

Rivermead Primary School

School Development Plan

2023 – 2024



Learn. Enjoy. Succeed.

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Rivermead School Development Plan Overview

September 2022 to August 2025

Learn, Enjoy, Succeed

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalized approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

School Context

Our pupils:

Current Pupil Information (2020-2021)	School No.	School %
Pupils on roll		
Pupils with SEND (of whom have an EHCP)		
Pupils with EAL		
FSM		
LAC/Post-LAC		
Service Child		
Summer born		
Boys		
Girls		
Children on CP Plan		
Children on CIN Plan		
Children on active CP monitoring		

Ethnicity of pupils	School No.	School %
White British		
Black Caribbean		
Any other white		
Black African		
Any other black		
Mixed		
Any other		

(2021-22 data)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Attendance						
YTD						
National: 95.8%						
School Target: 96.5%						

Our site:

Rivermead Primary School - School Development Plan 2022-23 Headline Priorities

No.	Objective	Outline of Actions	Success Criteria including Outcomes for Learners
Strategic Objective 1 - Delivering exceptional provision through a rich, balanced and inclusive curriculum, developing a personalised approach for all pupils to LEARN			
<i>How broad and rich is our curriculum? How can we improve this while still ensuring pupils have a personalised approach?</i>			
1	<p>Strategic objective 1a – Outcomes To improve outcomes at all phases and for all groups of pupils in the core subjects:</p> <ul style="list-style-type: none"> - To continue to embedded and improve the provision of reading teaching. - To improve the quality of teaching of writing across the school - To improve the quality of teaching and knowledge of maths mastery - To implement a consistent assessment system for the Foundation subjects that is effective and manageable and informs on progress, planning & next steps <p>Strategic objective 1b – Pedagogy To develop & improve the provision for writing across the school:</p> <ul style="list-style-type: none"> - To improve the quality of teaching in writing through training, action research, coaching and mentoring - To develop strategies that promote writing independence within the children - To ensure meaningful writing opportunities are created 	<ul style="list-style-type: none"> - Continue to embed and improve the teaching of reading in KS1 through implementation of the Read, Write Inc. programme in EYFS & Year1, and Master Readers programme in Year 2 to Year 6. - Develop a whole school reading strategy to ensure pupils learn to love reading, achieve excellent outcomes and they are able to access the next phase of their education. - To implement a consistent writing approach across the school to promote independence and improve outcomes - Embed the White Rose Maths programme to continue to develop the staff knowledge and skills in Maths Mastery - Ensure consistency across the school with schemes used to supplement White Rose Maths - Ensure a focus on the bottom 20% of attainers in our school across all subjects - Close the attainment gap for PP through conferencing and 1:1 tuition - Ensure that provision is tailored to meet the needs of all focus pupils (<i>Children causing concern</i>) to ensure accelerated progress - Explore the strategies within the ‘Writing Revolution’ and Syntax Project. - Use the writing leads and DH to coach and mentor teachers with planning and delivery of writing - Create meaningful and purposeful writing opportunities where children can be authors and write with independence - Link writing opportunities to high quality books used within the Master Readers program in Year 2 to Year 6 -Ensure all models of writing are high quality text. - 3 days with BPET English consultant, working closely with school’s writing leads 	<p>Maintain phonics screening results that are above 90% All pupils leave KS1 able to read fluently at their stage Teachers are confident with the delivery of RWI and Master Readers lessons Timetables show reading 5 times a week and following the RWI and Master Readers approach/timings Pupils are enthusiastic and keen to read regularly Children are regularly taking out books from library each week, and take opportunities at school to read for pleasure.</p> <p>Increased confidence in staff’s understanding of maths mastery For all children to have the required knowledge and skills to complete the timetable check in Year 4 achieving 20+, with 80% 24+ All staff are confident when assessing children at the end of each term, using data to identify gaps and inform next steps Ensure all children have the required skills to be able to access daily maths lessons.</p> <p>All pupils leave KS1 able to use basic punctuation independently Handwriting consistently good by the end of KS1 Planning shows that identified strategies from the Writing Revolution & Syntax Project are being implemented/used. CS, PR & GS identify teachers needing coaching support through monitoring program & learning works. Planning shows meaningful & purposeful opportunities, and impact monitored through learning walks and book looks. Planning shows links to Master Readers books within writing lessons with appropriate and meaningful links Increase confidence with staff with the assessment of writing. Staff and children know their writing targets & progress is evident within the hot tasks.</p>

Strategic Objective 2 - Providing an enriched learning experience where children ENJOY their learning in a safe environment – where all children SUCCEED, in making sustained progress, reaching high levels of achievement, and developing as a confident, individual

How do we ensure all children have an enriched experience, with full access to cultural capital opportunities, while not compromising academic rigour?

2	<p>Strategic objective 2a – Curriculum To evolve the curriculum with foundation subjects to inspires the children & ensuring ‘awe and wonder’ with learning through.</p> <ul style="list-style-type: none"> - Embedding the curriculum drivers of connections, Oracy, community, enquiry - Developing further the Inquiry Curriculum approach - To ensure enrichment of the curriculum through trips, visitors, events that creates an inspiring learning experience - To promote extra-curricular opportunities for all children across the school <p>Strategic objective 2b – Behaviour To improve further the high level of learning behaviours:</p> <ul style="list-style-type: none"> - To embed effective learning behaviours across the school to ensure a consistent approach - Implement the Zones of Regulation - Explore and implement practices from My Happy Mind 	<ul style="list-style-type: none"> -Principles of the curriculum are confirmed and understood by all stakeholders - Principles are embedded in curriculum planning - Work with key staff at Braywick on the Inquiry Curriculum approach - Pupils and parents are engaged in the curriculum and it encourages further learning - Experiences are used to inform work in all subjects - Each year group to have 3 trips or curriculum events over the academic year that enriches subjects and inspires learning - To have 60%+ children across the school be involved in an extra-curricular club each term - To work with Pupil Premium families to ensure their child/children take the opportunity of one fully funded club per term. - To create a survey for parents/carers to establish up take of club participation, to additional types of clubs to provide, why some children do not take up on a club <ul style="list-style-type: none"> - To create an implementation plan on Zones of Regulation that will include the why, how and what. Training needed for staff will be included. - To begin to implement the strategies of Zones of Regulation - To visit and work with key staff at Kilburn and Deer Park on Zones Of Regulation - PSHE led and SLT to explore and look how to include within our PSHE curriculum, aspects of My Happy Mind, to support the continue work of creating a culture of positive mental wellbeing for the children (Home - myHappyMind) 	<p>Staff, LAB, children are able to articulate the principles of the school’s curriculum.</p> <p>Knowledge and skill progression, and concepts links, trips, events, visitors are evident in the curriculum map.</p> <p>Pupils are engaged in the curriculum, inspiring them to further their learning.</p> <p>Standards in all subjects improve – above 80% EXS in and 40% GD in all subjects.</p> <p>To have 60%+ children across the school be involved in an extra-curricular club each term.</p> <p>Meet with Pupil Premium families to ensure their child/children their child/children are in a fully funded club per term.</p> <p>Survey for parents/carers to establish up take of club participation, to additional types of clubs to provide, why some children do not take up on a club – End of Autumn term.</p> <p>Children’s are able to regulate their emotions and improve learning behaviours further</p> <p>Children focused and engaged in learning throughout the day for longer periods</p> <p>School being able to cater for children’s mental well-being more effectively – less children suffering from school anxiety.</p> <p>Attendance rates in year groups above 96%.</p> <p>Less children needing access to ‘morning club’</p> <p>For the children needing/using the ‘morning club’, the time needed for them to access has reduced.</p>
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Strategic Objective 3 - Expanding BPET, delivering value for money and all schools benefitting from a strong CPD, collaboration and support programme that enables them to deliver exceptional educational provision while attracting, developing and retaining high quality staff

How do we best utilise the CPD and collaboration opportunities available to drive our school forward?

3	<p>Strategic objective 3 – CPD Encourage all staff to improve their performance through access to:</p> <ul style="list-style-type: none"> - Quality CPD opportunities, and support to embed learning - Engage in action research that will improve and develop the school’s priorities - To develop a coaching approach further, at a higher level of depth 	<ul style="list-style-type: none"> -To be involved in appropriate Action Research opportunities within the SLA, that will support the development and improvement of the school through the SDP priorities - To be involved in School Challenge work within BPET and the SLA - Continuation of work with RWI trainer (Sarabjit), and the work with the English Hub - Support the development of Master Readers with other local schools – learning walks, sharing of planning and coaching of other staff - Engage in the training opportunities offered through BPET – identifying key staff to attend events and networks - Develop a CPD strategy to ensure that processes are in place to make the most of all learning opportunities - Develop the ‘coaching program’ within the school to ensure positive outcomes – apprenticeship coaching program for SLT 	<p>Headteacher involved in the BPET learning review at Braywick School’s BPET leadership & management and learning & teaching reviews – learning opportunity development for subject leaders and SLT.</p> <p>School being involved in action research projects on writing, Y4 timestable and Master Readers Network through the SLA.</p> <p>All teaching staff attending the BPET annual conference – specific staff signposted to training offered.</p> <p>BP, CS & PR involved in the coaching program offered through the apprenticeship levy.</p> <p>Reading leads and staff engage with RWI development days and coaching sessions – five times over the year.</p>
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School Development Plan 2023-24: Strategic Objective 1; LEARN

School:

Objective	Action - Black, Autumn Term - Blue, Spring Term (additional actions) - Purple, Summer Term (additional actions)	Person/s responsible & Time frame	Success Criteria <i>Evaluation (RAG rating) to be carried out termly.</i>	Costs	Actions to minimise potential risks and barriers	Evidence sources
<p>Strategic obj 1a – Outcomes To improve outcomes at all phases and for all groups of pupils in the core subjects</p>	<p>- Continue to embed and improve the teaching of reading in KS1 through implementation of the Read, Write Inc. program in EYFS & Year1, and Master Readers program in Year 2 to Year 6. - Develop a whole school reading strategy to ensure pupils learn to love reading, achieve excellent outcomes and they are able to access the next phase of their education.</p> <p>- To implement a consistent writing approach across the school to promote independence and improve outcomes</p> <p>-The writing leads work with BPET English consultant, Stephanie Hilder.</p> <p>- Embed the White Rose Maths program to continue to develop the staff knowledge and skills in Maths Mastery - Ensure consistency across the school with schemes used to supplement White Rose Maths</p> <p>- Pupil Progress meetings focused on the bottom 20% of attainers in our school across core subjects</p>	<p>Emma Seymour, Anais Morris, Brian Prebble</p> <p>Emma Seymour, Anais Morris, Brian Prebble</p> <p>Paul Rumble, Claire Southerton, Gemma Sloan</p> <p>Natasha Finch, Alison Webb, Gemma Sloan Natasha Finch, Alison Webb, Gemma Sloan</p> <p>Brian Prebble, Gemma Sloan</p>	<p>Phonics screening results above 90% Pupils in KS1 able to read fluently at their stage. Teachers confidently deliver effective and high quality RWI and Master Readers lessons. Timetables show reading 5 times a week and follow the RWI and Master Readers approach/timings. Pupils through pupil conferencing express enthusiasm about reading and are keen to read regularly. Children regularly take out books from the library each week, and take opportunities at school to read for pleasure.</p> <p>Increased confidence in staff’s understanding of maths mastery For all children to have the required knowledge and skills to complete the timetable check in Year 4 achieving 20+, with 80% 24+ All staff are confident when assessing children at the end of each term, using data to identify gaps and inform next steps. Ensure all children have the required skills to be able to access daily maths lessons.</p>			<p>Monitoring programme: Planning looks Book looks Learning walks Pupil conferencing Coaching sessions Feedback from BPET learning reviews</p>
<p>Strategic obj 1b – Pedagogy To develop & improve the provision for</p>	<p>- Implement the strategies within the ‘Writing Revolution’ and Syntax Project.</p>	<p>Claire Southerton, Paul Rumble, Gemma Sloan</p>	<p>Planning shows that identified strategies from the Writing Revolution & Syntax Project are being implemented/used.</p>			<p>Monitoring programme: Planning looks Book looks Writing hot writes Learning walks</p>

writing across the school	<ul style="list-style-type: none"> - Writing leads and DH to coach and mentor teachers with planning and delivery of writing - Meaningful and purposeful writing opportunities where children can be authors and write with independence - Link writing opportunities to high quality books used within the Master Readers programme in Year 2 to Year 6. Ensure all models of writing are high quality text. 	<p>Claire Southerton, Paul Rumble, Gemma Sloan</p> <p>Claire Southerton, Paul Rumble, Gemma Sloan</p> <p>Claire Southerton, Paul Rumble, Gemma Sloan Emma Seymour, Brian Prebble</p>	<p>CS, PR & GS identify teachers needing coaching support through monitoring program & learning works. Planning shows meaningful & purposeful opportunities, and impact monitored through learning walks and book looks. Planning shows links to Master Readers books within writing lessons with appropriate and meaningful links</p>			<p>Pupil conferencing Coaching sessions Feedback from BPET learning reviews</p>
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School Development Plan 2022-23: Strategic Objective 2; ENJOY, SUCCEED

School:

Objective	Action - Black, Autumn Term - Blue, Spring Term (additional actions) - Purple, Summer Term (additional actions)	Person/s responsible & Time frame	Success Criteria <i>Evaluation (RAG rating) to be carried out termly.</i>	Costs	Actions to minimise potential risks and barriers	Evidence sources
<p>Strategic obj 2 – Curriculum To evolve the curriculum with foundation subjects to inspires the children & ensuring ‘awe and wonder’ with learning</p>	<ul style="list-style-type: none"> -Principles of the curriculum are confirmed and understood by all stakeholders - Principles are embedded in curriculum planning - Work with key staff at Braywick on the Inquiry Curriculum approach - Pupils are engaged in the curriculum and it encourages further learning - Each year group to have 3 trips or curriculum events over the academic year that enriches subjects and inspires learning - To have 60%+ children across the school be involved in an extra-curricular club each term - To work with Pupil Premium families to ensure their child/children they the opportunity of one fully funded club per term. - To create a survey for parents/carers to establish up take of club participation, to additional types of clubs to provide, why some children do not take up on a club 	<p>Gemma Sloan Claire Southerton</p> <p>Brian Prebble Gemma Sloan</p> <p>SLT</p> <p>Brian Prebble Caroline Tooley</p> <p>Brian Prebble</p> <p>Brian Prebble Caroline Tooley</p>	<p>Staff, LAB, children are able to articulate the principles of the school’s curriculum. Knowledge and skill progression, and concepts links, trips, events, visitors are evident in the curriculum map.</p> <p>Through learning walks & pupil conferencing pupils are engaged & inspired in the curriculum & their learning. Standards in all subjects improve – above 80% EXS in and 40% GD in all subjects. 60%+ children across the school be involved in an extra-curricular club termly</p> <p>Meet with Pupil Premium families to ensure their child/children their child/children are in a fully funded club per term.</p> <p>Survey for parents/carers to establish up take of club participation, to additional types of clubs to provide, why some children do not take up on a club – End of Autumn term.</p>			<p>Monitoring program: Planning looks Book looks Learning walks Pupil conferencing Feedback from BPET learning reviews Curriculum map</p>
<p>Strategic obj 2b – Behaviour To improve further the high level of learning behaviours</p>	<ul style="list-style-type: none"> - To create an implementation plan on Zones of Regulation that will include the why, how and what. Training needed for staff will be included - To begin to implement the strategies of Zones of Regulation - To visit and work with key staff at Kilburn and Deer Park on Zones Of Regulation - PSHE led and SLT to explore and look how to include with our PSHE curriculum, aspects of My Happy Mind, to support the continue work of creating a culture of positive mental wellbeing for the children (Home - myHappymind) 	<p>Gemma Sloan Brian Prebble Claire Southerton Paul Rumble Marie Davies</p> <p>Brian Prebble Gemma Sloan</p> <p>Emma Seymour Hannah Weeks</p>	<p>To create an implementation plan on Zones of Regulation that will include the why, how and what. Training needed for staff will be included.</p> <p>To begin to implement the strategies of Zones of Regulation</p> <p>To visit and work with key staff at Kilburn and Deer Park on Zones Of Regulation</p> <p>PSHE led and SLT to explore and look how to include with our PSHE curriculum, aspects of My Happy Mind, to support the continue work of creating a culture of positive mental wellbeing for the children (Home - myHappymind)</p>			<p>Learning walks Pupil conferencing Feedback from BPET learning reviews</p>

School Development Plan 2022-23: Strategic Objective 3; EXPANSION, VfM, CPD, STAFF RETENTION

School:

Objective	Action - Black, Autumn Term - Blue, Spring Term (additional actions) - Purple, Summer Term (additional actions)	Person/s responsible & Time frame	Success Criteria <i>Evaluation (RAG rating) to be carried out termly.</i>	Costs	Actions to minimise potential risks and barriers	Evidence sources
<p>Strategic obj 3 – CPD Encourage all staff to improve their performance</p>	<p>-To be involved in appropriate Action Research opportunities within the SLA, that will support the development and improvement of the school through the SDP priorities</p> <p>- To be involved in School Challenge work within BPET and the SLA</p> <p>- Continuation of work with RWI trainer (Sarabjit), and the work with the English Hub</p> <p>- Support the development of Master Readers with other local schools – learning walks, sharing of planning and coaching of other staff</p> <p>- Engage in the training opportunities offered through BPET – identifying key staff to attend events and networks</p> <p>- Develop a CPD strategy to ensure that processes are in place to make the most of all learning opportunities</p> <p>- Engage the ‘coaching programme’ within the school to ensure positive outcomes – apprenticeship coaching programme for SLT</p>	<p>Brian Prebble</p> <p>Brian Prebble</p> <p>Anais Morris</p> <p>Emma Seymour</p> <p>Brian Prebble</p> <p>SLT</p> <p>SLT</p> <p>Brian Prebble</p>	<p>Headteacher involved in the BPET learning review at Braywick.</p> <p>School engaging fully in BPET leadership & management and learning & teaching reviews.</p> <p>Specific School leads engaging in action research projects on writing, Y4 timestable and Master Readers Network through the SL and feedback findings to all teaching staff</p> <p>All teaching staff attending the BPET annual conference – specific staff signposted to training offered.</p> <p>BP, CS & PR completing the coaching program offered through the apprenticeship levy.</p> <p>Reading leads and staff positively engage with RWI development days and coaching sessions – five times over the year, and demonstrate improvements through lesson planning and delivery</p>			<p>BPET learning & teaching report.</p> <p>BPET leadership & management report</p> <p>BP, CS, PR fully engaging in coaching program and receiving qualification.</p> <p>RWI school development leads report</p>
Total delivery cost of SDP						

SDP Review (completed by Director of Education/Executive Headteacher)

Comments	Resulting Actions	To be completed by	Signed off as completed
Priority 1 – •			
Priority 2 – •			
Priority 3 – •			

SDP final sign off

Date:

Director of Education/Executive Headteacher:

