

Bosvigo School School Development Plan 2015 - 2017



Summary Document

The School Development Plan

The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The School Development Plan is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas as to how our school can improve. Staff and Governors meet regularly to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through questionnaires and the school council. We want everyone to support us and help us improve and this can only happen if we are all involved.

Once we have agreed the priorities, the Senior Leadership Team identifies targets for improvement by writing the School Development Plan. This is then shared with everyone.

There are five key priorities for the plan. We wish to achieve each target as fully as possible; therefore they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Our Vision

Our vision for Bosvigo School is led by the skills, knowledge and abilities we would like our children to have when they leave our school. Children should be confident, enthusiastic, resilient, independent and knowledgeable with a love of learning. They should have the understanding that their ability in all aspects of their life can be developed through hard work and dedication. They should have respect and compassion for others, with knowledge and understanding of the wider world, as well as their local community. We would like our children to be leaders both in school and out, with the confidence to engage with a range of people. We would also like our children to leave our school happy to have been here.

Our Ethos

At Bosvigo School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. Learning takes place everywhere – it not something that only occurs in the classroom. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun, challenging and ultimately successful. Through our teaching we equip children with the skills, knowledge and necessary understanding to enable them to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

School Context

Bosvigo School is a slightly larger than average primary school with a published admission number of 45. Due to a high demand for school places in the area, most children attending the school live within a half-mile radius and the school is over-subscribed on entry. The number of pupils on roll has increased from 290 in 2012 to 315 in September 2016. The percentage of pupils eligible for Pupil Premium funding (23%) is just below national levels (26%), whilst the percentage of pupils from minority ethnic groups (11%) is significantly less than nationally (31%). The percentage of pupils on the Special Educational Needs register as EHCP & SEN Support (8.7%) is below local and national averages, although a further 12% of children are on our On Alert register.

Significant changes since the last inspection November 2011.

Since the last inspection, a new Headteacher has been appointed (Deputy Headteacher at the time of the previous inspection) and a new Senior Leadership Team has been established, including two new Assistant Headteachers and a new School Business Manager. Two of the four Team Leaders in post have also been appointed since the last inspection. The governing body has also experienced significant changes to personnel, as only three members remain from the time of the last inspection. Nine new governors have joined the governing body and a new Chair of Governors was appointed in September 2014. To support continuity, the previous Chair of Governors has remained on the board and holds the Vice Chair role.

Standards	Attainment		
	2014	2015	2016
EYFS: GLD	63%	67%	64% (69%)
Phonics Screening	Year 1 - 68 (74) Year 2 re-check – 56 (66)	Year 1 - 58 (74) Year 2 re-check – 36 (66)	Year 1 – 80 (81) Year 2 re-check – 90 (67)
KS1: L2B+/EXS+	L2B+ R81 (81), W63 (70), M81 (80)	L2B+ R83 (82), W71 (68), M75 (80)	EXS R66(74), W64(68), M60(73)
KS1: L3+/GDS	L3+ R33 (31), W19 (16), M21 (24)	L3+ R44 (31), W22 (15), M29 (25)	GDS R22(24), W13(13), M11(18)
KS2: L4+/EXS+	L4+ R87 (89), W90 (85), M90 (86)	L4+ R89 (89), W89 (85), M89 (86)	EXS R80(60), W75(70), M57(70), GPS77 (72)
KS2: L5+/Higher Standard	L5+ R46 (49), W26 (33), M18 (42)	L5+ R51 (50), W38 (33), M36 (42)	Higher Standard R27(19), W20(15), M16(17), GPS27 (22)
KS2: RWM EXS/Higher Standard	L4+ 82 (79) L5+ 8 (24)	L4+ 82 (80) L5+ 25 (24)	EXS 57 (52) Higher Standard 9(5)

Progress EYFS – KS1	2012 – 2014	2013 – 2015	2014 – 2016
EYFS NI/GLD	73%	38%	63%
KS1 L2B+/EXS R, W & M	60%	76%	44.7%

Progress KS1 – KS2	2014 2 Levels – 3 Levels	2015 2 Levels – 3 Levels	2016 Progress Score (Nat = 0.0)
Reading	89% (91%) – 32% (35%)	88% (91%) – 38% (33%)	+0.5
Writing	97% (93%) – 32% (33%)	95% (94%) – 36% (36%)	-0.2
Maths	79% (89%) – 24% (35%)	91% (90%) – 26% (34%)	-3.0

Overview of Key Priorities of School Development Plan 2015 - 2017

Ofsted Key Judgement	Whole School Action	Proposed Outcomes	Key Priorities
<p>Effectiveness of Leadership & Management</p>	<p>Ensure that school leaders at every level aspire for excellence and work together to have a significant impact on the advancement of the school.</p>	<ul style="list-style-type: none"> • SLT and governors provide a clear vision for the school to all stakeholders. • SLT delivers a robust plan for the monitoring and implementation of the school development plan, supported by regular governor involvement. • Subject leaders are confident at leading their subject, evaluating areas for development and embedding new practice. 	<ul style="list-style-type: none"> • Development of new Maths leadership team (CG, AM & SP) • Establish a clear cycle of monitoring and evaluation that is understood and invested in by all staff and governors. • Ensure staff training is matched to school priorities identified in SDP and closely matches staff needs.
<p>Quality of Teaching, Learning and Assessment</p>	<p>To ensure outstanding standards of teaching and learning at Bosvigo School.</p>	<ul style="list-style-type: none"> • Teachers plan lessons very effectively, ensuring the content is progressive, challenging and engages all learners. • Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. • Based on an accumulation of evidence, all teaching and learning is judged to be good or better, with much outstanding. • Bosvigo develops an outstanding curriculum that places children at the centre of learning. • Children are adept at talking about their learning and show a good understanding of themselves as learners. 	<ul style="list-style-type: none"> • Fully embed new systems of assessment for Key Stage 1 and 2, including the use of Bosvigo Checklists for assessing Reading and Writing and half-termly Maths Abacus assessments. • Teachers to be trained in how to enter termly assessments onto SIMS tracking system. Further training to be given to enable teachers to analyse progress of individuals and groups. • AFL is embedded throughout all lessons and used by all teachers to provide pupils with clear guidance to acquire and improve skills, understanding and knowledge. • Next step marking and pupil response firmly embedded throughout KS1 and KS2. Clear evidence of progress. • Further develop reflective practice at Bosvigo School by embedding use of Seesaw app across KS1 and KS2, as well as developing new reflective practice based around consistent use of strategies and a common language. • Assessment arrangements for foundation subjects enable a clear understanding of pupil

<p>Outcomes for pupils</p>	<p>To ensure that achievement of pupils is outstanding, with pupils making rapid progress across year groups and key stages.</p>	<ul style="list-style-type: none"> • The progress and attainment of pupils in Maths across the school shows significant improvement from 2016 and compares favourably to national levels. • The attainment gap between disadvantaged and non-disadvantaged pupils closes significantly in all year groups. • The % of pupils attaining the phonic standard in Year 1 and the re-test in Year 2 continues to rise and exceeds national averages. • Cohort progress is at least in line with national figures throughout the school. • The progress and attainment of all attainment groups compares favourably to national levels. 	<ul style="list-style-type: none"> • New Maths leadership team identify key subject priorities and deliver a robust action plan to ensure the rapid implementation of the mastery approach to maths. • Staff training time to prioritise the successful implementation of the mastery approach to maths. • Maths leadership team to regularly monitor the quality of provision for maths, identifying priorities for development as well as strengths. • Maths leadership team to ensure teachers and children have all the resources needed to support learners achieving mastery of concepts. • Monitor the progress of all children and key groups on a half-termly basis, ensuring that any attainment gaps within the school are analysed in detail with strategies put in place to support all children in achieving good progress. • Develop more effective home learning strategy to better equip parents in supporting their children's progression in English and Maths. • Enhanced phonic provision through further development of Read, Write Inc. Phonics and Reading and monitoring of pupil progress to ensure continuation of rising standards.
<p>Effectiveness of the Early Years</p>	<p>To ensure children in Early Years are ready to be successful learners in Key Stage 1.</p>	<ul style="list-style-type: none"> • School GLD is above National GLD • Percentage of children achieving ELG for Reading, Writing, Number and Shape, Space and Measure exceeds national figures. • Progress of all groups, including those with higher on-entry attainment, compares favourably with Local Authority figures. 	<ul style="list-style-type: none"> • To provide a stimulating, engaging learning environment both inside and outside, to develop children's experiences and their potential for rich learning opportunities. • Ensure higher attainers have sufficient opportunities to demonstrate their ability to exceed early learning goals. • Focused adult-directed teaching to develop

			<p>children's learning.</p> <ul style="list-style-type: none">• Development of mastery approach to Maths in EYFS.• High quality sharing of information with parents and carers, both face-to-face and through online learning journals.
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