



BJS Federation of Schools Working Document Development Plan 2022 – 2023

Priority 1	To ensure the intent and implementation of our curriculum is sharply focussed on addressing the teaching and learning gaps created by the school closure period as a result of the COVID-19 pandemic by supporting pupil wellbeing, developing aspiration, creating memorable learning experiences and embedding an online learning approach to teaching and learning .
Priority 2	To ensure the intent of our catch-up strategy is sharply focussed on Reading and the development of reading skills to enable access to the wider curriculum. Including a focussed approach to closing the vocabulary gap and the teaching of phonics.
Priority 3	To raise pupil attainment and accelerated progress for the most vulnerable learners and to ensure that progress of key groups is in line with or above Lambeth and national standards.
Priority 4	To strengthen the capacity and effectiveness of leadership and management across the Federation with a sharp focus on the development of middle leadership.
Priority 5	To secure the overall quality of provision as good and outstanding.

Key: TLW (Teaching Learning Wellbeing Committee), SLT (Senior Leadership Team), MT (Management Team), ESL (English Subject Leader), MSL (Maths Subject Leader), CT (Class Teacher), SDP (School Development Plan), SEF (Self-Evaluation Form), GB (Governing Board), SIA (School Improvement Advisor), HoS (Head of School), BPS (Bonnevill Primary School), JPS (Jessop Primary School), SPS (Stockwell Primary School), SL (Subject Leaders).

School Development Plan 2022-2023

Our School Development Plan

Bonneville

Judged as 'Good' by Ofsted in 2012. Fundamental changes since include, HT appointment (2015), Chair of Governors (2016) and Hard Federation (2021).

Jessop

Judged as 'Outstanding' by Ofsted in 2012. Fundamental changes since include, Partnership arrangement (2019), dissolving of JS Federation (2021), appointment of new Executive Headteacher (2021), Chair of Governors (2021) and BJS Federation (2021).

Stockwell

Judged as 'Requires Improvement' by Ofsted in 2019. Fundamental changes since include, Partnership arrangement (2019), dissolving of JS Federation (2021), appointment of Executive Headteacher (2021), Chair of Governors (2021) and BJS Federation (2021).

The school development plan runs from September to July. The document must be reviewed with knowledge of each schools starting point, in order to monitor progress.

This plan has been compiled with the aim of ensuring that the priorities identified will improve the overall effectiveness of the school, providing for the needs of all children spiritually, socially, morally, physically and academically, thereby having a positive impact on the life chances of our children when they leave.

All stakeholders in the school will be informed of the development priorities outlined in the plan with regular opportunities for discussion and consultation, where appropriate, to ensure clarity and transparency which will lead to maximum impact.

The school development plan will be referred to regularly by all stakeholders and the Executive Headteacher will hold a central copy which will be updated and the RAG rating (Red, Amber, Green) adjusted accordingly as follows:

Red	Red indicates that the area for development has not yet been addressed. This could be as it has been deemed as a lower priority; training, equipment or funding is not yet available to allow this aspect to be started; or it is planned for a different part of the academic year/projected timeline of the school development plan.
Amber	Amber indicates that the aspect of the school development plan has been started and is currently being delivered throughout the appropriate area of the school. During this stage, it will be continually monitored and the progress measured.
Green	Green indicates that this aspect of the school development plan has been successfully implemented and the success criteria has been met. Continued monitoring of this aspect will ensure the sustained development and impact that this is having on the quality of education a child receives within the school and will be adopted into the maintenance plan or a specific member of staff's responsibility as appropriate.

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Priority 1: To ensure the intent and implementation of our curriculum is sharply focussed on addressing the teaching and learning gaps created by the school closure period as a result of the COVID-19 pandemic by supporting pupil wellbeing, developing aspiration, creating memorable learning experiences and embedding an online learning approach to teaching and learning .

- Ensure assessments establish learning lost or rusty and disused to inform interventions, planning and identify GAPS
- Ensure planned coverage of the curriculum is accurately plugging GAPS in pupil knowledge
- Ensure CPD enabled teachers to support online learning
- Ensure parents have what they need to support home learning
- Ensure children’s emotional wellbeing supports their ability to thrive at school
- Ensure PSHE curriculum accurately supports pupils to understand and rationale the school closure period

Ensure the intent of the curriculum is diverse, broad and balanced and is well embedded across the school

Rationale:

Objective	Success Criteria/Actions	Lead Person(s)	Start Date	Resources/CPD	Monitoring	RAG	RAG	RAG
a) Ensure planned coverage of the curriculum is accurately plugging GAPS in pupil knowledge.	From a review of the Summer Term, Subject leaders will have mapped out adjustments to the curriculum content for the year.	EHT/HoS MT	Autumn 22	Internal training	EHT SIA HoS TLW	BPS	JPS	SPS
b) Ensure CPD continues to enable teaching to support online learning.	Online learning policy will be in place. Teachers will be trained in the use of Google Classrooms.	EHT/HoS/FKB	Autumn 22	Internal training	EHT SIA HoS TLW			
c) Ensure parents have what they need to support home learning.	Parent Workshops across the curriculum will be delivered by Subject Leaders throughout the year. Digital learning platforms to support the teaching and learning of reading, phonics and homework will continue to be in place.	HoS/MT	Autumn 22		EHT SIA HoS TLW			

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	Leaders will actively engage in parent feedback to order to improve parental involvement from workshops.							
d) Ensure children's emotional wellbeing supports their ability to thrive at school.	<p>Leuven scale assessments will continue to inform approaches to support pupil wellbeing.</p> <p>Zones of Regulation will actively support pupils to self-assess their wellbeing, making positive adjustments.</p> <p>The diverse curriculum will be evident in pupil outcomes and classroom environment.</p>	AHT INC	Autumn 22	Internal training	EHT SIA HoS TLW			
e) Ensure PSHE curriculum accurately supports pupils to understand and rationale the school closure period.	<p>PSHE curriculum will be reviewed.</p> <p>RSE curriculum document will be implemented.</p>	AHT INC	Autumn 22	Internal training	EHT SIA HoS TLW			
f) Ensure the intent of the curriculum is diverse, broad and balanced and is well embedded across the school.	<p>Standards across the curriculum will be consistent.</p> <p>School drivers will be planned for in Medium Term plans.</p> <p>Representation across the curriculum across the year will be evident in pupil books and learning environment.</p>	HoS/MT	Autumn 22	Internal training	EHT SIA HoS TLW			

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g) Ensure pupil whole school attendance is above the National expectation at 95%+								

Priority 2: To ensure the intent of our catch-up strategy is sharply focussed on Reading and the development of reading skills to enable access to the wider curriculum. Including a focussed approach to closing the vocabulary gap.

- Embed a process to the teaching of reading through guided reading lessons, (text meaning/word finders, retrieval, inference, layout/text features, opinion)
- Embed an approach to the teaching of vocabulary across the curriculum to tackle capital cultural GAPS, informed by the Alex Quigley word list
- Ensure all staff have received phonics training and a program of support is in place for staff new to phonics
- Ensure that phonic prompts/ displays are present throughout the key stages so that pupils in Ks2 apply to spelling
- Ensure the cross curricular application of phonics is cross referenced with emphasis on vocabulary
- Ensure that Phonics groups in Kst1 are implemented and resourced with outcomes tracked and monitored

Ensure that Y1 outcomes in phonics screening remain above national average

Rationale:

Objective	Success Criteria/Actions	Lead Person(s)	Start Date	Resources/CPD	Monitoring	RAG	RAG	RAG
						BPS	JPS	SPS
a) Further embed a process to the teaching of reading in ks1 aligned to KS2 through guided reading lessons, (text meaning/word finders, retrieval, inference, layout/text features, opinion).	Approaches to the whole class teaching of reading will be on a weekly cycle and consistent across the school. End of year outcomes in reading will be in line with National and above.	ESL/SL EYFS KS1	Autumn 22	Internal training	EHT SIA HoS TLW			
b) Phonics Lead will maintain training and promote the culture of reading across the Federation.	Teachers accurately know the end of Yr1 outcomes in order to sharpen their focus on how they support children who may not meet the end of the term expectations.	Phonics Lead	Autumn 22	Newly purchased (Summer 2022)	EHT SIA HoS TLW			

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<p>c) To ensure the schools have the resources they need for a reading focussed approach to accessing the wider curriculum.</p>	<p>To audit phonics resources.</p> <p>To purchase resources so that reading books are aligned to the phonics knowledge of pupils.</p> <p>Approaches (stage not age) will be consistent across EYFS & KS1 and across KS2 with a focus on spelling.</p> <p>KS2 will resource with an awareness for the children joining the school in yr3+.</p> <p>Delivery of workshops for parents to support pupil progress from their starting point (half termly/termly) as appropriate.</p> <p>Phonics training will be embedded in induction processes for new staff.</p> <p>Phonics focussed learning walks/observations.</p> <p>Phonics groups are established and sessions are delivered as per requirements of scheme.</p>							
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<p>d) Further embed an approach to the teaching of vocabulary across the curriculum to tackle capital cultural GAPs, informed by the academic word list.</p>	<p>Outcomes of vocabulary teaching will be evident in <u>all</u> pupil books.</p> <p>Vocabulary lists will be mapped out across the curriculum.</p> <p>Teachers will be trained in the teaching of vocabulary.</p> <p>Key vocabulary for each subject will be evident in classrooms and on knowledge organisers.</p> <p>Children will know the word of the week and be able to say the meaning.</p> <p>Vocabulary rich environments will be evident across the school.</p>	<p>English SL</p> <p>Topic SL</p> <p>Maths SL</p> <p>Science SL</p> <p>Spanish SL</p>	<p>Autumn 22</p>	<p>Internal training</p> <p>KS/SL budgets</p>	<p>EHT</p> <p>SIA</p> <p>HoS</p> <p>TLW</p>			
<p>e) Ensure that phonic prompts/ displays are present throughout the key stages so that pupils in Ks2 apply to spelling.</p>	<p>Phase 5 phonics displays are up in all KS2 classrooms, with resources on tables.</p> <p>Phonics displays in all EYFS & KS1 Classrooms.</p> <p>Teachers across the schools are observed for children to apply their phonics skills in reading & spellings.</p>	<p>ESL</p> <p>Senior Leads</p>	<p>Autumn 22</p>	<p>Internal training</p>	<p>EHT</p> <p>SIA</p> <p>HoS</p> <p>TLW</p>			

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f) Ensure that Y1 outcomes in phonics screening remain above national average.	Year 1 outcomes in Phonics screening are above the national average at 90+ in all schools. Current yr 2 phonics catch up strategy will lead to outcomes above National.	ESL AHT KS1	Autumn 22	Internal training	EHT SIA HoS TLW	90%+	90%+	90%+
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Priority 3: To raise pupil attainment and accelerated progress for the most vulnerable learners and to ensure that progress of key groups is in line with or above Lambeth and national standards.

- Ensure pupils' attainment exceeds national averages in reading, writing, SPaG and maths.
- Ensure the differing needs of the different groups of learners are accounted for in lessons and planning.
- Greater ownership of data supported by the school systems e.g. Classroom monitor
- Embedding a range of effective teaching strategies to ensure high quality pupil outcomes

Ensure intervention target are SMART and reviewed on a 3 weekly cycle

Rationale:

Objective	Success Criteria/Actions	Lead Person(s)	Start Date	Resources/CPD	Monitoring	RAG	RAG	RAG
						BPS	JPS	SPS
a) Ensure pupils' attainment exceeds national averages in reading, writing, SPaG and maths. Summer 2022 <u>BPS</u> M 93% (33%), R 84% (56%), SPAG 84% (40%), W 81% (20%), Com 79% (20%) <u>JPS</u> M 77% (25%), R 84% (33%), SPAG 81% (40%), W 86% (35%), Com 70% (23%) <u>SPS</u>	Pupil outcomes at the end of keys stage 2 exceed national average in core subjects (refer to school based targets).	HoS/MSL ESL/CT	Autumn 22	Internal training	EHT SIA HoS TLW			

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M 89% (38%), R 77% (31%), SPAG 80% (36%), W 89% (27%), Com 77% (18%)								
b) Ensure the differing needs of the different groups of learners are accounted for in lessons and planning.	<p>Planning and activities differentiated to target the needs of key groups. These needs are visibly addressed as evidenced in pupil outcomes.</p> <p>Pupil outcomes tracking by groups (Boys/BCRB/PORT/SEND) at the end of each term.</p>	HoS/MT/CT	Autumn 22	Internal training	EHT SIA HoS TLW			
c) Greater ownership of data supported by the school systems e.g. Classroom monitor.	<p>Classroom Monitor will be used as part of planning activities.</p> <p>Regular review of pupil outcomes will inform teacher assessments, timely intervention and planning.</p>	HoS MT/CT	Autumn 22	Internal training	EHT SIA HoS TLW			
d) Embedding a range of effective teaching strategies to ensure high quality pupil outcomes.	<p>Training input and cycles will enable an upward trend on quality of teaching outcomes.</p> <p>Staff will have access to a menu of teaching expectations that will ensure no teaching is less than good.</p>	SLT/CT	Aut 22 Spr 23 Sum 23	Internal training	EHT SIA HoS TLW			

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	Lessons throughout the school are judged to be good or outstanding through observations. Monitoring shows that pupil outcomes are good/outstanding.							
e) Ensure intervention target are SMART and reviewed on a 3 weekly cycle.	Children identified for intervention groups will evolve every 3 weeks Ineffective interventions will be evaluated and changed.	HoS/AHT SL/CT	Aut 22 Spr 23 Sum 23	Internal training	EHT SIA HoS TLW			

Priority 4: To strengthen the capacity and effectiveness of leadership and management across the school with a sharp focus on the development of middle leadership.

- Secure capacity in middle leadership that has impact on curriculum development
- Securing continuous improvement through CPD for AHT, Phase Leaders & Subject Leaders and rigorous induction process for new members of staff and ongoing CPD for existing staff members
- For SLT to embed a learning centred culture and develop distributed leadership.
- Continue to support the leadership development of new and middle leaders through a programme of training in observational skills, feedback and monitoring of pupil progress
- To deepen and embed Subject Network links across the Federation to strengthen practice and increase capacity

The GB actively contributes to school improvement through the effective use of monitoring, evaluation and challenge particularly in relation to pupil progress

Rationale:

Objective	Success Criteria/Actions	Lead Person(s)	Start Date	Resources/CPD	Monitoring	RAG	RAG	RAG
						BPS	JPS	SPS
a) Securing continuous improvement through CPD for SL and rigorous induction process for new members of staff and ongoing CPD for existing staff members.	A cycle of training and induction is implemented to ensure the CPD and developmental needs of all practitioners are met.	EHT/ HoS SLT	Aut 22 Spr 23 Sum 23	Internal training	EHT SIA HoS TLW			
b) For SLT to embed a learning centred	Roles and responsibilities are redistributed amongst leaders at all levels. Leaders work in	EHT/ HoS /	Aut 22	Internal training	EHT SIA HoS			

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culture and develop distributed leadership.	groups to support peers and exchange expertise. Leader develop greater understanding of the academic philosophies behind the Federation intent using this to inform their leadership.	SLT	Spr 23 Sum 23		TLW			
c) Continue to support the leadership development of new and middle leaders through a programme of training in observational skills, feedback and monitoring of pupil progress.	Leaders have undergone a program of induction and training specific to the needs of their roles. Impact of training is evidenced through their performance In lesson observations, book scan and classroom audits.	EHT/ HoS / SLT	Autumn 22	Internal training	EHT SIA HoS TLW			
d) To further embed subject network teams to strengthen practice and increase leadership capacity.	Subject leader network teams meet regularly and at least half termly to collaborate on priorities. Subject Leader will have opportunities to review outcomes across the federation. There will be middle Leadership appointments across the curriculum	EHT/ HoS /SLT	Autumn 22	Internal training	EHT SIA HoS TLW			

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	There will be a Spanish (MFL) Strategic Leader for the Federation.							
e) The GB actively contributes to school improvement through the effective use of monitoring, evaluation and challenge particularly in relation to pupil progress.	Governor committees meet half termly to scrutinise school leaders and help shape strategic course. Link governors meet half termly with subject leaders.	EHT/ HoS SLT SL	Autumn 22	Internal training	EHT SIA HoS TLW FGB			

Priority 5: To secure the overall quality of provision as good and outstanding.

- Secure 30% of triangulated quality of teaching outcomes as outstanding with none judged less than good
- Ensure pupil outcomes in books are judged good and better
- Ensure learning environments model high quality outcomes for children and the topic curriculum is evident across the climate of the school
End of year pupil outcomes will be in line or above National
- Secure outstanding EYFS provision

Rationale:

Objective	Success Criteria/Actions	Lead Person(s)	Start Date	Resources/CPD	Monitoring	RAG	RAG	RAG
a) Secure 30% of triangulated quality of teaching outcomes as outstanding with none judged less than good.	Termly lesson observations will see an improving picture across the year. INSET will have notable impact.	SLT	Aut 22	TLW	EHT SIA HoS TLW	BPS	JPS	SPS
B). Ensure pupil outcomes in books are high across the curriculum.	Book scan outcomes will be judged as good and better across the school. There will be evidence of the marking policy moving learning on. Pupil outcomes in foundation subjects will show progression,	SLT MT/CT	Aut 22	TLW	EHT SIA HoS TLW			

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	<p>across the year and between phases.</p> <p>Foundation activities will be well pitched and well aligned to assessment.</p>							
c). Ensure learning environments model high quality outcomes for children and the topic curriculum is evident across the climate of the school	<p>Environment audit outcomes will be judged as good and better across the school.</p> <p>Topics will be easily identifiable in learning walks with vocabulary to consolidate children’s learning for each subject.</p>	SLT/CT	Autumn 22	TLW	EHT SIA HoS TLW			
d) End of year pupil outcomes will be in line with National and better	<p>Termly learning reviews will show improving pupil outcomes across the year.</p>	SLT/CT	Autumn 22	TLW	EHT SIA HoS TLW			
e) Secure outstanding EYFS provision	<p>Embed a firm approach to <u>learning through play</u>.</p> <p>All areas of learning will be planned for and well-resourced inside and outside of the provision.</p> <p>Continuous provision will be well labelled and planned for in and out doors.</p> <p>Learning walks will feedback purposeful learning environments.</p> <p>Opportunities to learn though play outdoors will be maximised.</p>	EHT/ HoS/ AHT/ EYFS Lead/ Phonics Lead	Autumn 22	TLW	EHT SIA HoS TLW			

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	<p>Topics will be aligned across the Federation termly.</p> <p>Assessment will inform activities (e.g. language and communication activities). Cultural capital gaps will inform activities (e.g. physical development).</p>							
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