

# School Development Plan



**Badbury Park Primary School**

Swindon

# Introduction

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## Introduction

Our monitoring which included pupil voice, staff voice, observations, data analysis and book looks have led us to focus on the following areas this year. Key stage and subject coordinators have their own action plans as well.

## Leadership and Management

To develop our middle leaders.

Six teachers are new to their coordinator's role. Two staff have just completed ECT years so this will be their first role. Leaders need support and development to monitor their subjects to ensure consistency in teaching and impact. They will need to audit provision and ensure staff have the CPD they need to implement the curriculum.

EAL (English as an additional language) support offer

50% of our families are non-white British and 23% of our children do not have English as their first language. Some children have English as a first language but their language model at home is not English. We want to assess children on entry regarding their level of English so we can support appropriately and effectively. We intend to use the Bell Foundation model for this and adapt the core teaching offer

## Quality of Education

New Staff Induction

To ensure we continue to be a good school as we grew we must carefully induct new staff to ensure all children access quality first teaching, appropriate support and challenge and further intervention where needed to ensure more children meet ARE or above in a timely manner. We will offer weekly drop ins and a detailed staff handbook will support this and ensure all policies are followed consistently.

Closing the Year 4 gaps

Our Year 4 children have a different profile to the rest of our school and their story is very different. They grew from 11 to 30 and have always been the oldest year group. They also had their Reception and Year 1 disrupted by Covid lockdowns. Lots of mobility mean the class dynamic changed regularly and the children have different experience and gaps due to being at many different settings. The children do not have older role models in school and there is a high literacy need and wellbeing need in the class. We must continue to plan and carry out a rapid improvement for all children in Year 4 who still have gaps in learning from previous years whilst supporting their emotional needs.

Computing and PSHE

Computing and PSHE have new schemes this year. We will need to train staff to use them and support with any areas staff are less confident with. Both of these subjects feed into our 'safeguarding curriculum offer' and have shared areas such as online safety. We will use our more embedded subjects such History and Science as a base for these new schemes developing a consistent approach to assessment and curriculum.

## **Behaviour and Attitudes**

Engagement for all

Learning walks show that sometimes some learners are not fully engaged. This is for a variety of reasons. We want to ensure staff are equipped to engage learners who may struggle with emotions, resilience, trauma, SEND so they are ready to learn and progress well.

## **Personal Development**

Links to Secondary School

Our Year 4 children will need to begin considering secondary school spaces and be ready for secondary school. Reaching out to the local schools and organising experience days and open evenings will support the children and parents in this journey.

## **EYFS**

Curriculum links to rest of school offer

We need to make explicit the progress of skills from EYFS curriculum to Whole school national curriculum to ensure everyone knows when things are introduced and how.

# L&M: 1 Develop middle leaders

<b>RAG:</b>	<span style="color: orange;">●</span> <b>Amber</b>	<b>Status:</b>	<b>In Progress</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	Charlotte Debono
<b>Team:</b>	SLT	<b>Monitor:</b>	Louise Dance
		<b>Dates:</b>	01/09/23 - 31/08/24

**Description:** As a growing school 4 teachers (50%) are new to the school and 6 teachers are new to their coordinators role. Two staff have just completed ECT years so this will be their first role. Leaders need support and development to monitor their subjects

**Strategy:**

- A Support via drops ins, Bricks groups and monitor schedule to monitor subject
- B Staff meetings on the expectations of the curriculum from AHT for teaching and learning
- C AHT to monitor coordinators files
- D AHT to support coordinators to be ready for a deep dive so they can talk confidently about their subject and why decisions have been made
- E To ensure the Badbury vision carries through the subject visions
- F Create a timetable of monitoring expectations and give dedicated release time to middle leaders

**Monitoring \ Evaluation:** -

## Success Criteria

DESCRIPTION	COMPLETED
Termly monitoring shows implementation and impact of subject	<input type="radio"/> <b>NO</b>
Books and planning show consistency across school for subjects	<input type="radio"/> <b>NO</b>
Books and planning show the Badbury vision is evident in the wider curriculum	<input type="radio"/> <b>NO</b>
Children make good progress from their starting points	<input type="radio"/> <b>NO</b>
CPD attended or delivered has impact on children's outcomes	<input type="radio"/> <b>NO</b>

## L&M:2 EAL support offer

<b>RAG:</b>	● Amber	<b>Status:</b>	Not Started
<b>Priority:</b>	Key	<b>Responsible:</b>	Nadia Ahmed
<b>Team:</b>	Middle Leaders	<b>Monitor:</b>	Eleanor Christmas
		<b>Dates:</b>	01/09/23 - 31/10/23

**Description:** There is sometimes confusion when assessing EAL. We have a variety of languages spoken at our school and some children have English as a first language but their language model at home is not English. We want to assess children on entry regarding their level of English so we can support appropriately and effectively.

**Strategy:**

- A Collate data for each class
- B Access bell Foundation to make decisions regarding 'EAL' and level of English using their scale
- C Update systems
- D Provide cpd via national college for staff regarding adaptations for EAL learners
- E Meet English coordinator to develop whole school approach to EAL learners
- F Plan activities across the year to celebrate cultures and languages (link to RE)
- G Ensure website reflect our offer and celebrates our diversity

**Monitoring \ Evaluation:** -

### Success Criteria

DESCRIPTION	COMPLETED
Planning will show scaffolded support linked to vocabulary	<input type="radio"/> NO
Staff will feel more confident understanding barriers for EAL learners	<input type="radio"/> NO

# Q of E 1 New Staff Induction

<b>RAG:</b>	<span style="color: orange;">●</span> <b>Amber</b>	<b>Status:</b>	<b>In Progress</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	Louise Dance
<b>Team:</b>	SLT	<b>Monitor:</b>	Louise Dance
		<b>Dates:</b>	21/10/24 - 04/11/24

**Description:** As a growing school we must carefully induct new staff to ensure all children to access quality first teaching, appropriate support and challenge and further intervention where needed to ensure more children meet ARE or above in a timely manner.

**Strategy:**

- A. Write handbook 2023-2024
- B. Disseminate handbook 2023-2024 and check for understanding
- C. Term 1 monitoring of teaching and learning and relevant policies through learning walks
- D. Monitor planning
- E. Weekly drop-ins and monitor attendance (see timetable) School offer Admin, inclusion, SEND, T&L and coordinator drops weekly with set focus.

**Monitoring \ Evaluation:** -

## Success Criteria

DESCRIPTION	COMPLETED
Staff will have read and understood the new handbook 2023-2024	<input checked="" type="checkbox"/> <b>YES</b>
The termly monitoring of books will show children are taught inline with policy	<input type="checkbox"/> <b>NO</b>
Staff will competently use all systems cpoms, brom com, perspective.	<input checked="" type="checkbox"/> <b>YES</b>
Learning walks will show polices are followed	<input type="checkbox"/> <b>NO</b>
Key 'how to' documents created with experienced staff to support those new to school	<input type="checkbox"/> <b>NO</b>

## Q of E 2 Closing the Year 4 gaps

<b>RAG:</b>	<span style="color: orange;">●</span> <b>Amber</b>	<b>Status:</b>	<b>In Progress</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	Michelle Tkocz
<b>Team:</b>	SLT	<b>Monitor:</b>	Louise Dance
		<b>Dates:</b>	01/09/23 - 31/08/24

**Description:** Plan and carry out a rapid improvement plan for children in Year 4 who still have gaps in learning from previous years. These gaps are beginning to close. Use Educational Psychologist feedback to inform strategic plan regarding Literacy difficulties.

**Strategy:**

- A: Carry out assessments to identify gaps in children's knowledge.
- B: Plan in class interventions to address gaps given priority
- C: Use the suggestions from the Educational Psychologist's visit
- D: Implement suggestions from the professional reports on meeting individual needs
- E: Run academic interventions targeted at highlighted gaps from assessment
- F: Inclusion worker to run SEMH interventions to develop and increase the children's readiness to learn
- G: Monitor the progress of children in interventions
- H: Create an action plan for this year and three years to support children make progress by Year 6 from their starting points
- I. Attend 'Literacy difficulties' training
- J. Inclusion worker to spend daily sessions with key children to support wellbeing at start and end of day, prior to transitions
- K. Train Class TA as MELSA

**Monitoring \ Evaluation:** -

### Success Criteria

DESCRIPTION	COMPLETED
Termly assessment will show gaps beginning to diminish. Evidence through books and pupils engagement	<input type="radio"/> <b>NO</b>
Intervention records reflect small steps of progress for the children	<input type="radio"/> <b>NO</b>
MELSA intervention will show improved learning behaviours and resilience for key children	<input type="radio"/> <b>NO</b>
Maths planning and book will showing year 3 gaps taught alongside year 4 knowledge	<input type="radio"/> <b>NO</b>

# Q of Ed: 3 Computing and PSHE

<b>RAG:</b>	<span style="color: orange;">●</span> <b>Amber</b>	<b>Status:</b>	<b>Not Started</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	Stephanie Lester
<b>Team:</b>	SLT	<b>Monitor:</b>	Charlotte Debono
		<b>Dates:</b>	01/09/23 - 31/08/24

**Description:** The computing scheme and programmes of study for PSHE are new this year. We will need to train staff to use them and support with any areas staff are less confident with delivering

**Strategy:**

- A: Dedicated staff meeting time
- B: Clear vision (intent, implementation) for subjects
- C: Staff voice collected and cpd where needs are
- D: Monitor impact of teaching via learning walks, pupil voice and books
- E: Fully resource new schemes
- F: Create clear expectations for assessment
- G: CPD on computing equipment
- E: Action plans written for each subject

**Monitoring \ Evaluation:** -

## Success Criteria

DESCRIPTION	COMPLETED
Monitoring will show computing will be taught consistently across the school	<input type="radio"/> <b>NO</b>
Termly monitoring of PSHE will show PSHE is taught consistently across the school	<input type="radio"/> <b>NO</b>
Children will know how to keep themselves safe online	<input type="radio"/> <b>NO</b>
Children will know how to access support for personal and social concerns	<input type="radio"/> <b>NO</b>



# B&A 1: Engagement for all

<b>RAG:</b>	<span style="color: orange;">●</span> <b>Amber</b>	<b>Status:</b>	<b>Not Started</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	Louise Dance
<b>Team:</b>	SLT	<b>Monitor:</b>	Louise Dance
		<b>Dates:</b>	01/09/23 - 31/08/24

**Description:** Learning walks show that a minority of learners are not fully engaged. This is for a variety of reasons. We want to ensure staff are equipped to engage learners who may be struggle with emotions eg resilience, trauma,

**Strategy:**

- A: Two TAs to attend MELSA training to develop growth mindset coaching
- B: TAs to run MELSA interventions
- C: MELSA strategies to be applied to class learning
- D: All staff to take part in Trauma informed Schooling training
- E: Adapt T&L and Behaviour policy in response to training
- F: Train TAS on 'five to thrive' technique to support de-escalation in class
- G: Employ strategies such as now/next, visual time tables, low stakes starts to aid transitions between breaks and subjects.
- H: Implement high expectations across the school for engagement and learning behaviour
- I: Use 'autism bucket' sessions to engage SEND learners
- J: CPD on 'hooks', purpose, audience and connections. to encourage engagement

**Monitoring \ Evaluation:** -

## Success Criteria

DESCRIPTION	COMPLETED
Learning walks evidence increased engagement	<input type="radio"/> <b>NO</b>
CPD on engagement will have impact on lessons planned	<input type="radio"/> <b>NO</b>
Planning will show learning has purpose nd audience and this will increase engagement	<input type="radio"/> <b>NO</b>
Learning walks will show active listening	<input type="radio"/> <b>NO</b>

## PD: Links to Secondary School

<b>RAG:</b>	● Amber	<b>Status:</b>	Not Started
<b>Priority:</b>	High	<b>Responsible:</b>	Michelle Tkocz
<b>Team:</b>	SLT	<b>Monitor:</b>	Louise Dance
		<b>Dates:</b>	01/09/23 - 31/08/24

**Description:** Our Year 4 children will need to begin considering secondary school and be ready for secondary school. Reaching out to the local school and organising experience days and open evenings will support this journey

**Strategy:**

- A: Speak to admissions re catchment area schools
- B: Visit the local school and collect information on the vision
- C: Investigate transport method ( no schools in walking distance)
- D: Set up a link with a Year 7 teacher
- E: Invite schools to Badbury Park to speak to children and parents
- F: Engage parents in process of open days and support EAL families to access information
- G: Signpost any children wishing to apply to Grammar school

**Monitoring \ Evaluation:** -

### Success Criteria

DESCRIPTION	COMPLETED
Links with secondary schools have been made	<input type="radio"/> NO
Parents are aware of secondary school offer	<input type="radio"/> NO

# EYFS 1: Curriculum links to rest of school offer

<b>RAG:</b>	<span style="color: orange;">●</span> Amber	<b>Status:</b>	In Progress
<b>Priority:</b>	High	<b>Responsible:</b>	Louise Dance
<b>Team:</b>	SLT	<b>Monitor:</b>	Louise Dance
		<b>Dates:</b>	01/09/23 - 31/08/24

**Description:** We need to make explicit the progress of skills from EYFS curriculum to Whole school national curriculum to ensure everyone knows when things are introduced and how.

**Strategy:**  
 A: Work with EYFS teams to add the Nursery and Reception skills into the whole school curriculum plan to ensure consistency.  
 B: Middle leaders will know where their subject begins and what it looks like in EYFS through to Year 6

**Monitoring \ Evaluation:** -

## Success Criteria

DESCRIPTION	COMPLETED
Skills are added to whole school curriculum plan	<input type="radio"/> NO
Progression of skills from Nursery to year 6 are taught and learned	<input type="radio"/> NO