



BJS Federation of Schools Development Plan 2021 – 2022

Priority 1	To ensure the intent and implementation of our curriculum is sharply focused 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 focused on Reading and the development of reading skills to enable access to the wider curriculum. Including a focused 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 teaching as 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 (Bonnevillie Primary School), JPS (Jessop Primary School), SPS (Stockwell Primary School), SL (Subject Leaders).

School Development Plan 2021-2022

Our School Development Plan

Bonneville

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

Jessop

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

Since the last inspection the school has moved on considerably, including a well-established Executive Headteacher and Chair of Governors managing the overall strategic direction of the school.

In order to gain an outstanding level of recognition for the level of education the children receive, we need to ensure continued self-evaluation.

The school development plan runs from September to July. Each school development plan priority from the school development plan is described in terms of; Outcomes for Pupils, Quality of Teaching, Learning & Assessment, Behaviour & Safety, Leadership & Management, Premises & Site.

It has been structured in accordance with the Ofsted framework for inspection, so priorities are grouped under the Ofsted category headings. This plan has been compiled with the aim of ensuring that the priorities identified will improve the overall efficiency of the school and provide for the needs of all children spiritually, socially, morally, physically, and academically, thereby having a positive impact on the standards children attain.

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 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
<ul style="list-style-type: none"> • 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 21	TLW	SDP SEF GB SIA	BPS	JPS	SPS
<ul style="list-style-type: none"> • 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 21	TLW	SDP SEF GB SIA			
<ul style="list-style-type: none"> • Ensure parents have what they need to support home learning 	<p>Parent Workshops across the curriculum will be delivered by Subject Leaders throughout the year.</p> <p>Digital learning platforms to support the teaching and learning of reading, phonics and homework will continue to be in place.</p> <p>Leaders will actively engage in parent feedback to order to improve parental involvement from workshops</p>	HoS/MT	Autumn 21	TLW	SDP SEF GB SIA			

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<ul style="list-style-type: none"> 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. 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 21	TLW	SDP SEF GB SIA			
<ul style="list-style-type: none"> Ensure PSHE curriculum accurately supports pupils to understand and rationale the school closure period 	<p>PSHE curriculum will be reviewed</p>	AHT INC	Autumn 21	TLW	SDP SEF GB SIA			
<ul style="list-style-type: none"> 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 20	TLW	SDP SEF GB SIA			

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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	Committee Responsible	Monitoring	RAG	RAG	RAG
						BPS	JPS	SPS
<ul style="list-style-type: none"> • 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). 	<p>Approaches to the whole class teaching of reading will be on a weekly cycle and consistent across the school.</p> <p>End of year outcomes in reading will be in line with National and above</p>	ESL/SL EYFS KS1	Autumn 21	TLW	SDP SEF GB SIA			
<ul style="list-style-type: none"> • Embed an approach to the teaching of vocabulary across the curriculum to tackle capital cultural GAPs, informed by the Alex Quigley word list. 	<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>	ESL	Autumn 21	TLW	SDP SEF GB SIA			

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	Children will know the word of the week and be able to say the meaning								
<ul style="list-style-type: none"> Ensure all staff have received phonics training and a program of support is in place for staff new to phonics. 	Phonics groups are established, and sessions are delivered as per requirements of scheme	ESL	Autumn 21	TLW	SDP SEF GB SIA				
<ul style="list-style-type: none"> Ensure that phonic prompts/ displays are present throughout the key stages so that pupils in Ks2 apply to spelling. 	Phase 5 phonics displays are up in all KS2 classrooms, with resources on tables. Phonics displays in all EYFS & KS1 Classrooms Teachers across the schools are observed for children to apply their phonics skills in reading & spellings	ESL Senior Leads	Autumn 20	TLW	SDP SEF GB SIA				
<ul style="list-style-type: none"> Ensure that Y1 outcomes in phonics screening remain above national average. 	Year 1 outcomes in Phonics screening are above the national average Current yr. 2 phonics catch up strategy will lead to outcomes above National Autumn 2021	ESL AHT KS1	Autumn 21	TLW	SDP SEF GB SIA	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. <ul style="list-style-type: none"> • 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	Committee Responsible	Monitoring	RAG	RAG	RAG
						BPS	JPS	SPS
<ul style="list-style-type: none"> • Ensure pupils' attainment exceeds national averages in reading, writing, SPaG and maths. 	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 21	TLW	SDP SEF GB SIA			
<ul style="list-style-type: none"> • 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 as evidenced in pupil outcomes Pupil outcomes tracking by groups (Boys/BCRB/PORT/SEND) at the end of each term	HoS/MT/CT	Autumn 21	TLW	SDP SEF GB SIA			
<ul style="list-style-type: none"> • Greater ownership of data supported by the school systems e.g., Classroom monitor 	Classroom Monitor will be used as part of planning activities Regular review of pupil outcomes will inform teacher assessments, Timely intervention and planning	HoS MT/CT	Autumn 21	TLW	SDP SEF GB SIA			

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<ul style="list-style-type: none"> 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	Autumn 21	TLW	SDP SEF GB SIA			
<ul style="list-style-type: none"> 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>	DHT/HoS SL/CT	Autumn 21	TLW	SDP SEF GB SIA			

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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. <ul style="list-style-type: none"> • 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	Committee Responsible	Monitoring	RAG	RAG	RAG	
						BPS	JPS	SPS	
<ul style="list-style-type: none"> • 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	Autumn 21	TLW	SDP SEF GB SIA				
<ul style="list-style-type: none"> • For SLT to embed a learning centred culture and develop distributed leadership. 	Roles and responsibilities are redistributed amongst leaders at all levels. Leaders work in groups to support peers and exchange expertise Leaders develop greater understanding of the academic philosophies behind the Federation intent using this to inform their leadership	EHT/ HoS / SLT	Autumn 21	TLW	SDP SEF GB SIA				

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<ul style="list-style-type: none"> 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 	<p>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</p>	EHT/ HoS / SLT	Autumn 21	TLW	SDP SEF GB SIA				
<ul style="list-style-type: none"> To embed subject network teams to strengthen practice and increase leadership capacity 	<p>Subject leader network teams meet regularly and at least half termly to collaborate on priorities</p> <p>Subject Leader will have opportunities to review outcomes across the federation</p> <p>There will be middle Leadership appointments across the curriculum</p>	EHT/ HoS /SLT	Autumn 21	FGB	SDP SEF GB SIA				
<ul style="list-style-type: none"> The GB actively contributes to school improvement through the effective use of monitoring, evaluation, and challenge particularly in relation to pupil progress 	<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>	EHT/ HoS SLT	Autumn 21	TLW	SDP SEF GB SIA				

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Priority 5: To secure the overall quality of teaching 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

Rationale:

Objective	Success Criteria/Actions	Lead Person(s)	Start Date	Resources/CPD	Monitoring	RAG	RAG	RAG
• 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	Autumn 21	TLW	SDP SEF GB SIA	BPS	JPS	SPS
• 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, across the year and between phases Foundation activities will be well pitched and well aligned to assessment	SLT MT/CT	Autumn 21	TLW	SDP SEF GB SIA			
• 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 21	TLW	SDP SEF GB SIA			

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<ul style="list-style-type: none"> 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 21	TLW	SDP SEF GB SIA			
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