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Headteacher

2023-2024

This document summarises the main priorities and actions for the school

Bewsey Lodge primary School

School Development Plan Summary

School Development Plan Summary 2023-2024

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| *Quality of Teaching and Learning Priorities* | *How we are going to do/change/develop?* | *What will success look like?* |
| WRITING  Attainment in writing continues to be lower than attainment in Maths and Reading – this is a national trend however we continue to endeavour to close the gap between these subjects.  In some classes handwriting and spelling is preventing the children from attaining the ARE in writing.  ARE = age related expectations | We continue to have 1 longer school day, this will ensure that we can still offer a broad curriculum without taking any time away from writing lessons.  Targeted children will have writing target cards which will be supported in class by the TA.  Changes to the curriculum timetable will give 2 extra sessions per week for editing and handwriting.  Assessment of writing will be done over a longer time giving the children chance to plan, draft and edit pieces.  Regular pupil progress meetings to keep an eye on targeted children.  English lead to closely monitoring books and question teachers if there are inconsistencies in quality. | Personal progress: based on their prior attainment, children will be achieving to their full potential in writing (this could, in some cases, be below ARE and also above ARE)  We expected that the % of children meeting ARE is more in-line with national averages at the end of key stages (reflected in interim year groups also e.g. Y1, 3, 4 & 5) so around 75%-80%. |
| PHONICS  The % of children passing the Y1 phonics screening test increased in 2022 to 67% however it is still below the national standard of 79%. | Phonics will be taught consistently across EYFS and Key Stage 1.  Phonics/reading parent briefings will be offered in early autumn term to help support the teaching of phonics in school (at home).  Children will be carefully differentiated and assessed regularly to ensure they are making progress and are being taught in the correct group. | The % of children passing the y1 phonic screening test will be in-line with the % nationally (around 80%). |
| Higher attainment at the end of KEY Stage 2  This year we are pushing for a higher % of children to reach the greater depth score in Maths and Reading at the end of Year 6. | Children in year 6 are split into 2 smaller classes.  Teachers are clear on prior attainment and will closely monitor the progress of children who have the potential to reach this GD level.  Singapore maths takes children through into mastery level – small groups where possible for this. | The % of children attaining the greater depth standard at the end of y6 will have increased and will be closer to the national %. |
| *Leadership & Management Priorities* | ***How we are going to change/develop?*** | ***What will success look like?*** |
| Further CPD & external support for others  As a school we promote CPD and encourage our staff to further develop their skills and understanding of research based projects in education.  We also endeavour continue to raise the profile of the school by supporting others by allowing our own specialist/training professionals advise in other schools. | CPD this year which will result in providing support for other and further developing our own practice in school.  Headteacher to embark on a Head-Head advisory role in partnership with the LA.  Headteacher to start the NPQEL in September to better equip her in supporting other heads and schools. (18 months)  Middle leader to undertake the NPQML to better equip her in supporting other colleagues and schools. (18 months)  Middle leader to continue with SENCo qualification. (12 months)  Senior leader to continue with Dyslexia diagnosis & support qualification.  All middle leaders to complete online, subject specific training around their curriculum area. | There will be a log of supporting in other schools by senior and middle leaders.  Course will have commenced.  SENCo course will be complete. |
| Creating a mental health support team  Further develop our offer of mental health and well-being support in school by widening our team. | By October, we will have met with our new (external) Mental Health Team link worker and mapped out the support required for the autumn term – this will be reviewed termly.  In-house, to support our Mental Health Leader, we are to appoint a member of staff to be ELSA trained (Emotional Literacy Support Assistant) and provide support to children in school as and when required. | The team will be in place. We will have a wide offer of support at all levels. There may be case studies which evidence the impact of intervention. |