

# Bells Farm Primary School

## School Development Plan

The aim of this plan is to:

1. Set out the strategy and development planning for the three years from 2016 – 19, reviewing progress to date;
2. Set out the specific action plans for the year ahead - Year 2: 2017 – 2018.

*Enjoying our learning...*

*...aiming for excellence.*

## **Bells Farm Primary School: Overview of School Development Plan**

Our School Development Plan is based on objectives reached by self-evaluation. The priorities identified in this school development plan have arisen from a number of different documents and audits. This includes:

- Identifying key issues to help us achieve our vision and aims
- Monitoring and Updating that has taken place within the Self Evaluation Form
- Results from parent and pupil questionnaires,
- Staff Inset
- Key issues from RAISE on line, Birmingham's key data and school tracking information
- Taking into account local and national initiatives

These processes have identified our main priority for improvement: they are organised into the key priorities from the current Ofsted framework

The school's long-term plan is designed to ensure our vision is developed, and that children and staff are given the time and space to achieve excellence. In order to continually improve, we do not propose to focus on doing extraordinary things: we propose to do ordinary things, extraordinarily well.

The medium term plan that follows detail the actions for year 1: 2017-2018. These actions will be widely distributed between staff members, and form the basis of the leadership team's action plans, which are subject to annual scrutiny by the Curriculum and Standards Committee – a sub-committee of the Governing body. The annual medium term plan will be subject to termly review by the school leadership group, and annual review by the Curriculum and Standards Committee. Through the Governing Body's tracking tool, the role of the Governing body in holding the school's leadership to account will be directly linked to the SDP.

Each section will have a progress report and GB tracking tool, which will be updated half termly. The School Development Plan is our prime tool in ensuring purposeful budget planning for the future. It sets out our priorities and our strategic planning to improve upon our past best.

The current level of classroom support has been re-distributed in certain key areas to support the raising of standards and attainment. Leadership and management time, and PPA time will be built into the timetable, and plans are in place to ensure that the quality of education is maintained during these times.

Statutory appraisal procedures will continue in September/October 2017 for all staff. The performance management objectives will be set in September/October following the statutory audit of performance. The objectives will be set to support school development objectives including raising standards of achievement in core subjects. Teachers and support staff will be made aware that their new challenging targets will need to be met for them to qualify for progression on the locally agreed pay scale.

## **School Vision:**

### **We believe that every pupil in Bells Farm is entitled to:**

- ❖ be safe, secure and happy in a school environment which has their welfare, safety and education at the heart of everything it does;
- ❖ grow and learn in a values - based community which fosters care, respect, and tolerance in all and for all members of the school community;
- ❖ the best possible opportunities to achieve against personal goals and national expectations;
- ❖ the highest quality teaching which allows them to enjoy and achieve the best in their learning;
- ❖ a broad and rich curriculum at every stage of their school life;
- ❖ encouragement to develop as well-rounded individuals and independent learners for life, assessing and evaluating their learning as they work towards their goals.

## **Context in 2017-18**

Bells Farm Primary school is a smaller than average sized primary school, with similar percentages of girls and boys. A large majority of pupils come from a White British background. There are 24 known ethnic groups, with the majority being White British at 66%, and the largest Ethnic minority single group being White and Black Caribbean at 4.78%. The school has for the past two years (since the changes in statutory assessments for Key Stage 1 and 2) demonstrated standards which are broadly in line or slightly higher than national expectations; in the two years prior to this standards had improved from being broadly in line with national in all but the higher levels, to being in line or higher than national in all aspects. Early years Foundation stage progress has been good from low starting points for the past three years, with a higher percentage of children compared to national showing a good level of development. The proportion of pupils with special educational needs and/or disabilities is slightly higher than national levels, standing at 20%. The proportion of pupils known to be eligible for free school meals at any time in the past 6 years is well above average and has been over 55% in the past three years. The proportion of pupils joining and leaving the school at times other than is usual is above that seen nationally. The school is in an area of high deprivation with a school index of deprivation figure of 0.44 compared to the national figure of 0.24 for 2016.

## **Changes since the last Ofsted inspection**

- The school has undergone significant changes in staffing. There was a new head teacher with effect from September 2013 following the resignation of the previous head in March, and the subsequent acting head teacher post occupied by the substantive deputy during the summer term 2013. There was also a new assistant head teacher with effect from September 2013. Of the eight class teachers in place for the inspection in 2011, none remain.
- The SLT consisting of head, deputy and two assistant heads have all been new to post since September 2013.
- The Children's Centre ceased operation in March 2013. The nursery is now managed by the school is financed by Nursery Education Funding – 15 hours per child. The school has retained the positions of Family Support Co-ordinator.

## LONG TERM STRATEGIC SCHOOL DEVELOPMENT PLAN - 2016-19

Key priority	1 <sup>st</sup> Year intended outcomes 2016-2017	2 <sup>nd</sup> Year intended outcomes 2017-2018	3 <sup>rd</sup> Year intended outcomes 2018-2019	Overall stated aims
<b>Effectiveness of leadership and management</b>	<p>Distributed senior and middle leadership, <b>together with the Governing Body</b> are successful and rigorous in all areas of school, sharing and developing expertise, in order to collectively achieve SDP objectives, and meet criteria of outstanding.</p> <p><b>GB and leadership team work effectively to track and evaluate the development of the school, through a strategic approach to planned communication between governors and staff.</b></p> <p>All teachers take responsibility for an area of leadership</p>	<p>Leaders, <b>governors</b> and staff at all levels share and develop expertise and are able to self- and peer - assess effectiveness, to continue to drive the school forward.</p>	<p>Accountable and effective leadership at all levels in school and <b>on the Governing Body</b> continue to operate at an outstanding level and challenge previous best.</p>	<b>A clearly structured and highly experienced leadership team of staff and governors, work with clarity of expectations and accountabilities, to secure the best possible outcomes for pupils.</b>
<b>Quality of teaching</b>	<p>Quality of teaching and learning continues to improve in line with individual teachers' pay scales, so that all teachers are consistently good or better over time, and the teaching staff collectively work to outstanding criteria. Teachers reflect on practice and identify their professional development needs to improve their teaching skills. They support their teaching assistants to do the same, as part of their remit to effectively deploy teaching assistants.</p> <p>Monitoring of cycles of teaching and learning continue to include peer engagement in formal and informal lesson study, and other relevant CPD, with each teacher viewing the cycle as a</p>	<p>Quality of teaching and learning continues to improve in line with individual teachers' pay scales, and teachers improve their quality of teaching through reflection on the monitoring/CPD cycles, including supporting TAs to do the same. The quality of teaching is judged to be outstanding over time.</p> <p>Teachers have a clear view of what they need to do and how they need to develop professionally to improve the quality of their teaching. Teachers continue to develop a learning community to secure the best possible outcomes for children.</p>	<p>Quality of teaching and learning continues to improve in line with individual teachers' pay scales, so that all teaching is good or better, all teachers have shown potential to be outstanding over time, and the overall quality continues to be judged as outstanding</p> <p>All teachers play an increasing role in peer support and coaching and mentoring of each other and teaching assistants in order to develop a learning community to secure the best possible outcomes for children.</p>	<b>Children's entitlement to the best quality learning experiences within a broad and rich curriculum is supported by increasing consistency in good or better teaching.</b>

	<p>tool for professional improvement rather than a management accountability exercise.</p>			
<p><b>Personal development, behaviour and welfare</b></p>	<p>Children are, and feel, safe and happy at school and are confident to report anything in or out of school which causes them concern, because they recognise the school's open culture and trust the adults in school to support and help them.</p> <p>Children behave well, are becoming more self-disciplined and understand why the class and school rules are important to ensure safety and well-being.</p> <p>Incidences of low-level disruption are reduced over the year.</p> <p>All members of the school community are clear about restorative justice and practise the strategies introduced in order for the safety and well-being of all to be optimised.</p> <p>All members of the school community are clear about what they must do to keep themselves safe and healthy and what they can do to prevent others from having their health and safety breached.</p> <p>Staff and children work together to develop behaviours for learning so that children demonstrate ownership of learning, independence and are motivated to learn.</p> <p>Pupils' spiritual, moral, social and cultural development equips them to</p>	<p>Children continue to be, and feel, safe and happy at school and are confident to report anything in or out of school which causes them concern.</p> <p>Children's behaviour is exemplary through self-discipline against a thorough understanding and ownership of class and school rules. Rewards and sanctions systems are regularly reviewed and evaluated with children to ensure they remain fit for purpose.</p> <p>Incidences of low level disruption are rare.</p> <p>All members of the school community consistently practise restorative justice in order for the safety and well-being of all to be optimised.</p> <p>Children take greater responsibility for sharing information about how to keep themselves safe and healthy and what they can do to prevent others from having their health and safety breached</p> <p>Behaviours for learning continue to become embedded in day to day school life, and have an observable impact on learning and progress.</p> <p>Pupils' spiritual, moral, social and cultural development equips them to develop further as thoughtful, caring and active citizens in school and in wider society.</p>	<p>Personal development, behaviour and welfare continue to be consistently outstanding: children can articulate why and how the school is a safe and happy place to learn.</p> <p>Children's impeccable conduct continues to reflect the school's effective strategies to promote high standards of behaviour. For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour through the application and understanding of restorative justice.</p> <p>Incidences of low level disruption are rare.</p> <p>There is a thorough and deep understanding of how to keep safe and healthy and how to support others from having their health and safety breached.</p> <p>Behaviours for learning are embedded into day to day school life, and the impact on learning and progress is fully recognised and able to be articulated by pupils.</p>	<p><b>Pupils are confident, self-assured learners, able to make the connection between excellent conduct and excellent learning. The resulting attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. They are equipped to make positive contributions to school and wider society.</b></p>

	<p>begin to develop as thoughtful, caring and active citizens in school and in wider society.</p> <p>Pupils with poor attendance and punctuality show improvement through positive home school liaison.</p> <p>All of the above bring about improvement so that personal development, behaviour and welfare is judged as at least moving towards outstanding.</p>	<p>Excellent and improving attendance remains on target for all groups of children and individual children.</p> <p>As a result of the above, personal development, behaviour and welfare is judged to be consistently outstanding.</p>	<p>Pupils' spiritual, moral, social and cultural development equips them fully to be thoughtful, caring and active citizens in school and in wider society.</p> <p>Excellent and improving attendance remains on target for all groups of children and individual children.</p>	
<b>Outcomes for pupils</b>	<p>Good and outstanding teaching, with a mastery approach, secures the individual progress required and expected for each pupil to allow standards to continue to rise. As a result, standards rise at least in line with national expectations – exceeding all measures of floor standards.</p>	<p>The majority of children in all year groups work at least at age related expectations and can demonstrate a deeper understanding in aspects of their learning. There are increasing proportions of pupils able to work at greater depth. As a result, standards continue to rise.</p>	<p>Children continue to work at least at age related expectations to ensure that high standards are maintained. The proportion of pupils demonstrating work at a greater depth has increased at least in line with national.</p>	<p><b>Most children make at least expected progress and the majority work at least at age related expectations, resulting in progress and attainment exceeding national expectations.</b></p>

## Key priorities for 2017 - 18

Effectiveness of leadership and management

1. Strengthen the effectiveness of the leadership team and the governing body as they work together towards securing outstanding overall effectiveness of the school.

Quality of teaching, learning and assessment

2. Increase the proportion of good or better teaching, giving children ownership of their learning, and developing an authentic learning community in which all stakeholders strive for excellence in teaching and learning.

Personal development behaviour and welfare

3. Maintain outstanding behaviour and personal development of children with a priority focus on their welfare and safety, and a focus on maximising the personal development and welfare of the most vulnerable children.

Outcomes for children and learners

4. Raise standards for all groups of pupils so that the proportion attaining and exceeding the expected levels in English and mathematics at the end of each year, and the proportion of pupils in Foundation stage reaching a good level of development are in line with or exceed all measures of national standards, and the gap between groups is significantly narrowed or closed.

# Staffing structure 2017-18

# Bells Farm Primary School Staffing Structure 2017 - 18

