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Headteacher

2024-2025

This document summarises the main priorities and actions for the school

Bewsey Lodge primary School

School Development Plan Summary

School Development Plan Summary 2024-2025

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| *Quality of Teaching and Learning/Professional Development Priorities* | *How we are going to do/change/develop?* | *What will success look like?* |
| RECEPTION  Last year, our Good Level of Development (GLD) was lower than our usual standard. Our priority this year is to fall back in-line with national averages/Bewsey Lodge averages. | Our Early Years Foundation Stage (EYFS) Lead will be back from maternity leave.  Our Early Careers Teacher (ECT) will be consistently supported due to a more settled staffing structure.  TA support has been carefully considered to best support children.  EYFS staff will access a variety of training throughout the year. | Our GLD will fall back in line with national averages/Bewsey Lodge averages. |
| WRITING  For the % of Y6 children reaching age related expectations in writing to be broadly in line with national averages | This year, Y6 has been split into three classes, each with a TA. Two of these are very small classes. There will be a higher ratio of adult: child support in these classes to best support the children. | Children will reach their full potential.  The progress of some children will be accelerated.  Attainment of pupils will be broadly in line with national averages. |
| Y1; PUPIL PREMIUM  To narrow the gap between pupil premium and non-pupil premium by the end of year 1 in reading, writing and maths. | This year in Y1, we have two small classes each with a TA.  Further training and support will be provided where needed eg; Read, Write Inc. | The gap between pupil premium and non-pupil premium will have decreased in reading, writing and maths. |
| RE  To adopt an RE scheme which further develops the skills and knowledge of our children in this subject. | Our RE Lead will research alternative schemes including the Lancashire Diocese Community School Scheme.  The RE Lead will also liaise with RE leaders from other schools and deliver staff training, when appropriate.  The new scheme will be introduced in the late summer 2025 and will be followed fully in September 2025.  Our RE Lead will ensure that the new scheme is resourced appropriately. | Children’s learning and their ability to build skills and knowledge in RE will be further enhanced.  Children will be confident in sharing their knowledge and skills. |
| GOVERNOR LED NURSERY  To ensure the high quality of the provision remains high. | An experienced HLTA is in post as nursery Lead.  TA support will be carefully considered to best support children in the nursery.  Initially a high ratio of adult: child, 3 staff from September.  EYFS staff will access a variety of training throughout the year, as appropriate.  Regular updates to the Governor working party relating to this area of school. | Children will enjoy a provision with consistently high standards/expectations.  They will leave Nursery reaching their full potential and be reception ready. |
| SWIMMING  The % of Y6 children reaching the expected standard in swimming will increase. | The children who did not achieve the expected standard in swimming will go again for a full term in Y6. | A higher % of Y6 children will leave our school achieving the expected standard in swimming. |
| *Professional Development Priorities* | ***How we are going to change/develop?*** | ***What will success look like?*** |
| To ensure that pupils have access to more mental health support/interventions.  To ensure staff and parents feel more confident when supporting children’s mental health and wellbeing. | Staff training such as mindfulness.  Parent workshops/forum.  After school Art Club linked to mental health and wellbeing.  Access to Mental Health Service Team, which will lead to an increase into the number of pupils who can be supported in school. | Pupil’s will have access to more mental health support/interventions.  Staff and parents will feel better equipped to support their children’s mental health. |
| *Leadership & Management/Professional Development* | ***How we are going to change/develop?*** | ***What will success look like?*** |
| GOVERNANCE  To further develop the role of Governors within the school and their monitoring procedures. | Governors will receive training in the autumn term and from that review their current procedures. New procedures will then be implemented and reviewed throughout the year. | Governors will be focussed on school priorities which will, over time, improve outcomes for all children. |
| SECONDMENT OF HEADTEACHER  To ensure that school will continue to run as normal, with the same standards/expectations.  Children will continue to reach their full potential. | The Deputy Headteacher will become Head of School for the academic year and she will complete the National Professional Qualification for Headship.  The role of Acting SENCO will be developed to support the Head of School (who is the SENCO). | Children will continue to reach their full potential as the school will run as normal and with the same standards/expectations. |
| WORKING WITH OTHER SCHOOLS  To develop links to other schools to further develop good practice. | Attendance to meetings with other schools by all staff, when required.  Actions from meetings to be carried out, when required. | We will build on and further develop good practice.  Children will benefit from wider community links and working in partnership with other cluster schools eg; sports, PHSE groups. |
| *Behaviour & Attitudes Priorities* | ***How we are going to change/develop?*** | ***What will success look like?*** |
| After a year where staff suffered from a lot of the infections/illnesses that were in the community, we want to offer support so staff absence decreases. | Remind staff in September INSET how important they are in achieving high standards in teaching and learning and also what an important role they play in a child’s personal development.  Support staff when they are unwell to come into school eg leaving at the end of the day when the children do.  Continue with low level incentives for good absence.  Staff have all been offered the flu vaccination this year. | Staff absence will decrease***.*** |
| To improve school attendance to 96% (currently around 93%) and decrease persistent absence (PA) to 10%. | Continued support from the Local Authority.  Continue to use rewards in school.  EBSA (emotional based school avoidance) training for all staff, allowing them to have the skills to support children who are reluctant to come to school.  Updated Attendance Policy to reflect new guidance and support.  Attendance for classes on weekly newsletter to raise the profile with parents.  Attendance Manager to complete training.  Regular meeting with key members of staff to support families. | Whole school attendance will increase and persistent absences will decrease. |
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| Although, behaviour is deemed outstanding, school does not have an explicit behaviour curriculum. | Staff training will take place in the spring term. A behaviour curriculum will be written and implemented by all staff. | The strong ‘behaviour culture’ will be further embedded with the children.  Children will be able to talk about the behaviour culture. |