



Bisley Blue Coat & Oakridge Parochial - School Development Plan 2022/23



Key Issue 1 (Quality of Education)

Improve the quality of education so that it is consistently good or better across the school.

Success Criteria

Intent

- Curriculum Statements across all areas will be clear, coherent and communicated effectively.
- Knowledge and skills progression within each subject will be clearly mapped out.
- The wider curriculum will be engaging, relevant and meet the needs of all the children.
- Timetables will be wide-ranging and cover all subjects.
- All subjects will be monitored effectively.
- Subjects will be linked to the new vision and values through clear policies.

Implementation

- Teachers will be confident of ARE in foundation subjects.
- The schools' assessment/tracking platform (Insight) will provide a clear picture of attainment and progress in identified subjects.
- Attainment and progress data shared with Governors.
- Foundation subjects will be developed further and be having a positive impact.
- The new EYFS curriculum framework will be taught effectively and will link more closely to the KS1/2 curriculum.
- The new SSP (Unlocking Letters & Sounds) will be rolled-out effectively.
- Younger children and those at the early stages of reading will gain the phonics knowledge and language comprehension necessary to read.
- Children will read widely and often, with fluency and comprehension appropriate to their age.
- Children's end-of-year assessments (July 22) will inform curriculum planning and address the gaps in their knowledge and skills.
- Gaps in learning will be regularly identified, updated and met through appropriate interventions.
- All pupils, particularly disadvantaged, SEND and vulnerable pupils, will be given the support needed.
- Handwriting and presentation expectations will be clear and of a high standard.
- 100% of lessons are good or outstanding and continuing professional development supports improvements in teaching and learning.
- Interventions will be effective and produce accelerated progress.

Impact

- **OPS:** The proportions of pupils achieving ARE+ in Reading, Writing and Maths in Y4 & Y5 will increase to national average or better.
[Note Y4: 4/7 SEN and 4/7 NSE Y5: 3/6 SEN & 2/6 NSE]
- **BBCS:** The proportions of pupils achieving ARE+ in Reading and Writing in Y3 will increase to national average or better [Note Y3: 4/10 SEN 2/10 NSE]
- **BBCS:** The proportions of pupils achieving ARE+ in Reading, Writing and Maths in Y4 & Y5 will increase to national average or better.
[Note Y4: 3/13 SEN & 5/13 NSE Y5: 2/8 SEN & 3/8 NSE]

Objectives	Specific Actions	Success Criteria	Person/s Responsible	By When	Specific Monitoring	Resource/ Cost
<p>Intent</p> <p>1.1 To deliver a broad, ambitious curriculum in all subjects.</p>	<p>Continue curriculum development within staff meetings across the year.</p> <p>Ensure all curriculum areas are timetabled.</p> <p>Write Subject Improvement Plans (SIPs) for each subject areas.</p> <p>Share and communicate the work undertaken with the wider community.</p>	<p>Curriculum Statements across all areas will be clear, coherent and communicated effectively.</p> <p>Knowledge and skills progression within each subject will be clearly mapped out.</p> <p>The wider curriculum will be engaging, relevant and meet the needs of all the children.</p> <p>Timetables will be wide-ranging and cover all subjects.</p> <p>All subjects will be monitored effectively.</p>	<p>HT Teachers Subject Leaders Governors</p>	<p>On-going</p>	<p>Staff meetings. SL monitoring (work scrutiny, learning walks).</p>	<p>Staff meeting time.</p>
<p>1.2 To align the school's curriculum policies to the schools' vision and values.</p>	<p>Write/review curriculum polices considering the vision and values of each school.</p> <p>Ensure equality objectives are included where appropriate.</p>	<p>Subjects will be linked to the new vision and values through clear policies.</p>	<p>HT Teachers Subject Leaders Governors</p>	<p>Summer 2023</p>	<p>Monitoring (work scrutiny, planning scrutiny, pupil voice) Gov meetings with staff</p>	<p>Staff meeting time. Governor time.</p>

<p>Implementation</p> <p>1.3 To develop an effective and consistent approach to assessment, including that of the foundation subjects.</p>	<p>Decide which subjects are appropriate for Insight. Continue to develop a simple tracking system for all subjects, including foundation subjects, across both schools.</p> <p>Further CPD on Insight.</p> <p>Teachers to attend core/foundation subject CPD as appropriate.</p> <p>Revisit foundation subjects, identifying opportunities to further develop them e.g. use of floor books.</p>	<p>Teachers will be confident of ARE in foundation subjects.</p> <p>The schools' assessment/tracking platform (Insight) will provide a clear picture of attainment and progress in identified subjects.</p> <p>Attainment and progress data shared with Governors.</p> <p>Foundation subjects will be developed further and be having a positive impact.</p>	<p>HT All staff</p>	<p>Dec 22 July 23</p>	<p>HT. Termly Governor monitoring.</p>	<p>Insight. Staff meeting time. Release time. Governor time.</p>
<p>1.4 To develop the EYFS curriculum and links with the KS1/2 curriculum.</p>	<p>Staff CPD and meetings with EYFS and other LA advisors (Cath Davenport, GCC)</p> <p>Identify planning opportunities for KS1/2 to build on the learning experiences in EYFS.</p>	<p>The new EYFS curriculum framework will be taught effectively and will link more closely to the KS1/2 curriculum.</p>	<p>All staff</p>	<p>Nov 22 On-going</p>	<p>Staff meetings. Governor visits.</p>	<p>Release time.</p>
<p>1.5 To continue the focus on early reading across the schools.</p>	<p>Staff CPD on the chosen SSP.</p> <p>Regular SL monitoring.</p> <p>Support e.g. team teaching where identified.</p> <p>Required resources ordered.</p>	<p>The new SSP (Unlocking Letters & Sounds) will be rolled-out effectively.</p> <p>Younger children and those at the early stages of reading will gain the phonics knowledge and language comprehension necessary to read.</p>	<p>SL. All teachers.</p>	<p>On-going.</p>	<p>Staff meetings. SL monitoring (work scrutiny, planning scrutiny, pupil voice)</p>	<p>Release time.</p>

	English leader to train in Reading for Pleasure.	Children will read widely and often, with fluency and comprehension appropriate to their age.				
1.6 Lesson delivery will be on the basis of the educational needs of the children.	<p>Effective use of regular formative assessment, used to inform a baseline, which is on-going (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work).</p> <p>Interventions will take place according to pupil needs, particularly disadvantaged, SEND and vulnerable pupils.</p> <p>Provision maps and MyPlans updated regularly.</p>	<p>Children's end-of-year assessments (July 22) will inform curriculum planning and address the gaps in their knowledge and skills.</p> <p>Gaps in learning will be regularly identified, updated and met through appropriate interventions.</p> <p>All pupils, particularly disadvantaged, SEND and vulnerable pupils, will be given the support needed.</p>	<p>Teachers SLs</p> <p>Teachers Support staff</p>	<p>On-going</p> <p>On-going</p>	<p>Pupil discussions. Work scrutiny. Learning walks. Link governor.</p> <p>Pupil Progress Meetings. Staff discussions. Learning walks. Work scrutiny. Assessment data. HT reporting to FGB.</p>	<p>PPA time. Governor time.</p> <p>TA costs.</p>
1.7 To ensure there are high expectations of children's handwriting and presentation.	<p>Implement chosen handwriting scheme ensuring clear progression i.e. Twinkl.</p> <p>Staff meetings to review/monitor standards in books.</p> <p>Regular reminders to pupils and stress the importance of handwriting presentation in all work e.g. assemblies.</p> <p>Regular monitoring and feedback of pupil's work. Display high quality work.</p>	Handwriting and presentation expectations will be clear and of a high standard.	<p>HT Teachers SLs</p>	Termly	<p>Staff meeting sessions. Governor book scrutiny and pupil voice exercises.</p>	<p>Staff meeting time. Governor time.</p>

<p>1.8 To further improve the quality of teaching and learning.</p>	<p>A rigorous monitoring schedule to be put in place.</p> <p>Regular CPD and monitoring of lessons and interventions. Support from relevant outside agencies.</p> <p>Performance Appraisal to be clear, with high expectations of targets set.</p>	<p>100% of lessons are good or outstanding and continuing professional development supports improvements in teaching and learning.</p> <p>Interventions will be effective and produce accelerated progress.</p>	<p>HT Subject Leaders SENCO Governors</p>	<p>On-going</p>	<p>Learning observations. Pupil Progress Meetings. Book scrutiny. Planning monitoring. Appraisal targets. Pupil voice. HT/Governor discussions.</p>	<p>CPD budget. Time.</p>
<p>Impact</p> <p>1.9 OPS To raise attainment in Reading, Writing and Maths in Y4 and Y5.</p> <p>BBCS To raise attainment in Reading and Writing in Y3.</p> <p>To raise attainment in Reading, Writing and Maths in Y4 and Y5.</p>	<p>Quality intervention work by support staff, overseen by teaching staff, with clearly identified children from PPMs.</p> <p>Rigorous and robust monitoring of attainment and progress: English & Maths Leaders to monitor planning and undertake learning observations.</p> <p>Regular staff CPD.</p> <p>English Hub & GLOWMaths project to continue to ensure writing is developed and maths mastery is embedded across the school.</p>	<p>OPS The proportions of pupils achieving ARE+ in Reading, Writing and Maths in Y4 & Y5 will increase to national average or better. [Note Y4: 4/7 SEN & 4/7 NSE Y5: 3/6 SEN & 2/6 NSE]</p> <p>BBCS The proportions of pupils achieving ARE+ in Reading and Writing in Y3 will increase to national average or better. [Note Y3: 4/10 SEN & 2/10 NSE]</p> <p>The proportions of pupils achieving ARE+ in Reading, Writing and Maths in Y4 & Y5 will increase to national average or better. [Note Y4: 3/13 SEN & 5/13 NSE Y5: 2/8 SEN & 3/8 NSE]</p>	<p>HT. SENCO. Subject Leaders. Class Teachers. Intervention staff. Governors.</p>	<p>Termly</p> <p>Termly</p> <p>Half-termly</p>	<p>Pupil Progress Meetings. Monitoring the quality of interventions. Data analysis of Provision Maps. Reports to FGB. Learning observations/walks. Pupil conferencing.</p> <p>SLs to monitor progress through work undertaken with English & Maths Hubs</p>	<p>Time. Insight. Staff and Governor meeting time.</p> <p>English/ Maths HUB funding.</p>

Key Issue 2 (Behaviour & Attitudes)

To further improve behaviour and positive attitudes to learning.

Success Criteria

- Children will have very positive attitudes to their learning and their conduct in and around the school.
- Children’s resilience will improve, seeing mistakes as an opportunity rather than a failure.
- The school has high expectations for children’s’ behaviour and conduct, which are commonly understood and applied consistently and fairly.
- Attendance and punctuality will improve to current national average or above.
- Children will make good and better academic progress.

Objectives	Specific Actions	Success Criteria	Person/s Responsible	By When	Specific Monitoring	Resource/ Cost
2.1 To further develop positive attitudes to learning within the whole community.	<p>Regular review of behaviour and strategies implemented across the school through staff meetings/discussions.</p> <p>PHSE lessons/opportunities are seized to encourage perseverance.</p> <p>Consistent reminders of expectations (review of uniform, haircuts, hair dyes etc.)</p> <p>Regular reminders to parents of the need for good attendance and punctuality in order to support other areas of learning e.g. resilience, positive behaviour and attitudes.</p> <p>Discussions and support for families to help promote good attendance and punctuality.</p>	<p>Children will have very positive attitudes to their learning and their conduct in and around the school.</p> <p>Children’s resilience will improve, seeing mistakes as an opportunity rather than a failure.</p> <p>The school has high expectations for children’s’ behaviour and conduct, which are commonly understood and applied consistently and fairly.</p> <p>Attendance and punctuality will improve to current national average or above.</p> <p>Children will make good and better academic progress.</p>	<p>Teachers. Governors.</p> <p>All staff. Parents/ carers</p>	Ongoing	<p>Learning walks and observations.</p> <p>Governors termly visit.</p> <p>Work scrutiny exercises.</p> <p>Pupil voice activities.</p>	Time.

Key Issue 3 (Personal Development)

To develop a school community that enables pupils' personal development to thrive.

Success Criteria

- Staff will feel confident in dealing with any mental health issues and signposting opportunities will be clear.
- Children will be identified and then well supported with any mental health & wellbeing concerns.
- Both schools will have a qualified Mental Health Lead.
- Sustainability and care for the environment continue to have a prominent place within each school.

Objectives	Specific Actions	Success Criteria	Person/s Responsible	By When	Specific Monitoring	Resource /Cost
3.1 To ensure children are aware of the need to eat healthily, along with taking regular exercise, to keep physically and mentally healthy.	<p>Review breakfast club options.</p> <p>Competitions/workshops.</p> <p>School assemblies to take place to show importance of healthy eating.</p> <p>Explore resources, including outside agencies, to support curriculum within the classroom.</p> <p>Clarification with parents about acceptable 'birthday treats' and snacks.</p> <p>Continue engaging children in PE/sports within the curriculum and in extra-curricular activities.</p>	<p>Children and families will be more engaged in eating healthy foods and living healthy lifestyles.</p>	<p>Link Governor.</p> <p>All staff.</p> <p>Parents.</p> <p>Children.</p>	<p>Autumn term 22</p> <p>Ongoing</p>	<p>Breakfast club options.</p> <p>Morning snacks.</p> <p>Lunchboxes.</p> <p>Meal registers.</p>	<p>Staff time.</p> <p>Governor time.</p>
3.2 To continue to make provision for pupils' mental health and wellbeing.	<p>Staff CPD on a range of mental health areas.</p> <p>Mindfulness Matter workshops to continue.</p> <p>HT to complete Mental Health Lead training.</p>	<p>Staff will feel confident in dealing with any mental health issues and signposting opportunities will be clear.</p> <p>Children will be identified and then well supported with any mental health & wellbeing concerns.</p> <p>Both schools will have a qualified Mental Health Lead.</p>	<p>All staff</p> <p>HT</p> <p>SENCO</p>	<p>Ongoing</p> <p>Autumn term 22</p>	<p>Staff meetings.</p> <p>Planning.</p> <p>Pupil voice.</p> <p>Referral notes.</p> <p>Powerpoint presentations.</p>	<p>Staff meeting time.</p>

	<p>Continue being part of the Gloucestershire Neurodiversity project.</p> <p>School assemblies and lessons (visitors) to promote sustainability.</p> <p>Re-establish pupil Eco Committees and work towards school Eco Award.</p>	<p>Sustainability and care for the environment continue to have a prominent place within each school.</p>		<p>Ongoing</p>		
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Key Issue 4 (Leadership and Management)

To monitor and evaluate the school's performance robustly, ensuring all areas of school development are effective.

Success Criteria

- The new schools' vision and values statements will be launched successfully across both communities.
- Schools will have an increasing number of children on roll.
- BBCS website will be launched successfully and be fully compliant.
- Websites will be engaging and communicate the latest news and information effectively.
- OPS 150th anniversary will be a success and celebrated by the whole community.
- Governors will be more widely aware of the development of different subject areas and monitor at appropriate times of the year.
- Governor monitoring will be wider and include learning walks, work scrutiny, pupil voice etc.
- Governors will be well informed of the needs and impact of staff CPD.
- Staff will fully support monitoring activities.
- Energy savings will be made across each school.
- All teachers and middle/subject leaders will be confident in their roles to contribute to SEND & curriculum development in a rigorous and robust way.
- Leaders will develop strong leadership & management skills and will be well informed on current good practice. They will effectively develop and monitor all areas of the curriculum.
- Teachers and support staff will receive quality CPD and demonstrate good and outstanding practice in teaching and learning.

Objectives	Specific Actions	Success Criteria	Person/s Responsible	By When	Specific Monitoring	Resource/ Cost
4.1 To promote the reviewed Vision and Values across the school communities.	Stakeholder sharing of new vision and values statements. Hold a school Values Day, inviting parents. Update websites to include more local detail.	The new schools' vision and values statements will be launched successfully across both communities.	All staff. Governors. Parents.	Dec 22	Governor meetings. Governor visits. Parent voice captured.	Time.
4.2 To ensure each school has a high profile across the community and beyond.	Assign a governor to work alongside the HT for marketing ideas. Launch of new BBCS website.	Schools will have an increasing number of children on roll. BBCS website will be launched successfully and be fully compliant.	HT/Governor	Autumn term 22 Autumn term 22	Community voice. Internet searches. Email and telephone enquiries. Compliance checklists.	Marketing budget 2 x £1,000.

	<p>Both websites to be regularly updated.</p> <p>Local newspaper/parish magazine articles. Banners prominently placed around the community. New school leaflets printed. Social media profile created.</p> <p>Celebration of OPS 150th anniversary (e.g. tea party, church service etc.)</p>	<p>Websites will be engaging and communicate the latest news and information effectively.</p> <p>OPS 150th anniversary will be a success and celebrated by the whole community.</p>	OSA and Trust	Autumn term 22		OSA/Trust funds
4.3 To include a variety of approaches to governor monitoring activities.	<p>SLs and link core Governors to set out an appropriate meeting/monitoring schedule across the year.</p> <p>M&E overview will include governor visits, which will in turn have a range of monitoring approaches.</p> <p>Meetings with SLs, teachers and support staff (through monitoring exercises) will cover CPD needs and include feedback from any prior training.</p>	<p>Governors will be more widely aware of the development of different subject areas and monitor at appropriate times of the year.</p> <p>Governor monitoring will be wider and include learning walks and observations, work scrutiny, pupil voice etc.</p> <p>Governors will be well informed of the needs and impact of staff CPD.</p>	Governors. HT. All staff.	Termly	<p>Learning walks. Learning observations. Work scrutiny. Pupil voice activities. Meetings with SLs. Meetings with all staff.</p>	Governor and SL time.
4.4 To investigate how energy efficient savings may be made across the school.	<p>Investigate roofing insulation and double-glazing.</p> <p>Seek professional advice with Diocese/GCC/contractors.</p> <p>EPC certificates for both schools (if required).</p>	Energy savings will be made across each school.	Resources Committee. HT. Office managers.	Spring term 23	Resource committee and FGB meeting minutes.	Capital budget. Any grant funding.

	Costings obtained for insulation on top of the outside classrooms (BBCS).					
4.5 To continue to promote and widen leadership roles.	<p>All teachers, including middle/subject leaders and SENCO, will share responsibility of curriculum subjects and attend relevant training to support curriculum development and wider initiatives.</p> <p>Shared good practice of teaching and learning across both schools with everyone contributing to each other's professional development.</p> <p>CPD opportunities will be promoted for all staff across both schools.</p>	<p>All teachers and middle/subject leaders will be confident in their roles to contribute to SEND & curriculum development in a rigorous and robust way.</p> <p>Leaders will develop strong leadership & management skills and will be well informed on current good practice. They will effectively develop and monitor all areas of the curriculum.</p> <p>Teachers and support staff will receive quality CPD and demonstrate good and outstanding practice in teaching and learning.</p>	<p>HT. Middle & Subject Leaders. All staff.</p> <p>Subject leaders. All staff.</p> <p>All staff</p>	<p>July 23</p> <p>Ongoing</p> <p>On-going</p>	<p>Termly Governor monitoring. Governors' appraisal of Headteacher. Learning Walks, book scrutiny & AfL.</p> <p>Headteacher's report to Governors. Staff meetings. Curriculum folder monitoring.</p> <p>Performance Appraisal meetings. Mentoring meetings. HT report to Performance Appraisal Group.</p>	<p>Release time. CPD/supply budget. Curriculum budgets.</p> <p>Time.</p> <p>CPD budget.</p>
4.6 To continue with the robust approach in the way the Governing Body monitors and evaluates the school's performance.	<p>Governing Body to track progress/impact of the School Development Plan through HT reports/FGB and Committee meetings/visits/data.</p> <p><u>Examples of Reporting</u> Pupil Premium, Sports Premium, staff appraisal, T&L observations, Data (ASP), School Development Plan progress.</p>	<p>Governors will have secure knowledge and understanding of how well the school performs and hold school leaders to account through:</p> <ul style="list-style-type: none"> Robust governor monitoring and accountability across all areas of responsibility (incl. SDP) Middle/Subject Leader feedback to the FGB <p>The impact of the School Development Plan will be measured and evaluated.</p>	<p>Headteacher Governing Body. Middle & Subject Leaders.</p>	<p>Termly</p> <p>Ongoing</p>	<p>Headteacher's report to Governors. Questions in GB meetings. Governor monitoring visits. Discussions with pupils where appropriate.</p>	<p>Governor Committee /FGB time.</p> <p>Governor monitoring time.</p>