Bishop Perrin's Summary School Development Plan 2020-21

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 develop a high quality remote learning model based on Government guidance and parental feedback	• Design, create and trial a high quality blended remote learning model using Google Classroom and Google Meets as a means of delivery.	That the school is able to deliver a high quality remote learning model that mirrors the taught curriculum as if pupils were in school
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	• 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	The school's curriculum is progressive and that it has clear links to learning across theme units and year groups
Review and improve current phonics provision in order to provide an innovative and focussed phonics programme with particular attention to provision in Year 2 to improve outcomes in Phonics Re-check	• Development of early language skills in Year 1 which builds on teaching in Reception, to include focus on bridging the gaps in Phase 3 phonics as a result of school closure in Spring and Summer Terms • Consistent use of resources for phonics (speed sound chart, RWI flashcards, letter formation) in Years 1-4 • Effective use of Read/Write/Inc teaching and resources to support pupils' phonics development • Identify training needs, address them through internal and external CPD and monitor impact	• Consistent model of teaching of phonics and reading across the school • The quality of phonics teaching and resources leads to improved outcomes for pupils
Monitor and track all interventions across the school for clear impact on diminishing the difference/further challenge	• 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	• 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	• Update Online Safety Policy in line with the updates in KCSiE 2020 and share Acceptable Use Agreements with children, staff, parents and Governors • 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 2019-20 84% of parents strongly agreed or agreed that the school helps their child to stay safe online) Children, staff, Governors and parents are more confident and knowledgeable about online safety (gleaned from pupil, staff and parent questionnaire/conferences)
Personal Development		
To develop the school's capacity and ability to support children with their mental health and wellbeing.	• Establish a d budget and Identify members of staff to be trained as Emotional Learning Support Assistants (ELSAs) • Staff to attend training and qualify as practising ELSAs • Establish mechanisms for in-school referrals and delivery model	The school is able to expand its current provision of school-funded mental health and wellbeing support for children and parents (play therapy and Child Wellbeing Practitioner) with the effective deployment of school-based ELSAs

Celebrating learning together in faith, love and hope

Apply for Eco-school status to help promote sustainability and environmental issues throughout the school	• 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 welcome all pupils and staff back to school safely under Covid-19 restrictions and establish what emotional and academic support pupils need using Catch Up Funding	• Create a flexible and robust Risk Assessment, based on Government guidance and that has been scrutinised by both staff and Governors, that allows the safe return of the school community • Create a flexible and adaptable Catch Up Funding Action Plan to effectively deliver targeted and appropriate interventions for children who have been identified as in need	That the school is adhering to Government guidance and legislation and is reactive to changes when they happen. Catch Up Funding is allocated for maximum impact in supporting children both academically and emotionally recover from the Covid lockdown
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.	• 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	That subject leaders are fully aware of their roles and responsibilities under the new Ofsted framework. That subject leaders are accountable for their subject area/s.
To undertake a thorough review of the school's safeguarding practices and processes to ensure the school is meeting its statutory and extended responsibilities for the safety of children and staff	• Carry out internal audit of safeguarding procedures using NSPCC Safeguarding Self-Assessment Tool • Liaise with Safeguarding Governor regarding findings from internal audit • Commission external safeguarding review and share findings with Safeguarding Governor/FGB • Action points for development that are generated from the review and report back to FGB	That the school is compliant in meeting its statutory safeguarding duties with regards policies, procedures and practices.
Develop capacity and sustainability of the school's office and finance staff through the creation of an additional admin/finance post	• Review current job descriptions for both SBM and Admin Officer and identify opportunities to provide additional support for the SBM and capacity in the Main Office • Create job description for new post and appoint a confident and competent new member of staff	Additional capacity has been developed through the creation of a new post that brings sustainability to admin and finance functions of the school
To develop questioning and methods of accountability within the Governing Board to ensure a more robust approach to fulfilling its role as a critical friend to the school leadership team	• Arrange training to explain and explore the role of Governors in holding leaders to account in their individual Link Governor role and collectively as the Governing Board. • Scrutinise Full Governing Board and Governor Panel meeting minutes and Link Governor Reports to identify challenge to school leaders.	That the Governing Board can fulfil its statutory duty of holding school leaders to account and that it can be evidenced in minutes and reports.
Effectiveness of Early Years Provision		
To establish provision of high quality interventions for early language and phonics development in EYFS to be delivered by EYFS staff	• Research and identify appropriate early language intervention programmes that are suitable for Bishop Perrin EYFS setting • Identify appropriate to staff to be trained and establish delivery model for the programme • Trial, deliver and review interventions with children to measure impact	An evidence based intervention programme is used effectively to support the development of early language and ensure all children are supported and able to access the curriculum
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	• 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.	There will high quality provision which will facilitate rich learning experiences across the curriculum for all children There will be increased opportunities for physical and sensory development; social and emotional development and communication