

# School Development Plan



**Badbury Park Primary School**

# Introduction

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## Introduction

*"Badbury Park Primary School is a friendly and welcoming school. It is a nurturing and inclusive place to learn. The school's '4 Bs' values lie at the heart of its work. From the moment pupils start at Badbury Park, they are encouraged to 'be ambitious', 'be adventurous' and 'be curious'. Positive relationships are a high priority for the school. There is a collective responsibility for everyone to 'be kind' to each other.*

*The school prioritises pupils' well-being and safety. Staff form trusting, caring relationships with pupils. As a result, pupils feel happy, safe and valued. They can talk to trusted adults if they have any worries or concerns. Pupils of all ages play well together. They show care and consideration towards each other. Playtimes and lunchtimes are enjoyable for all.*

*The school has high expectations for how pupils behave. Pupils meet these expectations and understand, appreciate and celebrate difference. Pupils are polite and well mannered. They show high levels of respect to one another.*

*The school's vision runs through the curriculum, which is ambitious. Pupils' experiences are broadened through a range of trips and visitors. They enjoy taking on additional responsibilities, for example as members of the school council." Ofsted 2024*

## Rationale

Our monitoring which includes pupil voice, staff voice, observations, data analysis and book looks have led us to focus on the following areas this year. In addition to the School Development plan, subject coordinators have their own action plans as well. Five children with EHCPs have transferred to alternative provision which has enabled the School to adapt its inclusion offer to include intervention.

## Leadership and Management : Good

Ofsted noticed that, *"Trustees and local governors understand their roles well. They provide effective support and challenge to the school."* This academic year, the School has a new chair of governors and three new members. Recruitment of parent governors will also be undertaken with particular focus on recruiting a finance governor.

2023-24 saw an increase to leadership capacity in senior and middle leadership roles. These roles will continue to develop to support the growing school. Some teachers have taken on new subjects and will be supported through the curriculum and subject leadership drop-ins.

## Quality of Education: Good

The school has designed a broad and ambitious curriculum. Learning is well sequenced, so pupils build on their knowledge over time. The curriculum is designed to develop pupils' curiosity about the world. It makes links to the local area. There is a focus on using the outdoor environment, taking advantage of the school's location.

Pupils progress well through the curriculum in most subjects and can recall their prior learning.

The school recognises that the curriculum needs further embedding. In some foundation subjects at the time of inspection, the school had not yet identified the precise knowledge it wanted pupils to know and

remember. This is an ongoing focus for the school.

In some cases, adaptations to lessons were not well developed and this will be a school development priority.

As a growing school, there are new teaching staff including two ECTs who will need careful induction.

### **Behaviour and Attitudes: Good**

*"The school has high expectations for how pupils behave. Pupils meet these expectations and understand, appreciate and celebrate difference. Pupils are polite and well mannered. They show high levels of respect to one another." Ofsted*

Learning walks show that some learners are not fully engaged. This is for a variety of reasons. In addition to the work on adaptations under the Quality of Education section, the School wants to ensure staff are equipped to engage learners who may struggle with emotions, resilience, trauma, SEND so they are ready to learn and progress well.

### **Personal Development: Good**

*"The school's values underpin the approach to pupils' personal development. Pupils learn about tolerance, diversity and equality. They understand about healthy relationships and know what it means to be a good friend. Pupils know how to keep themselves physically and mentally healthy and how to stay safe online. They learn how to talk about their feelings in ways appropriate to their age." Ofsted*

Pupil voice reflects pupils know the Badbury 4Bs well. With other values the children are less confident to explain, and at times demonstrate, their understanding of these. This will be a focus for development beyond the classroom in particular, collective worship.

### **EYFS: Good**

*"From the moment pupils start at Badbury Park, they are encouraged to 'be ambitious', 'be adventurous' and 'be curious'...In the early years, adults quickly get to know the needs of the children...A love of reading...starts in the Nursery, where children begin to hear and identify sounds. This sets them up well for Reception, where they start learning phonics straight away."*

There are two new members of staff to the team that need inducting in the Early Years. In the minority of cases, learning walks have highlighted that the quality of interactions with the children are not at the standard of the leading practitioners. This will be developed to ensure there is equality of offer throughout the phase.

# Ref 207 - Q of E 1: Adaptations

<b>RAG:</b>	<span style="color: orange;">●</span> <b>Amber</b>	<b>Status:</b>	<b>In Progress</b>
<b>Priority:</b>	Medium	<b>Responsible:</b>	Charlotte Debono
<b>Team:</b>	SLT	<b>Monitor:</b>	Louise Dance
		<b>Dates:</b>	20/01/25 - 03/02/25

**Description:** Ofsted highlighted that learning is not always adapted sufficiently in relation to what pupils know and can do to ensure all pupils build on their prior knowledge well enough.

- Strategy:**
1. SEND support and scaffolding adaptation document is available for all staff.
  2. Teaching and learning drop ins attended throughout the year to discuss adaptations in the year group curriculum
  3. Increased question level analysis of summative assessments in the core subjects to inform next steps and interventions.
  4. Hands on learning opportunities increased including the use of loose parts and authentic resources.
  5. Teach Active is utilised in lessons across the curriculum.
  6. Interventions are linked to the gaps identified in assessment both formative and summative and are implemented to close the gaps.
  7. Share good practice across the school once monitoring is complete.

**Monitoring \ Evaluation:** -

## Success Criteria

DESCRIPTION	COMPLETED
Teacher CPD given around adaptations for learning as part of the teaching an learning policy.	<input checked="" type="checkbox"/> <b>YES</b>
Teacher's planning and resourcing includes details of the adaptations being used in the lessons.	<input checked="" type="checkbox"/> <b>YES</b>
Lesson drop-ins and SEND walk-throughs show a range of adaptations and scaffolding which enables learning	<input type="checkbox"/> <b>NO</b>
Adaptations do not cap the learning of children	<input checked="" type="checkbox"/> <b>YES</b>
Triangulation evidenced in lesson observations between planning, books, children, resources in the session	<input type="checkbox"/> <b>NO</b>
Books and folders will reflect the different adaptations employed in the learning.	<input checked="" type="checkbox"/> <b>YES</b>

## Ref 208 - Q of E 2: Precise Knowledge

<b>RAG:</b>	<span style="color: orange;">●</span> <b>Amber</b>	<b>Status:</b>	<b>In Progress</b>
<b>Priority:</b>	Medium	<b>Responsible:</b>	Michelle Tkocz
<b>Team:</b>	SLT	<b>Monitor:</b>	Louise Dance
		<b>Dates:</b>	01/09/24 - 31/08/25

**Description:** Ofsted highlighted that in some foundation subjects the school has not yet identified the precise knowledge it wants pupils to know and remember. As a result, pupils do not always gain the depth of understanding they need to make links with previous learning.

**Strategy:**

1. Middle leaders to be given release time to identify the precise knowledge for their subject.
2. Middle leaders to communicate with year group teams what the precise knowledge for their lessons.
3. Knowledge organiser reflect the precise knowledge the children need to learn in a topic.
4. Subject quizzes to reflect the precise knowledge to learn.
5. Children to use deliberate practice time to revisit key learning

**Monitoring \ Evaluation:** -

### Success Criteria

DESCRIPTION	COMPLETED
Subject action plans reflect the priority for precise knowledge to be the focus of work this year	<input checked="" type="checkbox"/> <b>YES</b>
Subject leaders have booked time to feedback the precise knowledge for their subjects across each year to year group teams	<input type="checkbox"/> <b>NO</b>
Year group teams have created subject quizzes based around the precise knowledge.	<input type="checkbox"/> <b>NO</b>
Children in pupil voice can articulate the key knowledge in their topic learning.	<input type="checkbox"/> <b>NO</b>
Knowledge organisers reflect the precise knowledge for the topics	<input type="checkbox"/> <b>NO</b>

# Ref 209 - Q of E 3: EYFS Quality of Interactions

<b>RAG:</b>	<span style="color: orange;">●</span> <b>Amber</b>	<b>Status:</b>	<b>In Progress</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	EYFS
<b>Team:</b>	SLT	<b>Monitor:</b>	Louise Dance
		<b>Dates:</b>	17/07/25 - 31/07/25

**Description:** The school have highlighted that the cohort of children transitioning nursery to reception is showing low levels of attainment in communication and language.

**Strategy:**

1. Colourful semantics is the primary intervention for communication and language in the early years
2. Drawing club used to develop vocabulary and writing
3. Social and emotional needs are supported by the children building a toolkit
4. Circle time planned to address rules, appropriate behaviours, boundaries.
5. Children have regular opportunities to sensory activities e.g. sensory solutions.

**Monitoring \ Evaluation:** -

## Success Criteria

DESCRIPTION	COMPLETED
Colourful semantics has had a positive impact for the vast majority of children in the intervention	<input type="radio"/> <b>NO</b>
Children's speaking and early writing reflect the vocabulary from the sessions	<input type="radio"/> <b>NO</b>
Children's emotional outbursts reduce by 50% by Christmas as a result of the strategies they have built.	<input type="radio"/> <b>NO</b>
In pupil voice, children can talk about and demonstrate Badbury behaviours and work within the boundaries of the setting	<input type="radio"/> <b>NO</b>
Provision planning includes sensory activities. These are evident in monitoring: plans, learning walks and lesson observations.	<input type="radio"/> <b>NO</b>

# Ref 210 - PD 1: Promotion of Core Values

<b>RAG:</b>	<span style="color: orange;">●</span> <b>Amber</b>	<b>Status:</b>	<b>In Progress</b>
<b>Priority:</b>	Medium	<b>Responsible:</b>	Charlotte Debono
<b>Team:</b>	KS1	<b>Monitor:</b>	Louise Dance
		<b>Dates:</b>	16/04/25 - 30/04/25

**Description:** The school have identified that the children know the core school values of be kind, be ambitious, be adventurous and be curious well. With wider values they are less confident about how this links to their wider world.

**Strategy:**

1. Values are planned out for assembly and visited in the class assemblies and circles times.
2. Values for the term are displayed in the class and referred to throughout the lessons.
3. Values are linked to British Values and school values wherever possible.
4. In some lessons, the language of the value will be captured in monitoring.
5. The vocabulary of the values is heard in the school and consistently referred to

**Monitoring \ Evaluation:** -

## Success Criteria

DESCRIPTION	COMPLETED
Ensure that assembly timetable includes values	<span style="color: green;">✔</span> <b>YES</b>
Monitor to ensure that the value of the term is displayed in classrooms across the school.	<span style="color: grey;">●</span> <b>NO</b>
Monitor and ensure that links are made with British values and school values. Monitor that the children can talk about values	<span style="color: grey;">●</span> <b>NO</b>
Monitoring of teaching and learning shows that linked vocabulary is used and understood by the children.	<span style="color: grey;">●</span> <b>NO</b>

# Ref 211 - L&M:1 New Governing Body

<b>RAG:</b>	<span style="color: orange;">●</span> <b>Amber</b>	<b>Status:</b>	<b>In Progress</b>
<b>Priority:</b>	Medium	<b>Responsible:</b>	Louise Dance
<b>Team:</b>	SLT	<b>Monitor:</b>	Louise Dance
		<b>Dates:</b>	01/09/24 - 31/08/25

**Description:** We have a new chair and three new governors. This is due to the first 5 year tenure coming to an end. New Governors will need quickly inducting and link roles decided.

- Strategy:**
1. Induct new Governors
  2. Set up link roles
  3. Begin new visits to school.
  4. Model support and challenge in meetings
  5. Attend Governing review for Blue kite
  6. Adopt new paper work from BK showing roles and responsibilities
  7. Adopt new Headteacher report format.
  5. Share and encourage Governor training
  6. Recruit Finance Governor and further parent governors
  7. Complete new skills audit with new Governing Body.

**Monitoring \ Evaluation:** Used the new format for the HT report in December 2024

## Success Criteria

DESCRIPTION	COMPLETED
Governors provide appropriate support and challenge	<span style="color: green;">✔</span> <b>YES</b>
Governors fulfill their statutory duties.	<span style="color: grey;">●</span> <b>NO</b>
Governors know the school well and can articulate the strengths and areas for improvement	<span style="color: grey;">●</span> <b>NO</b>
New Governors appointed	<span style="color: grey;">●</span> <b>NO</b>
New Headteacher format in place	<span style="color: green;">✔</span> <b>YES</b>
Audit show skills deficit	<span style="color: grey;">●</span> <b>NO</b>



# Ref 212 - Premises- 1:Health and safety

<b>RAG:</b>	<span style="color: orange;">●</span> <b>Amber</b>	<b>Status:</b>	<b>In Progress</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	Louise Dance
<b>Team:</b>	SLT	<b>Monitor:</b>	Louise Dance
		<b>Dates:</b>	01/09/24 - 31/08/25

**Description:** Following on from a recent audit the school would like to fully use EVERY system to ensure all H&S practices are robust

- Strategy:**
1. Develop an action plan
  2. Plan training throughout the year
  3. Ensure all staff are trained on EVERY
  4. Increase the H&S toll box talks
  5. SBM to complete IOSHH
  6. Create risk assessment for all PE
  7. Increase fire signage
  8. Increase signs in cookery room.
  9. Head and SBM to over see the cycle of reporting-action-completion
  10. Look into options to cool the temperature in the kitchen eg breaks, fan i window
  11. To investigate the use of 'fire safe lifts'

**Monitoring \ Evaluation:** -

## Success Criteria

DESCRIPTION	COMPLETED
Action plan written and targets met or in process	<input checked="" type="checkbox"/> <b>YES</b>
Clear timetable of training written and carried out	<input type="checkbox"/> <b>NO</b>
EVERY will be used in full by SLT	<input type="checkbox"/> <b>NO</b>
Weekly events and briefing will include more H&S reminders	<input checked="" type="checkbox"/> <b>YES</b>
Risk assessments are written and followed	<input checked="" type="checkbox"/> <b>YES</b>
All signage in place	<input checked="" type="checkbox"/> <b>YES</b>
Risk assessments in place for the lift and wheelchair users	<input checked="" type="checkbox"/> <b>YES</b>

# Ref 213 - B&A1: Attitudes to learning

<b>RAG:</b>	<span style="color: orange;">●</span> <b>Amber</b>	<b>Status:</b>	<b>In Progress</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	Eleanor Christmas
<b>Team:</b>	SLT	<b>Monitor:</b>	Louise Dance
		<b>Dates:</b>	01/09/24 - 31/08/25

**Description:** In line with our behavior policy we strive for our children to be intrinsically motivated to do their best. Our children are extrinsically motivated out of school therefore children need to learn to self motivate and be resilient to challenges regulating their emotions throughout the school day. We would like children to be more independent and responsible for their time in school.

**Strategy:**

1. Monitor B&A in term 1 in each class and around the school
2. Pupil voice of children who are intrinsically motivated
3. Deep dive into patterns of behavior and low level disruption
4. Circle times used and practice time used to ensure children know and understand the expectations
5. SEMH interventions implemented term 2.
6. Lighthouse referral and ELSA to take place where needed to ensure children are ready to learn.

**Monitoring \ Evaluation:** -

## Success Criteria

DESCRIPTION	COMPLETED
Increased engagement from term 1 starting point of children in lessons	<input type="radio"/> <b>NO</b>
Children transition well most of the time regardless of staff member	<input type="radio"/> <b>NO</b>
Interventions show impact of attitudes to work in class	<input type="radio"/> <b>NO</b>