



BJS Federation of Schools

Working Document Development Plan

2024 – 2025

Priority 1 Teaching and Learning	To ensure the intent and implementation of our curriculum are sharply focussed on addressing teaching and learning gaps for all children from their starting points, supporting pupil well-being, developing aspiration, and creating memorable learning experiences.
Priority 2 Reading	To ensure no child leaves school unable to read, ensuring our catch-up strategy is sharply focussed on 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 Progress and Attainment	To raise pupil attainment and accelerate progress for the most vulnerable learners, and to ensure that progress of key groups is in line with or above Lambeth and national standards (BCRB/PORT/SEND/EAL).
Priority 4 Leadership	To strengthen the capacity and effectiveness of leadership and management across the Federation with a sharp focus on succession planning for middle leadership.
Priority 5	To maintain/secure the overall quality of provision as outstanding in all schools.

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 2023-2024

Our School Development Plan

Bonneville

In May 2024, the school was judged 'Outstanding' in all areas by Ofsted, with no areas identified for improvement.

Jessop

In May 2024, the school was judged 'Outstanding' in all areas by Ofsted, with no areas identified for improvement.

Stockwell

In September 2022, the school was judged 'Good' in all areas by Ofsted, with areas of improvement that includes the geography curriculum and the delivery of project X (reading intervention) in KS2

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 teaching and learning gaps for all children from their starting points. Supporting pupil wellbeing, developing aspiration, and creating memorable learning experiences.

- 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 enables teaching and learning to inform planning
- 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 24	Internal training	EHT SIA HoS TLW	BPS	JPS	SPS
b) Ensure CPD enables teaching and learning to inform planning.	Sonar will be up to date informed by the Termly Learning Review cycle.	EHT/HoS/FKB	Autumn 24	Internal training	EHT SIA HoS TLW			
c) Ensure children’s emotional wellbeing supports their ability to thrive at school.	Leuven scale assessments will continue to inform approaches to support pupil wellbeing. Zones of Regulation will actively support pupils to self-assess their wellbeing, making positive adjustments. The diverse curriculum will be evident in pupil outcomes and classroom environment.	AHT INC	Autumn 24	Internal training	EHT SIA HoS TLW			

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d) Ensure PSHCE curriculum accurately supports pupils broader social and health development.	<p>PSHCE curriculum will be fully implemented and reviewed by the network team.</p> <p>Staff will be trained to deliver the curriculum.</p> <p>RSE curriculum document will be implemented and shared with parents annually.</p>	AHT INC	Spring 25	Internal training	EHT SIA HoS TLW			
e) Ensure the intent of the curriculum is diverse, broad and balanced and is well embedded across the school.	<p>Standards across the curriculum will remain consistently high.</p> <p>Geography curriculum design and delivery will be consistent (SPS).</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 24	Internal training	EHT SIA HoS TLW			
f) Ensure pupil whole school attendance is above the National expectation at 95%+	<p>Weekly attendance monitoring.</p> <p>School attendance officers will continue to manage the caseload working with the Local Authority where necessary.</p>	EHT/HoS Att Officer	Autumn 24 On-going	Internal	EHT SIA HoS TLW			

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	Half termly celebrations of attendance and punctuality.							
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Priority 2: To ensure no child leaves school unable to read, ensuring our catch-up strategy is sharply focussed on 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.

- 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 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. New staff members will deliver in line with federation expectations.	ESL/SL EYFS KS1	Autumn 24	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 24		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>Phonics delivery will begin promptly by wk2 in September. Informed by assessments from Summer term 2024.</p> <p>Phonics lessons (N-yr2) will be observed in wk2 Sep to quickly inform training for staff.</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>Ongoing phonics focussed learning walks/observations.</p> <p>Project X interventions will target the bottom 20% of readers in KS2, with consistent delivery (SPS).</p> <p>Phonics groups are established and sessions are delivered as per requirements of the scheme.</p>							
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	Peer Federation observation will be in place.							
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>Outcomes of vocabulary teaching will be evident in all pupil books.</p> <p>The teaching of vocabulary will be revisited for new staff members. Co-ordinated across the Federation.</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. Monitored by SLT.</p> <p>Vocabulary rich environments will be evident across the school.</p>	<p>HoStandards</p> <p>English SL</p> <p>Topic SL</p> <p>Maths SL</p> <p>Science SL</p> <p>Spanish SL</p>	Autumn 24	<p>Internal training</p> <p>KS/SL budgets</p>	EHT SIA HoS TLW			
e) Ensure that phonic prompts/ displays are present throughout the key stages so that pupils in Ks2 apply to spelling.	<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>	Autumn 24	Internal training	EHT SIA HoS TLW			
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.	<p>ESL</p> <p>AHT KS1</p>	Autumn 24	Internal training	EHT SIA HoS TLW	90%+	90%+	90%+

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	Current yr2 phonics catch up strategy will lead to outcomes above National.							
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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 2025	Pupil outcomes at the end of keys stage 2 exceed national average in core subjects (refer to school based targets).	HoS/MSL ESL/CT	Summer 25	Internal training	EHT SIA HoS TLW			
b) Ensure the differing needs of the different groups of learners are accounted for in lessons and planning.	Planning and activities differentiated to target the needs of key groups. These needs are visibly addressed and evidenced in monitoring outcomes. Pupil outcomes tracking by groups (Boys/BCRB/PORT/SEND) at the end of each term.	HoS/MT/CT	Autumn 24	Internal training	EHT SIA HoS TLW			

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c) Greater ownership of data supported by the school systems e.g. Sonar.	<p>Sonar will be used as part of planning activities.</p> <p>Regular review of pupil outcomes will inform teacher assessments, timely intervention and planning.</p>	<p>HoS</p> <p>MT/CT</p>	Autumn 24	Internal training	<p>EHT</p> <p>SIA</p> <p>HoS</p> <p>TLW</p>			
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> <p>Lessons throughout the school are judged to be good or outstanding through observations. Monitoring shows that pupil outcomes are good/outstanding.</p>	SLT/CT	<p>Aut 24</p> <p>Spr 25</p> <p>Sum 25</p>	Internal training	<p>EHT</p> <p>SIA</p> <p>HoS</p> <p>TLW</p>			
e) Ensure intervention target are SMART and reviewed on a 3 weekly cycle.	<p>Children identified for intervention groups will evolve every 3 weeks</p> <p>Ineffective interventions will be evaluated and changed.</p>	<p>HoS/AHT</p> <p>SL/CT</p>	<p>Aut 24</p> <p>Spr 25</p> <p>Sum 25</p>	Internal training	<p>EHT</p> <p>SIA</p> <p>HoS</p> <p>TLW</p>			
f) Ensure children are well prepared for the Y4 multiplication check	<p>There will be a well-embedded systematic approach to the teaching of times tables in LKS2</p> <p>Emphasis on mastery of times tables will be evident in the learning environment</p>	Maths SL			<p>EHT</p> <p>HoS</p> <p>TLW</p>			

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Priority 4: To strengthen the capacity and effectiveness of leadership and management across the Federation with a sharp focus on succession planning for 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 SSL to support succession planning.	<p>Appraisal targets will support the aspirations of teacher development and future planning.</p> <p>A cycle of training and induction is implemented to ensure the CPD and developmental needs of all practitioners are met.</p> <p>Training for middle leaders on training shadow appointments to support the self-improvement system.</p>	EHT/ HoS SLT	Aut 24 Spr 25 Sum 25	Internal training	EHT SIA HoS TLW			
b) For SLT to continue to embed a learning centred culture and develop distributed leadership.	<p>Roles and responsibilities are reviewed annually amongst leaders at all levels.</p> <p>Leaders work in groups to support peers and exchange expertise.</p>	EHT/ HoS / SLT	Aut 24 Spr 25 Sum 25	Internal training	EHT SIA HoS TLW			

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	Leader develop greater understanding of the academic philosophies behind the Federation intent using this to inform their leadership.							
c) To ensure the role of the Executive Federation SENCO enhances the educational experiences of children with diagnosed and undiagnosed needs.	<p>Raise awareness and knowledge of SEND within the school communities (Federation Newsletter).</p> <p>To lead collaboration of SEND across the Federation.</p> <p>To secure consistency in high quality SEND provision across the federation websites.</p>	EHT/ HoS / SLT ESC	Autumn 24	Internal training	EHT SIA HoS TLW			
d) To further embed subject network teams to strengthen practice and increase leadership capacity.	<p>Head of Standards will ensure all leaders have depth in the standards of their subjects in house and across the federation.</p> <p>Subject leader network teams meet regularly and at least half termly to collaborate on priorities.</p> <p>Subject Leaders will have opportunities to review outcomes across the federation.</p>	EHT/ HoS /SLT	Autumn 24	Internal training	EHT SIA HoS TLW			

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	<p>Leaders will continue to monitor from a cycle of book scans and deep dives to review pupil outcomes and facilitate on-going curriculum development.</p> <p>Half termly management meetings will secure consistency in highly effective leadership across the school.</p>								
e)	<p>The GB actively contributes to school improvement through the effective use of monitoring, evaluation and challenge particularly in relation to pupil progress.</p>	<p>Governor committees meet half termly to scrutinise school leaders and help shape strategic course.</p> <p>Link governors meet half termly with subject leaders.</p> <p>Awayday to share pupil outcomes to support benchmarking, with environment walk to review quality of provision.</p>	<p>EHT/ HoS</p> <p>SLT</p> <p>SL</p>	<p>Autumn 24</p>	<p>Internal training</p>	<p>EHT</p> <p>SIA</p> <p>HoS</p> <p>TLW</p> <p>FGB</p>			

Priority 5: To secure the overall quality of provision as 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
				TLW	EHT	BPS	JPS	SPS

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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. Peer observation opportunities for all staff members across the course of the year.	SLT	Aut 24		SIA HoS TLW			
B). Ensure pupil outcomes in books are high across the curriculum.	Book scan and deep dive 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, across the year and between phases. Foundation activities will be well pitched and well aligned to assessment.	SLT MT/CT	Aut 24	TLW	EHT SIA HoS TLW			
c). Ensure learning environments model high quality outcomes for children and the topic curriculum is evident across the climate of the school	Environment audit outcomes will be judged as good and better across the school. Topics will be easily identifiable in learning walks with vocabulary to consolidate children's learning for each subject.	SLT/CT	Autumn 24	TLW	EHT SIA HoS TLW			

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d) End of year pupil outcomes will be in line with National and better	Termly learning reviews will show improving pupil outcomes across the year.	SLT/CT	Autumn 24 ongoing	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 of all EYFLS learning areas.</p> <p>Learning walks will feedback purposeful learning environments.</p> <p>Opportunities to learn though play outdoors will be maximised.</p> <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>	EHT/ HoS/ AHT/ EYFS Lead/ Phonics Lead	Autumn 24 ongoing	TLW	EHT SIA HoS TLW			

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