



## Bishopswood School Development Plan 2019- 2022



Leaders and those responsible for governance should ensure that:

- pupils and support staff routinely know what pupils' next steps in learning are
- pupils' progress in mathematics accelerates to become as rapid as it is in English



## Bishopswood School Development Plan 2019 – 2022

### Key Issue 1: Areas for Whole School Development

By July 2020: Standard of teaching and learning at Bishopswood is consistently good and outstanding across all subjects

By July 2021: Bishopswood is a centre of excellence in the area of communication for all pupils and regularly provides outreach & support to local primary and secondary schools

By July 2021: All staff will receive a high level of induction and training resulting in outstanding teaching and learning

Target	Action	Lead	Start/review/end	Resources/costs	Success Criteria	Monitoring/governor	Evaluation
1. To equip all staff with the necessary skills through additional and enhanced induction and training to enable all pupils to reach their full potential	<ul style="list-style-type: none"> <li>• Update Induction form for all staff</li> <li>• Assistant Headteachers to induct staff on their site.</li> <li>• Teachers to shadow a senior teacher for 1 day</li> </ul>	SH / GD	Sept 19 to July 20	Up to 2 induction days 2 hours release for Assistant Head to	<ul style="list-style-type: none"> <li>• Support staff will feel confident to carry out their duties</li> <li>• Teachers will be confident planning and delivering good and outstanding lessons</li> <li>• Admin staff</li> </ul>	RH	
2. School staff and therapists to work closely together to provide an integrated approach to meeting the needs of individual pupils	<ul style="list-style-type: none"> <li>• Senior Leadership team to attend Therapy meetings</li> <li>• Therapists to attend whole school / team meeting to share practise</li> </ul>	SH /GD	October 2019 July 2020	Assistant Headteacher time to attend 2 hr meetings	<ul style="list-style-type: none"> <li>• All staff fully understand their role in supporting therapists to provide an integrated therapy programme</li> </ul>	CL	

## Key Issue 2: Quality of Leadership and Management

### Outcome Targets

By July 2020: Identified governors will be attending monitoring sessions with the senior leadership team.

By July 2021: Governors and Senior leadership team to review the staffing structure of the school

By July 2022: Governors and senior leadership will research the options and benefits of Bishopswood becoming an academy :

Target	Action	Lead	Start/revie w/ end	Resources/ costs	Success Criteria	Monitoring	Evaluation
1. Governors to become more familiar with the day to day running of the school and the teaching of maths and English.	<ul style="list-style-type: none"> <li>Janet Kellett to provide Governors with dates for them to attend maths and English lessons</li> <li>Governors to email named teachers for a pre lesson meeting and observation date</li> <li>Governors to share their experiences with class teacher</li> </ul>	JK	October 19	Release time	<ul style="list-style-type: none"> <li>Governors will be better informed about how maths and English is taught across the school.</li> </ul>	JH	
2. Leaders will establish Office 365 across the school and explore and implement more efficient and secure management information systems that comply with GDPR	<ul style="list-style-type: none"> <li>All teachers to receive training in Office 365</li> <li>To use CPOMS to monitor and manage safeguarding concerns, attendance and behaviour.</li> <li>All staff to receive training in use of CPOMS to raise concern.</li> <li>Identify DPL to implement GDPR action plan.</li> </ul>	ER / SH JK, SH, GD JK /JPB	September 19 November 19 November 19 – July 20	1 hour + TDM & regular meetings 2 x SMT meetings 6 x 1hr meetings per year	<ul style="list-style-type: none"> <li>All teachers will be using office 365 by March 2020</li> <li>All staff will know how to raise a concern using CPOMS</li> <li>DPL will be confident implementing the action plan &amp; GDPR guidance.</li> </ul>	PHS	



### Key Issue 3: Quality of Education

By July 2020: Planning of new Bishopswood Curriculum is finalised

By July 2021: Read, write, inc is used across the whole school

By July 2022:

Target	Action	Lead	Start/review/end	Resources/costs	Success Criteria	Monitoring	Evaluation
<p><b>1. To provide an ambitious, stimulating and well balanced culturally rich curriculum that meets all children's learning needs</b></p>	<ul style="list-style-type: none"> <li>To plan at least 3 Curriculum planning meetings</li> <li>Visit/ liaise with other special school</li> <li>Identify curriculum needs and resources for all pupils</li> <li>Review topic cycles for 2 – 16 years</li> <li>Invite governors to a meeting</li> <li>Share new curriculum with all staff and governors</li> </ul>	GD	<p>October 19</p> <p>Review March 20</p> <p>Finalise with governors July 20</p>	<p>AHT time x 3 hours</p> <p>3x ½ day &amp; AHT time</p> <p>TDM x 2 meetings</p> <p>SLT, TDM meetings</p> <p>Whole school meeting / inset</p>	<ul style="list-style-type: none"> <li>Teachers across the school are confident delivering the new curriculum.</li> </ul>	PHS & JH, GS	
<p>2. Teachers and support staff are confident in implementing the Read, Write, Inc approach to teaching phonics to raise the standards of reading and writing across the whole school.</p>	<ul style="list-style-type: none"> <li>Identify a phonics champion</li> <li>Provide non- contact time for phonics Lead to work with teachers on delivering phonics lessons</li> <li>Employ Phonics consultant to provide training for all staff</li> <li>Deliver training to all staff and individual teachers on termly basis</li> <li>Phonics champion to monitor pupil progress across whole school</li> </ul>	KD / GD	<p>September 19</p> <p>April 20</p> <p>July 20</p>	<p>Cost of consultant - £1,000 ½ day per week.</p> <p>3 x whole school meetings</p>	<ul style="list-style-type: none"> <li>All staff are confident delivering the school's phonics programme.</li> </ul>	GSp	

<p>3. Teachers will be confident in the use of technology to evidence pupils learning journeys</p>	<ul style="list-style-type: none"> <li>Teachers to be confident using Purple Mash, Clicker 6/7, use of Interactive whiteboard</li> <li>Senior teacher to work alongside teacher to develop skills to evidence pupil progress</li> </ul>	<p>GY</p>	<p>September 19</p>	<p>Teacher release time to work with identified teachers</p>	<ul style="list-style-type: none"> <li>Teachers are using new technology to engage pupils and evidence learning</li> </ul>	<p>Governor</p>	
<p>4. <b>To develop skilled play therapy practitioners within the school</b></p>	<ul style="list-style-type: none"> <li>Identify key teachers and LSAs to attend training on play therapy</li> <li>Trained play therapists model good practise.</li> <li>Staff trained set up play therapy sessions</li> </ul>	<p>ET, GD</p>	<p>January 20  January 21</p>	<p>Cost of training for 4 staff  TDM/ dept meeting time</p>	<ul style="list-style-type: none"> <li>Play therapy techniques embedded across whole school.</li> </ul>	<p>Governor</p>	



## Key Issue 4: Behaviour and Attitudes

By July 2020: SCERTS approach fully embedded within school and in partnership with parents

By July 2021: Bishopswood becomes a centre of excellence for communication and interaction

By July 2022: Bishopswood provides outreach and inreach to mainstream and special schools in South Oxfordshire

Target	Action	Lead	Start/review / end	Resources/ costs	Success Criteria	Monitoring	Evaluation
1. Anti -Bullying practises, Positive Behaviour Support and SCERTS approach is embedded across the whole school to enable children to reach their full potential	<ul style="list-style-type: none"> <li>Staff receive regular training in-house and externally on PBS &amp; SCERTS</li> <li>Teachers and HLTAs to attend 2 day SCERTS course</li> <li>Anti bullying modules to be taught from KS1 – 4</li> <li>Department leads to include assemblies on bullying each term.</li> </ul>	SH  JK  SH	Sept 19 to Review: May 20 Sept 2020  December 19 Review April 20 Sept 2020  Dec 19 Review May 20  End : July 20	Inset time, LSA claim for 30 mins per term.  3 staff for 2 day training	<ul style="list-style-type: none"> <li>Everyone has had in-house training on Positive Behaviour Support. All children who have behaviour problems now have a Positive Behaviour Support Plan.</li> <li>Two new teachers will be attending the SCERTS training this year.</li> <li>We have had an anti-bullying day delivered by a visiting theatre group and all secondary students have had discrete Anti-bullying lessons.</li> </ul>	SH       SH	
2. To promote an ethos that builds resilience, problem solving and coping mechanisms for pupils. To explore emotional intelligence training for teachers through	<ul style="list-style-type: none"> <li>Key Staff to attend training on emotional wellbeing</li> <li>School to organise well being days</li> <li>Key staff to attend mental health first aid training</li> <li>To write an action plan to promote good mental health for pupils and staff</li> </ul>	SH / GY	January 2020  July 2020  February 2020  March 2020		<ul style="list-style-type: none"> <li>Pupils feel safe and happy to come to school with improved attendance above 92%</li> <li>All staff are confident and happy in school having developed greater resilience with the use of strategies that will promote good mental health.</li> <li>All staff to have regular access to coaching</li> </ul>	SH  GD  GD	

EI Coaching Pilot Programme	<ul style="list-style-type: none"><li>• Explore types of coaching</li></ul>				sessions either through external providers or in house support.		
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## Key Issue 5: Personal Development

### Outcome

By July 2020: Identified Pupils who have made less than expected progress are now making good and outstanding progress in English  
 By July 2021: teachers and support staff have secure understanding of teaching Synthetic phonics that enables pupils to make good and outstanding progress.  
 By July 2022:

Target	Action	Lead	Start/ review/ end	Resources/ costs	Success Criteria	Monitoring	Evaluation
1. To evaluate the suitability of present KS4 accreditation and develop it further to meet the needs of higher achievers in KS4	<ul style="list-style-type: none"> <li>Carry out an audit of KS4 pupils Curriculum pathways &amp; identify accredited courses</li> <li>Modify planning &amp; curriculum for KS4 pupils</li> </ul>	JK / SH	November 19 Review march 20  September 20	Purchase suitable accredited courses & training Assistant head x 2 to attend further training.	<ul style="list-style-type: none"> <li>The KS4 curriculum will be implemented in September 2020 and will reflect the learning needs of the pupils in KS4</li> <li>Use of offsite provision to meet diversity of needs and relevance for moving into adulthood.</li> </ul>	JK , SH, JH	
2. To develop a Maths Curriculum that gives progression from Numicon	<ul style="list-style-type: none"> <li>To evaluate &amp; identify suitable published Maths schemes to supplement Maths curriculum</li> <li>To write a new maths scheme of work</li> </ul>	GD, GY	October 19  Review February 20  End Sept 2020	Subject lead to attend further training. Subject lead to attend SMT meeting To train teachers and support staff to develop teaching of maths skills	<ul style="list-style-type: none"> <li>Teachers are able to plan sequential maths lessons with the support of the new maths scheme.</li> </ul>	GD, GY	
3. To promote children and staff's emotional health and wellbeing through the introduction of Relax Kids	<ul style="list-style-type: none"> <li>To research and disseminate the benefits of Relax Kids.</li> </ul>	GD	October 2019	Weekly Relax kids sessions led by	<ul style="list-style-type: none"> <li>Relax kids - Pupils / Staff able to fully participate in the sessions.</li> </ul>	GD  GD	



<b>sessions thus helping to cultivate a positive attitude, growth mindset and self regulation.</b>	<ul style="list-style-type: none"> <li>To train staff in the principles and benefits of Relax Kids.</li> </ul>	Review March 2020	accredited trainer.	<ul style="list-style-type: none"> <li>Staff will understand the benefits of Relax Kids and be confident supporting pupils during the sessions.</li> </ul>	GD	
	<ul style="list-style-type: none"> <li>To deliver weekly Relax Kids sessions in Columba &amp; Aquila classes.</li> </ul>	November 2019 / February 2020	Evaluation forms	<ul style="list-style-type: none"> <li>Pupils will make progress linked to their personal, social and emotional development.</li> </ul>	GD	
	<ul style="list-style-type: none"> <li>To evaluate success using pre and post session evaluation forms.</li> </ul>	December 2019	Invites for parents	<ul style="list-style-type: none"> <li>Pupils will make progress towards EHCP targets/ learning outcomes (B Squared).</li> </ul>	GD	
	<ul style="list-style-type: none"> <li>To develop, promote and enhance parental engagement by inviting them to take part in a session.</li> <li>To embed daily relaxation sessions in Columba / Aquila Classes.</li> </ul>	November 2019 / Review March 2020	Purchase Relax kids Music	<ul style="list-style-type: none"> <li>Parents report confidence in the staff team and feel communication is strong.</li> <li>Parents report their children are happy coming to school and are making progress.</li> <li>Staff/ Children will build positive relationships through participating in activities which support their well-being, health and emotional development.</li> </ul>		



## Key Issue 6: Early Years Provision

Outcome

By July 2019: Bishopswood EYFS curriculum evaluated and reviewed to meet the needs of pupils  
 By July 2020: Bishopswood nursery curriculum is established with outstanding teaching and Learning  
 By July 2021: Bishopswood nursery will be established in new accommodation in the Henley /SC area

Target	Action	Lead	Start/Review end	Resources / costs	Success Criteria	Monitoring	Evaluation
<ul style="list-style-type: none"> <li><b>To forge collaborative working practices with Cygnets Early Years provision and other EYFS settings to provide an outstanding early years provision.</b></li> </ul>	<ul style="list-style-type: none"> <li>EYFS teachers to share good practice with Cygnets.</li> <li>EYFS teachers to visit other outstanding early years providers and share good practice.</li> <li>To network with other SEN early EYFS providers</li> </ul>	ET /FS	September 19  Review March 20  End July 20	Termly meetings Modelling circle time  Attend training for EYFS providers	<ul style="list-style-type: none"> <li>Opportunities for inclusion and working cooperatively with Cygnets is observed during the morning sessions.</li> </ul>	GD / GSp	
<ul style="list-style-type: none"> <li><b>To support the development of children's cultural capital through the provision of a wide and enriched early years setting</b></li> </ul>	<ul style="list-style-type: none"> <li>EYFS teachers to cascade throughout their team the importance of children's cultural capital and how this can be enriched and developed.</li> <li>Ongoing planning and assessment to ensure all opportunities being met.</li> <li>Links with outside providers (cultural/science/arts /in house and outside</li> </ul>	ET /F	Sept 19 to July 20 Review March 20	Attend training on cultural capital for EYFS  Non contact time to monitor teaching of culture capital	<ul style="list-style-type: none"> <li>All staff will be confident and are delivering culturally rich and motivating learning opportunities across the school.</li> </ul>	GD, GSp	

	<p>educational visits) to enrich children's learning experiences.</p> <ul style="list-style-type: none"> <li>Supporting and preparing each child pupil for the transition up to Key Stage 1.</li> </ul>			<p>Non contact time with governors</p> <p>GD to liaise with ET / fK</p>			
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- To forge collaborative working practices with Cygnets Early Years provision and other EYFS settings to provide an outstanding early years provision.**