



*'Only my best is good enough for me'*

# School Development Plan (2017-18)

**How to use this plan**

At Benhurst Primary School, we are passionately committed to ensuring that every child fulfils their academic potential and receives a holistic education. This will help our children develop as confident individuals well equipped for secondary education and beyond.

School improvement lies at the heart of our school - we are relentless in the pursuit of excellence for our children, staff and parents. As a community, we are determined to show that every child matters, that we are narrowing the identified gaps between pupil groups and that improvement is continual. We have set challenging academic targets for next year and will work hard to achieve them. This year's Development Plan takes its priorities from a rigorous self-assessment that has taken account of what we already know about the school through internal and external reports and feedback from a range of professional partners.

In addition to this plan, each subject area has an individual plan, which is linked to the main plan and provides more bespoke improvements linked to the area.

## **Our 2020 Vision**

Our vision for the school is ambitious. It builds on our motto of *'Only my best is good enough for me'* that already permeates through the school along with our Core Values of courage, wisdom, justice, respect, responsibility, compassion and belief. We need to anticipate the future and build confident, resilient children ready to embrace the opportunities and challenges of secondary school and beyond. Developing creative, articulate, resilient, empathetic, reflective and self-aware children will ensure they make outstanding progress and maximise their individual talents.

Our school will only be successful if we make a commitment to our staff as well as our children. Setting high expectations for staff, offering opportunities for further development of their skills and talents and providing innovative resources will lead to a cycle of high achievement for all.

We need to look wider than our own school and explore the potential for collaboration with the wider community and other schools to enhance the experience of our children and staff.

By implementing the vision:

- our children will be inspired to develop a lifelong love of learning;
- our staff will be inspirational practitioners who create memorable learning experiences for our children;
- our children and staff will develop the skills, mind-set and drive that empower them to maximise their achievements;
- our children and staff will be prepared for lifelong learning and future challenges.

"This is an outstanding school. Students, regardless of their starting points, make rapid and sustained progress in all subjects. Lessons are highly motivating, engaging and focused. There is a culture of high aspiration shared by staff, students and all those in the school community. Students feel safe and supported. They understand British values and can articulate their own values persuasively. The school's multicultural ethos is celebrated and, as part of the Life Trust, students and staff have access to a wide range of activities and opportunities locally and globally. There is a clear sense of direction and a relentless pursuit of excellence shared by all in the school community"

## **Ofsted c2020**

**Our main areas for improvement in 2017/2018 are:**

1. Rapid and Sustained Progress for all so that every pupil fulfils their potential. This includes diminishing the difference so that there is no significant gap between disadvantaged pupils and their peers.
2. Highly Effective Learning & Teaching, which challenges, engages and supports all learners.
3. To have more child initiated opportunities throughout the school.
4. Putting children and parents/carers first so that they feel heard, supported and fully involved in the school
5. Recruiting, sustaining and developing all staff

### **Monitoring the Progress of the Improvement Plan**

This will regularly be monitored by a range of stakeholders:

- children (through the Pupil Parliament)
- staff (Subject leaders, SLT, Achievement Team Meetings)
- parents (through the Parent Partnership)
- the Local Governing Body (in meetings, Healthcheck reports and school visits)
- LIFE Board (Healthcheck reports and school visits)
- External agencies (School Improvement Partners, The Local Authority, Ofsted)



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**1. Rapid and Sustained Progress for all so that every pupil fulfils their potential.**  
**This includes diminishing the difference so that there is no significant gap between disadvantaged pupils and their peers.**

Strategic Priority	Actions	Lead Person	Rationale (e.g. Ofsted, LIFE Priority)	Associated documents	Cost (£)	Impact
Increase the effectiveness of Pupil Progress Meetings (PPM) by specifically targeting key groups and children	New pupil groups on Compass Training for NQTs/new staff Revisit previous PPM report & discuss Ongoing CPD/discussion at staff mtgs Review current interventions Focus on impact	David Katherine Kate	Raising standards for all LIFE priority	Data pack PPM packs Pre/post interventions Compass	Time	PPMs focus on actions that directly impact learning. Staff have greater ownership of data and understand it's wider impact. Identified key groups have their profile raised (gender, Disadvantaged, SEN, Spotlight etc).
Further embed IT provision within the school. (SMART software, iPads, Chromebooks, IT Suite)	SMART training school programme SMART training for teachers Chrome training for teachers Train 2 additional SMART teachers SMART amp used for some hwk Perform at BETT show	Stella All Staff	SMART training Developing children's independence	Stella P/Mgmt Teacher mtg timetable	Time	Staff development. Increased engagement and enjoyment of children. Greater attainment and progress across the school and all groups.
Employ an additional HLTA to work within 2-3 year groups to release teachers to work with children who require additional support on key Achievement Statements. (Subject to the successful appointment)	Job description/advert Shortlist/Interview Appoint suitable candidate Key training/induction Teachers identify key children Develop timetable	Katherine	Close the gap	Data pack PPM packs Pre/post interventions Compass	£16290	Immediate intervention ensures children maintain expected or greater progress. Gaps in learning are speedily addressed.
Bespoke Booster Groups (to include at least 50% Disadvantaged children)	Identify Spotlight children linked to Achievement Statements. Offer booster sessions (teachers). Learning Conversations.	Katherine	Close the gap	Data pack PPM packs Pre/post Booster info Compass	£5000	Disadvantaged children make good or accelerated progress. Gaps in learning are effectively addressed.
Increased attendance (96% target for 2017-18)	Identify and track children with attendance below 90% (with EWO) School tracking system updated Mtgs/support offered as required Formal EWO intervention as required	David Gaye Robbie	Close the gap	SIMS Internal tracking document	£4000 (EWO)	Improved attainment and progress (See table above for targets). Improved sense of belonging. Children feel safe and valued.

	Whole school incentive - Summer 2 (97%+ attendance)					
All teaching effectively meets the varying needs of our disadvantaged children	Teachers aware of disadvantaged children in the class Disadvantaged children are a key focus in PPM's Disadvantaged tracking	Katherine Teachers HLTA/TAs	Close the gap	Pupil Premium offer Learning & Teaching policy		Disadvantaged children make expected or accelerated academic progress. (See table above for targets)
Children's personal, social and emotional needs are met.	Updated PSHE curriculum New lunchtime clubs(x5) <sup>(additional MDA)</sup> Music teacher/choir Counselling as required Uniform/trip support	Jess Katherine Chris M	Increased attendance Close the gap Greater opportunities for disadvantaged children	Pupil Premium offer	£3000 £3600 £2000 £2000	Children feel safe and secure. Children feel valued and have a sense of belonging. Children's educational, social and emotional needs are met.



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### Whole School Targets

	Subject/Area	Attainment			Progress			
		2016-17 attainment (for the cohort)	2017-18 attainment target	National Average	2016-17 expected progress	2017-18 expected progress target	2016-17 accelerated progress	2017-18 accelerated progress target
R	GLD	N/A	-	-	N/A	-	N/A	-
1	Reading	89%	92%	77%	89%	93%	25%	15%
1	Writing	90%	90%	73%	93%	97%	37%	15%
1	Maths	97%	92%	79%	98%	100%	32%	20%
1	Combined	88%	87%	N/A	N/A	N/A	N/A	N/A
1	Phonics	N/A	90%	N/A	N/A	N/A	N/A	N/A
2	Reading	86%	85%	74%	96%	97%	11%	15%
2	Writing	85%	85%	65%	95%	97%	11%	15%
2	Maths	85%	85%	73%	95%	97%	21%	15%
2	Combined	85%	75%	60%	N/A	N/A	N/A	N/A
2	Phonics (retest)	88%	90%	81%	N/A	N/A	N/A	N/A
3	Reading	75%	82%	66%	87%	90%	6%	15%
3	Writing	74%	82%	74%	83%	88%	9%	15%
3	Maths	74%	82%	70%	72%	85%	15%	20%
3	Combined	63%	75%	53%	N/A	N/A	N/A	N/A
4	Reading	88%	90%	66%	100%	100%	21%	20%
4	Writing	81%	85%	74%	100%	100%	19%	20%
4	Maths	83%	87%	70%	96%	98%	25%	20%
4	Combined	79%	85%	53%	N/A	N/A	N/A	N/A
5	Reading	93%	92%	66%	98%	97%	42%	15%
5	Writing	90%	86%	74%	98%	97%	26%	15%
5	Maths	87%	92%	70%	100%	97%	13%	15%
5	Combined	87%	85%	53%	N/A	N/A	N/A	N/A
6	Reading	97%	92%	66%	93%	97%	11%	15%
6	Writing	86%	90%	74%	91%	93%	5%	10%
6	Maths	93%	93%	70%	93%	93%	13%	18%
6	Combined	84%	85%	53%	N/A	N/A	N/A	N/A
6	SPaG	N/A	88%	72%	N/A	N/A	N/A	N/A



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### Disadvantaged Targets

	Subject/Area	Attainment			Progress			
		2016-17 attainment (for the disadvantaged cohort)	2017-18 attainment target	National Average	2016-17 expected progress	2017-18 expected progress target	2016-17 accelerated progress	2017-18 accelerated progress target
R	GLD	N/A	-	69%	N/A	-	N/A	-
1	Reading	100%	100%	78%	%	100%	%	16%
1	Writing	100%	100%	70%	%	100%	%	16%
1	Maths	100%	100%	77%	%	100%	%	26%
1	Combined	100%	100%	N/A	N/A	N/A	N/A	N/A
1	Phonics	N/A	100%	N/A	N/A	N/A	N/A	N/A
2	Reading	79%	86%	78%	92%	100%	75%	14%
2	Writing	79%	86%	70%	85%	100%	11%	14%
2	Maths	79%	86%	77%	85%	100%	15%	14%
2	Combined	79%	79%	N/A	N/A	N/A	N/A	N/A
2	Phonics (retest)	86%	86%	69%	N/A	100%	N/A	0%
3	Reading	40%	60%	71%	100%	100%	0%	20%
3	Writing	20%	60%	79%	60%	100%	9%	40%
3	Maths	20%	60%	75%	60%	100%	20%	40%
3	Combined	40%	60%	60%	N/A	N/A	N/A	N/A
4	Reading	75%	83%	71%	100%	100%	36%	16%
4	Writing	58%	83%	79%	100%	100%	19%	27%
4	Maths	58%	75%	75%	100%	100%	36%	27%
4	Combined	50%	75%	60%	N/A	N/A	N/A	N/A
5	Reading	63%	75%	71%	86%	88%	57%	24%
5	Writing	63%	75%	79%	86%	88%	26%	12%
5	Maths	63%	75%	75%	100%	88%	57%	24%
5	Combined	63%	75%	60%	N/A	N/A	N/A	N/A
6	Reading	83%	83%	71%	83%	90%	25%	7%
6	Writing	58%	83%	79%	83%	90%	5%	25%
6	Maths	67%	67%	75%	58%	70%	0%	7%
6	Combined	50%	75%	60%	N/A	N/A	N/A	N/A



6	SPaG	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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### 2. Highly Effective Learning & Teaching, which challenges, engages and supports all learners.

Strategic Priority	Actions	Lead Person	Rationale (e.g. Ofsted, LIFE Priority)	Associated documents	Cost (£)	Impact
Quality of teaching 100% effective 60% highly effective	Identify how to judge Q of T Create summery sheet Included in teachers P/Mgmnt SLT monitoring Internal/external CPD as required	David Katherine Kate	LIFE priority Raising standards	L&T policy Teachers P/Mgmnt Lesson Visits cycle & paperwork	Time £CPD	Greater attainment and progress across the school and all groups. Greater challenge for children Increased engagement and enjoyment of children.
Continue to develop senior and middle leaders.	Opportunities for SLT to deputise for Head Greater opps through LIFE mtgs (Exec mtg, sub-committees etc) More SMART teachers EYFS LA moderator Additional LIFE opps	David	LIFE priority	Teachers P/Mgmnt	Time £CPD	School capacity for improvement strong despite significant challenge of maternity cover. Greater shared responsibility of leadership at Benhurst. Nurture leaders of the future. Continue to raise standards.
To ensure NQTs are well supported and flourish during their first year at Benhurst.	School mentors appointed Havering CPD (NQT courses) Shadowing re curric areas	Katherine	Raising standards Succession planning	NQT termly reports	£4000	Strong subject knowledge, planning, AfL, teaching and feedback strategies. Children make at least expected progress.
Supporting and working alongside other local schools	SMART training school Moderation with other schools LA moderation lead teacher Support local school re SEN	Stella David Emma Kerry	Succession planning Accurate moderation Raising standards	SMART contract Acton Plans	Time External funding (e.g. SMART, SEN)	Greater curriculum enrichment opportunities. Improve quality of learning and teaching. Sharing good practice (assessment, moderation etc.) Improved consistency of assessment due to moderation opportunities. Links with local schools.
Continue to embed effective assessment systems	Internal moderation External moderation CPD (e.g. staff mtgs, assessment mtgs) PPMs	Katherine	Accurate assessments	Assessment Action Plan	Time Limited cover costs	Continue to research Compass option. Possible purchase 2016/17. Staff are able to use the current internal assessment programme. Internal and external moderation sessions to support judgements.

To improve handwriting and presentation skills across the school.	Raise the profile of handwriting/presentation with staff and children Involve Curriculum team & Achievement Teams	Kate	Ofsted Raising standards	English Action plan	£1000 (part of English budget)	Children are able to present their work neatly to a good standard (age/ability linked).
Embed Learning Conversations in all subject areas to enhance the quality of learning, teaching and monitoring.	Allocated half termly staff mtgs Support for new staff to complete New end of year impact sheet	David Katherine	Improves subject monitoring & knowledge Greater	Learning Conversation sheets/guidance	Time	Subject Leaders are aware of successes and needs within their subject. Teachers are reflective on their practice, children's attainment and progress.
Further develop effective use of ICT to enhance learning	Training for an additional SMART teacher Internal half termly CPD in staff mtgs	Stella	Engaging children Raising standards Succession planning	ICT Action Plan SMART contract	Time	Staff continue to use ICT (SMART tools) to enhance and support learning New staff/TAs are fully inducted in using SMART software.



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### 3. To have more child initiated opportunities throughout the school

Strategic Priority	Actions	Lead Person	Rationale (e.g. Ofsted, LIFE Priority)	Associated documents	Cost (£)	Impact
To further embed SMART AMP throughout the school. (YR-6)	Internal CPD/sharing good practice. Demonstrate to others e.g. BETT week. Support NQTs/trainee teachers.	Stella	SMART contract Greater pupil voice	SMART contract	£12500 (yearly cost of boards)	Increased teacher confidence using SMART to raise standards.
To further embed restorative practices. (YR-6)	Appoint/train new Restorative Rangers.	Katherine	Greater pupil responsibility in the playground/classroom	Restorative guidelines	£500	Children have a greater undertaking of how to resolve conflict. Fewer minor disagreements taken from the playground into class. Start of lessons not disrupted by playground concerns.
To relaunch and embed 3B4ME in daily learning. (Y1-6)	Staff mtgs to discuss/relaunch. Resource audit/allocation.	Kate	Raise standards Pupils take responsibility of their learning	Internal meeting notes (e.g. staff mtgs)	£750	Children take greater ownership of their learning. Less dependency/reliance on teachers for help. Children's improved confidence.
To extend the opportunities for the children to have a strong voice in the school. (Y2-6)	Pupil Parliament. 4 Sub-committees.	Michelle	Greater pupil voice	Website (e.g. Pupil Parliament tab)	Funded by Pupil Parliament existing budget	Children given a greater responsibility in our school development. Less dependency/reliance on teachers for solutions. Children's improved confidence.
To introduce Teaching & Learning Conferences (replacing Parents Evening). (Y3-6)	Research with David Herbert. Staff mtgs.	David	Increase pupil confidence & understanding of their learning Higher parental engagement	Edison folder Internal paperwork Letters to parents	Time	Children take greater ownership of their learning. Less dependency/reliance on teachers for help. Children's improved confidence. Increased parental engagement.
To research and trial 'planning in the moment'. (YR)	HSiS Course (October 2017). Internal mtgs with staff. Parent mtgs.	Emma	Greater pupil voice	Learning & Teaching Policy EYFS Policy	Time	Children take greater ownership of their learning.
Trial Maths No Problem (Y3).	Launch new maths scheme. Parent mtgs. Website information.	Katherine Jackie	Greater pupil voice	Learning & Teaching Policy Feedback Policy	£3000	Raise standards in maths Teacher workload (marking implications).

	Report outcomes to LGB/SLT/staff. 2018-19 implications.					
To research and trial a child led marking scheme. (Y6) (Y5?)	Research at Hylands. Support from Edison. Internal mtgs with staff. Children mtgs. Parent mtgs. LGB presentation. Feedback Policy.	David	Greater pupil ownership of learning Teacher marking workload	Learning & Teaching Policy Feedback Policy	Time	Children take greater ownership of their learning/next steps. More confident children. Raise standards. Teacher workload (marking implications).
Fiver Challenge linked to the Y6 Gala Dinner	Mtgs with Havering Catering. Internal mtgs re fund raising. Presentation and Action Plan from Y6 including breakdown of key duties and timeline.	Katherine Jackie	Greater ownership of Citizenship	Learning & Teaching Policy	Self-funded	Children take greater ownership of their end of term celebrations. Children aware of the role their parents play in their education. Kitchen/bar/service skills learned. More confident children.



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### 4. Putting children and parents/carers first so that they feel heard, supported and fully involved in the school

Strategic Priority	Actions	Lead Person	Rationale (e.g. Ofsted, LIFE Priority)	Associated documents	Cost (£)	Impact
Greater opportunities for pupil voice (Develop full Pupil Parliament)	Elect half termly Parliament. Induction/understanding of roles. Actions Plans with timelines. Events/activities. Impact.	Michelle	Pupil engagement & enjoyment	Pupil Parliament section on website	Time  Funded by Pupil Parliament existing budget	Increased pupil interest in the school More child initiated ideas leading to greater 'buy in'. Greater understanding of democracy. Improved curriculum/facilities. Possible attendance improvement.
Greater opportunities for pupil voice (New Pupil Parliament sub-committees)	Staff to start new sub-committees. Elect half termly Parliament. Induction/understanding of roles. Actions Plans with timelines. Events/activities. Impact.	Katherine Kate Jess Andrea				
Increased extra curriculum activities	More clubs before school. More clubs after school/evening. Daily KS2 lunchtime clubs.	David Katherine	Pupil enjoyment	Clubs page on website	£5000 (Funded through PE Premium)	Healthier children. Increased school sporting success. Fewer playground issues. Possible attendance improvement.
Greater opportunities for children outside of the usual school curriculum (Residential opportunities in Y5&6)	Book Danbury & Eden Project. Key meetings/presentations etc. Use of Twitter whilst away.	David Katherine Michelle	Pupil enjoyment	Residential pages on website	£2000 (Disadvantaged support)	Extended opportunities for every child. Develop children's confidence. Strong relationships between children and staff.
Smooth transition into new year groups (Transition mtgs)	Arrange 7 mtgs (evenings). Presentations on the website. Arrange Y5 mtg for parents. Re secondary school options. Arrange PCRs for key Y6 children.	David Teachers	Increased parental engagement & greater understanding of their role	Year Group pages on website Presentations	Time	Smother transition to the new school year or at their new secondary school. Increased understanding of school's expectations. Awareness of key timetable/school calendar events.
Greater opportunities for parental voice (Parent Partnership Mtgs)	Parents to request agenda items. Key presentations from the school. AOB for general discussions. Dedicated section on the website (presentations, minutes etc). Dedicated email address.	David	Regular parental feedback	Parent Partnership pages on website Terms of reference Minutes Presentations	Time	Parents have further opportunities to learn about key aspects of school life. Increased parental support. School continue to receive important feedback from parents.



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### 5. Recruiting, sustaining and developing all staff

Strategic Priority	Actions	Lead Person	Rationale (e.g. Ofsted, LIFE Priority)	Associated documents	Cost (£)	Impact
Develop The Havering Academy of Leadership	Join steering group/Board to develop priorities/functions.	David	Havering priority Succession planning. Wider contribution to education.	The Havering Academy of Leadership rationale, TOR	Time	Further support and develop teachers at all levels. More opportunities for CPD/development. Greater opportunities for staff retention.
Developing future teachers (Work with Billericay SCITT)	Support trainees at Benhurst Management Board. Strategic Board.	David Mentors	Succession planning. Wider contribution to education.	SCITT 2017-18 strategic plan	Time	Mentor opportunities for current teachers. Greater opportunities for NQT recruitment at Benhurst/in Havering.
Developing future teachers (EAL training for Benfleet Teaching Alliance trainees)	EAL training day.	Julie	Developing teachers of the future. Wider contribution to education.	Benfleet Teaching Alliance Programme of Study 2017-18	Time	CPD opportunity for EAL co-ordinator. Greater opportunities for NQT recruitment at Benhurst/in Havering.
Challenge and support current SLT (preparation for future roles/responsibilities)	Mentoring/coaching. Experience of new areas of school leadership.	David	Succession planning. LIFE priority.	LIFE Strategic plan 2017-18 Performance Management	Time	Further support and development of SLT. More opportunities for CPD/development. Greater opportunities for staff retention at Benhurst/within LIFE.
Challenge and support NQTs (support for current role and future roles/responsibilities)	Attend Havering NQT courses. Internal mentoring mtgs. Opportunities to observe peers.	Katherine Kate Sarah	Succession planning. LIFE priority.	LIFE Strategic plan 2017-18	£4000 (NQT CPD)  Time	Retain NQTs. NQTs ready for second year of teaching which includes a curriculum responsibility.
Develop role of the new Finance Officer	Internal/external CPD. Mentoring with key roles/responsibilities.	Denise	Ensure office is fully staffed & effective	Staff structure	CPD as required Time	Financially compliant school. Successfully manage budget. Ensure SDP can be fulfilled.
Stronger links with local schools (moderation)	Co-ordinate local moderation mtgs (Edison schools).	David	Accurate assessment	Assessment Policy	Time	Teachers accurately able to assess children.

			judgements	Learning & Teaching Policy		Data validated. Identify barriers to further success.
Establish SMART Regional Training Centre and SMART Collaborative Centre (CPD, SMART teachers)	SMART CPD training programme. Additional SMART trained teacher. Support SMART at BETT.	Stella	Raise standards in Learning & Teaching	SMART contract	Time	Support for other schools. Improved Learning & Teaching using IT.
Develop work life/well-being strategy for teachers	Consultation with staff. Draft document (including future programmes/targets).	Katherine Kate Kerry	LIFE priority	H&S policy	Possible cover costs  Time	Improved well-being. Reduced staff absence. Improved staff retention. Appealing to potential new staff.