



Biggin Hill Primary - School Development Plan 2021-2024

Rationale

The purpose of this School Development Plan is to ensure that the education at Biggin Hill Primary School meets the needs of all children, giving them the best start to their education and preparing them for life in modern democratic Britain and a global society.

This will be achieved by developing a clear focus on:

- 1 Quality of Education including:**
 - quality of teaching, learning and assessment
 - attainment, achievement and outcomes
 - an ambitious, coherently planned and sequenced high quality curriculum
- 2 Behaviour and Attitudes**
- 3 Personal Development**
- 4 Leadership and Management**

The School Development plan has been written to take into account the Ofsted inspection in May 2017, two closures due to the global pandemic from March 2020 to March 2021 and the school reopening from March 8 2021. We anticipate that further periodic closures will be needed.

Previous end of Key Stage attainment and progress information is not available due to the closures. However, the Summer term 2021 focused on assessing children to identify gaps and implementing interventions that will continue to be carefully monitored to ensure they are effective. Staff and pupil wellbeing will continue to be a high focus during the course of the pandemic and beyond.

This School Development Plan runs alongside Subject Leader Action Plans.

These documents will be shared with staff and stakeholders in a timely manner, monitored at least termly and adjusted as required.

COVID 19 Core Rationale in line with Local Authority and Government Guidance

The safety and welfare of pupils and staff is the paramount principle for all planning. The school will continue to:

- organise itself in ways that are compatible with minimising the spread of the virus
- robustly monitor systems to ensure control measures are effective
- make decisions that meet the needs of the local community, in line with advice from local public health teams
- act at pace as and when required

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SDP on one page

Key Priorities	Who is leading this?	Desired Outcomes (objectives)
<p>Key Priority 1 . Quality of Education To ensure that a robust Recovery Curriculum is in place that closes the gap between the most and least disadvantaged pupils</p>	SLT	<ul style="list-style-type: none"> • Gaps between the most and least disadvantaged pupils are closed • Pupil's well being is good
<p>Key Priority 2 . Quality of Education Increase the proportion of pupils achieving the greater depth standard in reading and in SPAG</p>	Lit Lead	<ul style="list-style-type: none"> • Proportion of pupils achieving GD standard is in line with or above National averages in KS1 and KS2 (KS1 reading approx 25%) (KS2 reading approx 27% and SPAG 36%)
<p>Key Priority 3 . Quality of Education Increase the proportion of pupils achieving the expected standard in maths</p>	Maths Lead	<ul style="list-style-type: none"> • Proportion of pupils achieving this is in line or above National averages in KS2 • 75% 2021-2022 • In line with national %+ 2022-2024 (approx 79%)
<p>Key Priority 4 . Quality of Education Develop retention and recall of knowledge in maths so that the progress of the lowest attainers in maths improves</p>	Maths Lead	<ul style="list-style-type: none"> • Quality of teaching will ensure that key calculation strategies are delivered and learned by all of the lowest attainers • Proportion of pupils achieving 20 points+ for the year 4 times tables check is in line with or above the National average • Improve the rate of progress of the lowest attaining pupils, through intervention and by targeting them more systematically in lessons
<p>Key Priority 5 . Quality of Education/Personal Development Develop the intent and implementation of the curriculum to ensure that it has equality and diversity embedded within it</p>	Wider Curric Lead	<ul style="list-style-type: none"> • Equality and diversity are evident across all areas of school life, including a refreshed curriculum offer. • PSHE, RE and RSE curriculums are effective in preparing children for life in a diverse global society
<p>Key Priority 6 . Quality of Education To reduce the number of children whose communication and language skills are below age expected and address gaps in communication and language skills for all younger learners</p>	EYFS Lead, Lit Lead and SENCo	<ul style="list-style-type: none"> • In line with national % for GLD - 2021-2022 • 70% + expected for communication and language development - 2021-2022 • 80% + for GLD - 2022-2023 • 80% + expected for communication and language development - 2022-2023 • 85% + for GLD - 2022-2023 • 85% + expected for communication and language development - 2022-2023
<p>Key Priority 7 . Behaviour and Attitudes To reduce the number of persistent absentees to be in line with or lower than national averages and to ensure that disadvantaged pupils are not disproportionately represented within this group</p>	HT & SLT	<ul style="list-style-type: none"> • Persistent absenteeism is in line with national averages, especially for disadvantaged pupils and pupil groups - 2021-2023 • Persistent absenteeism is below national averages - 2023-2024
<p>Key Priority 8 . Leadership and Management Improve staff welfare and wellbeing</p>	SLT & Mental Health and Wellbeing Lead	<ul style="list-style-type: none"> • Staff well being is good • Retention of staff remains high
<p>Key Priority 9 . Leadership and Management Further develop the curriculum including subject leadership in preparation for deep dive monitoring</p>	Wider Curric Lead & SLT	<ul style="list-style-type: none"> • Subject leaders are able to accurately evaluate the quality of teaching and learning in their subject areas • The quality of teaching and learning in their subject areas improves year on year

Ofsted May 2017 - What does the school need to do to improve further?

- Strengthen the quality of teaching in mathematics by ensuring that teachers consistently provide pupils with opportunities to explain their mathematical reasoning and understanding when they solve problems.
- Improve the impact and influence of middle leaders by ensuring that they are fully effective in checking the quality of teaching and pupils' progress to further raise achievement in their relevant subjects.
- Continue to improve the attendance of pupils who are eligible for free school meals, so that their attendance matches that of pupils nationally.

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DATA

EYFS

	School 2018	National 2018	School 2019	National 2019	School 2021 (TA)
GLD	78%	72%	82%	72%	51%

Phonics

	School 2018	National 2018	School 2019	National 2019	School 2021 (TA)
All	88%	83%	83%	82%	74%
Boys	96%	79%	87%	78%	79%
Girls	80%	86%	81%	85%	71%

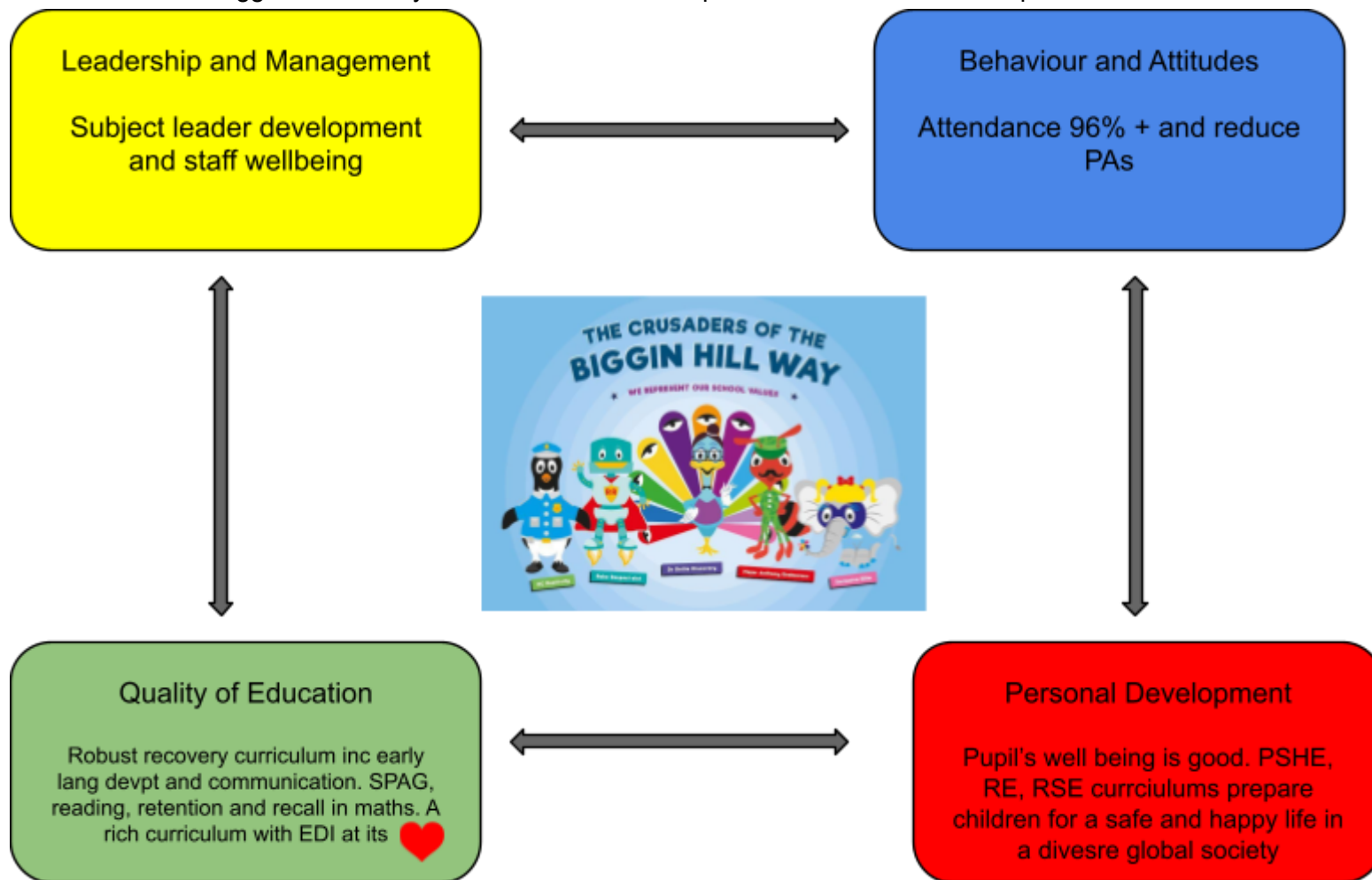
KS1

	School 2018	National 2018	School 2019	National 2019	School 2021 (TA)
Reading	78%	75%	80%	75%	74%
Writing	73%	70%	74%	69%	65%
Maths	76%	76%	78%	76%	78%

KS2

	School 2018	National 2019	School 2019	National 2019	School 2021 (TA)
Reading	88%	73%	69%	73%	81%
Writing	90%	78%	89%	78%	72%
Maths	92%	79%	64%	79%	76%
SPAG	84%	78%	73%	78%	N/A

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INTENT		IMPLEMENTATION		IMPACT		
Key priority Key Leader/s	Objective / Desired Outcome	Success Criteria <i>What will be evident if this is achieved?</i>	Actions / Steps with timescale <i>What will be done and when?</i>	Sources of funding + resources including staffing	Monitoring Activity <i>Monitoring</i>	Evaluation of impact and progress review
<p>1. To ensure that a robust Recovery Curriculum is in place that closes the gap between the most and least disadvantaged pupils</p> <p>SLT and individual subject leaders</p>	<p>Gaps between the most and least disadvantaged pupils are closed.</p>	<ul style="list-style-type: none"> ✓ Assessment schedule in place ✓ Gap analysis enables teachers to effectively plan to address the gaps ✓ Evidence in books and data shows narrowing gaps ✓ Effective interventions that evidence children making progress ✓ Evidence of coverage of gaps across all subjects ✓ Evidence of cross curricular links with reading 	<p>PPRs to monitor the progress of DA children and other groups (half termly)</p> <p>Assessments completed termly and gap analysis completed</p> <p>Targeted evidence based interventions in place to support pupils with basic skills eg handwriting, reading, maths and phonics.</p> <p>Specialist evidence based interventions in place to support pupils with additional needs eg SALT, sensory needs, ASD etc</p> <p>Impact of interventions monitored every 6 weeks (Edukey)</p> <p>Moderation (termly)</p>	<p>Release time for AHT to attend all PPRs</p> <p>Recovery Premium - £203 per pupil for 60% of PP cohort</p>	<p>Pupil progress reviews to analyse data inc pivot tables to moderate between formative and summative assessment (6 times yearly)</p> <p>Internal moderation (termly)</p> <p>External moderation with The Aquinas Trust (termly)</p> <p>SLT strategic overview of data (half termly)</p> <p>Work scrutinies across all subjects (see deep dive schedule termly)</p> <p>Lesson observations and lesson visits in school calendar</p> <p>Data checks FGB (termly)</p> <p>Report on use of Recovery Premium to FGB (termly)</p> <p>Report to govs SDP Aspect report (termly)</p>	

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			<p>Phonics and Early Reading workshop for parents/carers</p> <p>Early Maths workshop for parents/carers</p> <p>Before & after school booster/intervention programme in place to target gaps identified</p> <p>Individual subject leaders have planned for which aspects of their individual curriculums should be focussed on and provided CPD for teachers and LSAs on this. Using DfE guidance</p> <p>Individual subject leaders to plan for how their subjects can be linked to reading</p> <p>“Aspire” teaching programme in place for bottom 10% in KS2</p>			
<p>2. Increase the proportion of pupils achieving the greater depth standard in reading and in SPAG</p> <p>LITERACY LEAD</p>	<p>Proportion of pupils achieving greater depth standard is in line or above National averages in KS1 and KS2</p>	<p>✓ Proportion of pupils achieving GD standard is in line or above National averages in KS1 and KS2 (KS1 reading approx 25%) (KS2 reading approx 27% and SPAG 36%)</p> <p>✓ Audit of reading for pleasure and pupil voice reveals that</p>	<p>SPAG lesson structure and timetabling agreed and shared with all staff</p> <p>CPD on phonics and spelling strategies inc dictation provided for all staff</p> <p>Deep dives in: SPAG, reading, writing and phonics & early reading</p>	<p>££££ for new phonics programme and training for key staff</p> <p>Spelling CPD</p> <p>Time for deep dives - subject leader release</p>	<p>Deep dives: Wks 4-7 SPAG Wks 8-10 Reading Wks 15-17 Early Reading and Phonics Wks 27-29 Writing</p> <p>Deep dives to include: pupil, parent and staff voice, lesson visits, work scrutiny, data analysis, curric coverage</p> <p>(reading to be monitored)</p>	

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		<p>children are regularly choosing to read at a GD standard</p> <ul style="list-style-type: none"> ✓ In EYFS and KS1 children read books that are decodable for them at their stage of learning, every day, both at home and at school ✓ Reading is planned for and observed by subject leaders in a range of subjects eg history and science ✓ Reading for pleasure is planned for and observed on a daily basis, inc. class story time ✓ Dictation is a part of every spelling lesson ✓ SPAG is taught discretely as well as through the use of a quality literacy text ✓ Short SPAG tests are used to establish gaps and consolidate learning 			<p>through other subject area deep dives also)</p> <p>Pupil progress reviews to analyse data inc pivot tables to moderate between formative and summative assessment (6 times yearly)</p> <p>Internal moderation (termly)</p> <p>External moderation with The Aquinas Trust (termly)</p> <p>SLT strategic overview of data (half termly)</p> <p>Report to govs SDP aspect (spring term)</p>	
<p>3. Increase the proportion of pupils achieving the expected standard in maths</p> <p>MATHS LEAD</p>	<p>Proportion of pupils achieving this is in line or above National averages in KS2 (75% + 2021-2022)</p>	<ul style="list-style-type: none"> ✓ 75% + pupils achieve the expected standard at the end of KS2 2022 ✓ Internal in-year data shows that 65% + pupils are in line to 	<p>“Aspire” maths group set up to address the needs of the lowest 10% attainers in KS2</p> <p>Curriculum sequenced to address gaps using “Ready to Progress</p>	<p>Recovery premium - cost of maths boosters</p> <p>Maths CPD</p> <p>Deep dive release time</p>	<p>Deep dives: Wks 8-10 and 24-26</p> <p>Deep dives to include: pupil, parent and staff voice, lesson visits, work scrutiny, data analysis, curric coverage</p>	

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		<p>achieve the expected standard for their year group by the end of 2022</p> <p>✓ Children in EYFS show good mathematical progress from the RBA</p>	<p>Criteria: year 1 to year 6</p> <p>Additional 30 minutes (KS2)/ 15 minutes (KS1) teaching per day aimed at securing arithmetic skills and calculation strategies</p> <p>Analysis of PUMA tests and mock SATs to identify gaps and track progress and use of pivot tables to align formative and summative assessments</p> <p>Daily early morning maths booster for Y6 DA pupils and those just below expected and maths boosters for children just below expected in all KS2 classes</p> <p>Meeting for KS2 parents/carers re end of key stage expectations</p> <p>Early maths workshop for EYFS/KS1 parents/carers</p>		<p>Pupil progress reviews to analyse data inc pivot tables to moderate between formative and summative assessment (6 times yearly)</p> <p>Internal moderation (termly)</p> <p>External moderation with The Aquinas Trust (termly)</p> <p>SLT strategic overview of data (half termly)</p> <p>Report to govs SDP aspect (spring term)</p>	
<p>4. Develop retention and recall of knowledge in maths so that the progress of the lowest attainers in maths improves</p> <p>MATHS LEAD</p>	<p>Proportion of pupils achieving 20 points+ for the year 4 times tables check is in line with or above the National average</p> <p>Improve the rate of progress of the lowest attaining pupils</p>	<p>✓ 75% of each year group are working at age related Maths Challenges</p> <p>✓ 70% of year 4 achieving 20+ points in Year 4 times tables check</p> <p>✓ Analysis of PUMA assessments shows improved retention</p>	<p>“Aspire” maths group set up to address the needs of the lowest 10% attainers in KS2</p> <p>Curriculum sequenced to address gaps using “Ready to Progress Criteria: year 1 to year 6”</p> <p>Additional 30 minutes (KS2)/ 15 minutes (KS1) teaching per day aimed</p>	<p>Recovery premium - cost of maths boosters</p> <p>Maths CPD</p> <p>Deep dive release time</p> <p>£ Maths badges</p>	<p>Deep dives: Wks 8-10 and 24-26</p> <p>Deep dives to include: pupil, parent and staff voice, lesson visits, work scrutiny, data analysis, curric coverage</p> <p>Pupil progress reviews to analyse data inc pivot tables to moderate between formative and summative assessment (6</p>	

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	<p>Proportion of pupils achieving this is in line or above National averages in KS2 (75% + 2021-2022)</p>	<p>and recall of facts through the year</p> <ul style="list-style-type: none"> ✓ Analysis of “Aspire” group shows improved retention and recall of key numbers facts ✓ Quality of daily additional maths lesson (15 mins KS1 and 30 mins KS2) is judged to be good or better ✓ Basic skills homework in place to target retention and recall ✓ Maths boosters in place for DA and those who need daily additional maths intervention 	<p>at securing arithmetic skills and calculation strategies</p> <p>Weekly homework set linked to maths challenges and weekly “low stakes” maths challenges</p> <p>Analysis of PUMA tests and mock SATs to identify gaps and track progress</p> <p>Use of pivot tables to align formative and summative assessments</p> <p>Daily early morning maths booster for Y6 DA pupils and those just below expected</p> <p>Maths boosters for children just below expected in all KS2 classes</p> <p>Meeting for KS2 parents/carers re end of key stage expectations</p> <p>Early maths workshop for parents and carers</p>		<p>times yearly)</p> <p>Internal moderation (termly)</p> <p>External moderation with The Aquinas Trust (termly)</p> <p>SLT strategic overview of data (half termly)</p> <p>“Aspire” Progress Review Meetings with SLT/Parents every 6 weeks</p> <p>Report to govs SDP aspect (spring term)</p>	
<p>5. Develop the intent and implementation of the curriculum to ensure that it has equality and diversity embedded within it</p> <p>WIDER CURRIC LEAD</p>	<p>Equality and diversity are evident across all areas of school life, including a refreshed curriculum offer.</p> <p>PSHE, RE and RSE curriculums are effective in preparing</p>	<p>✓ Curriculum maps for every subject identify how the 9 protected characteristics are represented and all subject leaders to have identified an EDI</p>	<p>Assembly schedule planned for the year</p> <p>History timeline project group established</p> <p>Subject leader actions plans identify an EDI target and deep dives</p>	<p>Deep dive release time</p>	<p>Deep dive: Wks 18-20</p> <p>EDI/curriculum governor visits (termly)</p> <p>Report to govs SDP aspect (summer term)</p>	

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	<p>children for life in a diverse global society</p>	<p>target for their action plans</p> <ul style="list-style-type: none"> ✓ Books in class libraries and subject specific books are diverse ✓ Displays and resources reflect our diverse society ✓ EYFS project to address gender stereotypes in EYFS ✓ Whole school events planned to promote EDI across the year ✓ History timelines in KS1 and KS2 buildings are representative of gender, race, ethnicity and sexuality ✓ Use of SCARF scheme to deliver weekly PSHE sessions ✓ Use of SCARF to deliver RSE curriculum to every year group ✓ Assembly timetable that covers aspects of EDI 	<p>monitor progress against this</p> <p>Books/resources that reflect diversity in Britain are purchased</p> <p>All displays reflect gender and race diversity in Britain</p> <p>Wider curric lead to plan and work with EYFS lead on gender stereotypes project</p>			
<p>6. To reduce the number of children whose communication and language skills</p>	<p>In line with national % for GLD - 2021-2022</p>	<ul style="list-style-type: none"> ✓ Children make better than expected progress from RBA starting points in 	<p>Timetable Talk Boost</p> <p>Provide CPD for those delivering Talk Boost</p>	<p>Intervention time costed at £££</p>	<p>Deep dives: Wks 33-35</p> <p>Pupil progress review to</p>	

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<p>are below age expected and address gaps in communication and language skills for all younger learners</p> <p>EYFS LEAD & SENCo</p>	<p>70% + expected for communication and language development - 2021-2022</p>	<p>language and communication</p> <ul style="list-style-type: none"> ✓ Talk Boost early language intervention programme in place and having positive impact - monitored and recorded on EDU key ✓ Talk Boost assessments show improvements in children's word and sentence understanding, ability to talk in sentences and hold conversations ✓ Regular SALT assessments and interventions in place for targeted individuals and children make progress on their individual plans/starting points 	<p>Weekly meetings between SENCo and SALT</p> <p>½ termly reviews of SALT interventions inc Talk Boost recorded on Edukey</p>		<p>specifically monitor communication and language development (6 times yearly)</p> <p>Talk Boost and SALT intervention data on Edukey</p> <p>SENCo observations of all SALT interventions</p> <p>Governor visit and meeting with EYFS lead to monitor SDP aspect</p> <p>Report to govs SDP aspect (Autumn term 2022)</p>	
<p>7. To reduce the number of persistent absentees to be in line with or lower than national averages and to ensure that disadvantaged pupils are not disproportionately represented within this group</p> <p>SLT</p>	<p>Persistent absenteeism reduces to 9% or lower 2021-2023</p>	<ul style="list-style-type: none"> ✓ Action is taken for all pupils whose attends falls below 96% ✓ Medical evidence requested for all PAs and no absence authorised for illness without it ✓ No holidays authorised (with the exception of medical/SEN grounds) 	<p>Tiered system of attendance letters</p> <p>Attendance briefing for parents/carers in the autumn term</p> <p>Work with CDS to align approach to term time holidays</p> <p>Work with parents and carers of PAs to improve attendance</p>	<p>£ attendance awards/prizes</p> <p>SLA with Education Welfare service (Bromley)</p> <p>Time for weekly meetings between attendance officer and EWO</p>	<p>Weekly EWO strategy meetings</p> <p>PPRs attendance monitored for all DA/EHCP children and for anyone who is working below expected levels</p> <p>Report to govs SDP aspect (Autumn term 2021)</p> <p>Link governor meeting (termly)</p> <p>Attendance officer and HT meeting to review actions/figures (half termly)</p>	

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		<p>or for those who work in the services)</p> <ul style="list-style-type: none"> ✓ improvements seen in attendance of children where tiered action has been taken ✓ Pupil voice indicates that they understand the importance of good attendance and are motivated to attend well 	<p>Individual plans in place for children with emotion based school refusal</p> <p>Work with LA to ensure that fines are issued for unauthorised holiday</p> <p>Systems of rewards for: improved attendance, class attendance, whole school attendance</p>			
<p>8. Improve staff welfare and wellbeing</p> <p>SLT & MENTAL HEALTH AND WELL BEING LEAD</p>	<p>Staff well being is good</p> <p>Retention of staff remains high</p>	<ul style="list-style-type: none"> ✓ Teacher surveys report an improvement in workload. ✓ Staff surveys report a high level of well-being. ✓ Referrals to the school well being service are low. ✓ Staff retention is high, particularly for teachers. ✓ Models for staff retention have been established. 	<p>Develop staff wellbeing charter</p> <p>Develop staff well being notice board that promotes and encourages a healthy work life balance</p> <p>Enable staff to work from home as and when needed</p> <p>Pre Pay day treats</p> <p>Staff wellbeing weeks - no meetings/late start day</p> <p>Wellbeing raffle</p> <p>PM cycle which encourages and supports staff to plan for their own CPD</p>	<p>££ Staff wellbeing service</p> <p>Pre-payday treats</p> <p>National college membership</p>	<p>Standing agenda item at SEN, Wellbeing and Safeguarding meeting (HT, DHT, mental health and wellbeing lead)</p> <p>Staff surveys (termly)</p> <p>Staff groups to meet with wellbeing link governor (termly)</p> <p>Report to govs SDP aspect (Spring term 2022)</p>	

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			<p>National College membership for all staff - free access to hundreds of CPD courses</p> <p>Develop wellbeing and mental health action plan</p> <p>Weekly meeting SLT/Mental health and well being lead</p> <p>Staff appreciation survey 1 x per year</p>			
<p>9. Further develop the curriculum including subject leadership in preparation for deep dive monitoring</p> <p>SLT</p>	<p>Subject leaders are able to accurately evaluate the quality of teaching and learning in their subject areas</p> <p>The quality of teaching and learning in different subject areas improves year on year from starting points</p>	<p>✓ Senior leaders are supported, monitored and challenged to ensure they work effectively to deliver their whole school responsibilities and can demonstrate the impact their work has on pupils' achievements.</p> <p>✓ Senior leaders and LLT are supported, monitored and challenged to ensure they work effectively in developing an inspirational curriculum which meets all requirements in the Ofsted Framework 2019.</p> <p>✓ Leaders are empowered to influence the direction of the school with a shared ownership of the SDP. For their specific responsibilities they take responsibility for their actions and are self-motivated when it</p>	<p>Deep dive schedule for all subject areas</p> <p>Action plan proformas that link directly to SDP</p> <p>Presentation of SDP to all subject leaders</p> <p>National College membership for all staff - free access to hundreds of CPD courses</p> <p>Preparation for Ofsted CPD for all subject leaders</p> <p>Primary consultant reviews (termly)</p> <p>Subject leadership forums</p> <p>Joint work scrutiny and lesson visits with LLT</p> <p>Moderation internal and external</p>	<p>£££ primary consultant time</p> <p>Time for deep dives</p> <p>National College membership</p>	<p>Deep dive playbacks to SLT</p> <p>Action plan review meetings (termly)</p> <p>Data analysis after PPRs (termly)</p> <p>Cycle of presentations to governors (1 x per year per subject)</p>	

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		comes to its delivery being accountable across the whole school ✓ Governors hold all leaders to account for quality of education and training.				
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