate roles and responsibilities to individual Governors to fulfil statutory duties and to support the delivery of the School Development Plan (SDP) Carry out skills audit to identify training needs to support Governors in fulfilling their duties Governors to undertake visits to the school to gather evidence for the SDP 	That the Governors will have an increased visibility within the school, that they have developed a greater understanding of the work of the staff and the children and that they have received appropriate training to fulfil their roles which enables them to be critical friends
To establish a regular Parent Forum as a means of engaging with parents in a more meaningful manner than just the annual Parent Questionnaire	<ul style="list-style-type: none"> Share Minutes and Terms of Reference with the Pilot Group to gather feedback Recruit additional parents to ensure representation from all seven classes Set dates for termly meetings for the academic year in agreement with all class reps 	That there have been three Parent Forums held over the course of the school year with opportunities to have discussed and addressed aspects of the Parent Questionnaire for 2018-19 that are areas for enquiry
To review the capacity and work load of the admin and finance staff	<ul style="list-style-type: none"> Review current Job Descriptions for both SBM and Admin Officer Identify opportunities for duties to be delegated out appropriate model to deliver 	That there is additional capacity for the SBM and Admin Officer in order to fulfil their roles and responsibilities
Effectiveness of Early Years Provision		
Ensure provision in the outdoor learning environment is fit for purpose and utilised to its best capacity to promote a love of learning and rich learning experiences	<ul style="list-style-type: none"> Investigate and secure opportunities for funding to develop the grassed area of the Outdoor Classroom Draw up plans and ideas to maximise the opportunities for the grassed area for the whole school community. 	<p>There will high quality provision which will facilitate rich learning experiences across the curriculum for all children</p> <p>There will be increased opportunities for physical and sensory development; social and emotional development and communication</p>
Build on changes to marking and feedback, by implementing a system for tracking children's progress over time	<ul style="list-style-type: none"> Establish systems for communicating short term targets with parents and all staff working with children in EYFS Investigate the use of Integris to analyse progress over time 	<p>All EYFS staff and parents will be more informed about children's progress and next steps for their development</p> <p>Short term interventions will be used to minimise gaps in learning</p>
To ensure learning experiences are linked and build upon prior learning leading to good acquisition of knowledge underpinned by high quality pedagogy and subject knowledge across the EYFS curriculum	<ul style="list-style-type: none"> Build upon previous year's Literacy and theme curriculum planning to tailor Maths learning and opportunities for the needs of the children, focusing on elements of a Mastery curriculum EYFS staff to attend CPD opportunities which build on current practice 	<p>That the EYFS curriculum is well structured, engaging, progressive and maximises links in learning.</p> <p>All EYFS staff have excellent subject and pedagogical knowledge enabling learning to be embedded in</p>