SCHOOL DEVELOPMENT PLAN

2016 – 2017
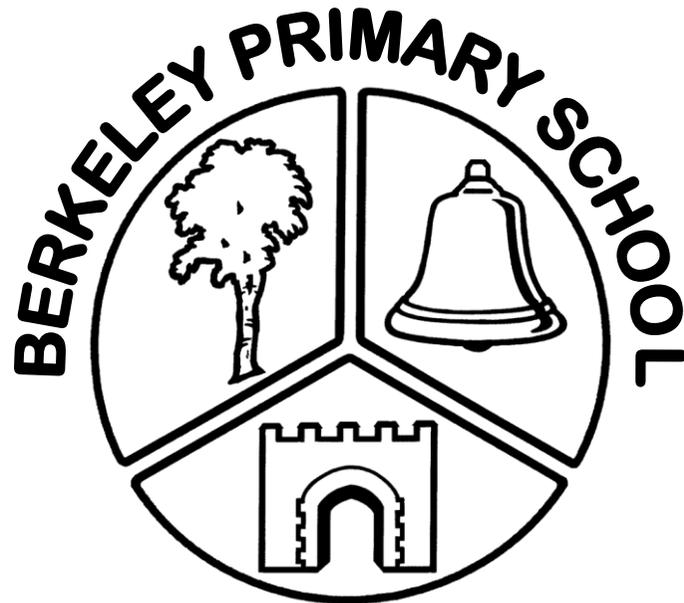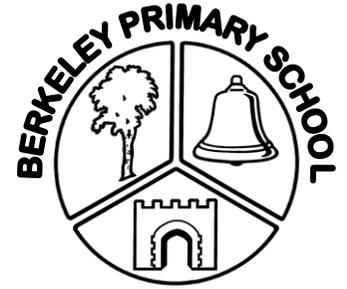
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The School Development Plan has been written in collaboration with all stakeholders; Head Teacher, Governors, Teaching and non Teaching staff, Little Jesters, Extended schools, CBAT

As a school it is important to us that all stakeholders work as a team. Each group with areas of responsibility and accountability being at the forefront driving to continue to raise standards, provide wide opportunities for all children and to develop the setting so that it is a safe and stimulating environment in which teaching and learning is of the highest quality.

We are aware of the need for review and evaluation as the SDP is a working document. The contents are not exclusive to the school's development as a whole as we embrace further opportunities and challenges as they arise. Planning for succession, evaluating impact and monitoring needs play a very significant role and are part of the wider role of each of the stakeholders in its efforts to continually drive the school forward

Area of Development	Steps for success	Persons responsible	Record of actions taken	Success criteria	End of year evaluation
Further strengthen Safeguarding	☐ Review and update policy	SLT C & S & LGB to Ratify	☐ Up to date guidance sourced ☐ Ratified by Govs ☐ Presented to all staff ☐ All stakeholders notified of changes	☐ Policy in place by December 2016 ☐ Policy is up to date and accessible to all stakeholders	☐ Achieved Date: ☐ Ongoing
	☐ Review visitor procedures	SLT & Office staff	☐ Identified changes to be made ☐ Resource changes ☐ Clear expectations communicated to visitors	☐ To be in place and fully operational by December 2016 ☐ Visitors are admitted and monitored in a safe and secure manner	☐ Achieved Date: ☐ Ongoing
Office procedures to be clear and effective	☐ Review current procedures in admin and finance to strengthen effectiveness, accountability and reporting to all stakeholders	SLT , Business manager, Office staff	☐ Identify ineffective working procedures ☐ Collaboratively, write policy and procedures to encompass changes with clear accountability, desired impact ☐ Resource as required ☐ Communicate changes to all affected	☐ Clarity on procedures ☐ Effective practice that meets the needs of all stakeholders ☐ Clear line of accountability & reporting ☐ To be in place and fully effective by June 2017	☐ Achieved Date: ☐ Ongoing
A new school website	☐ Embed a new website that meets the needs of stakeholders, potential stakeholders, CBAT, Ofsted, recruitment, community	SLT , Business manager, Office staff, Staff, Govs	☐ Source a provider Autumn Term 2016 ☐ HT to work collaboratively with CBAT, staff, parents, Govs ☐ Ensure each stakeholder group has their needs met ☐ Provide a website that is clear and easily accessible by all users March 2017 ☐ Have in place policy and procedures for managing the	☐ A fresh and accessible website that showcases the school and its many strengths ☐ It informs current and potential users effectively ☐ There are clear links to CBAT & Bath Spa Student programme ☐ It is managed effectively to ensure it is current and meets the needs of all users ☐ Fully operational by May 2017	☐ Achieved Date: ☐ Ongoing

			site going forward		
To further develop and embed the Bath Spa student provision	☐ To review and strengthen provision and school group collaboration	SLT, Student leader LGB	☐ Review previous years practice and collaboration ☐ Source new schools ☐ Meet with BS & school group to identify changes and write an action plan ☐ Strengthen practice to ensure students needs are being met ☐ Clarity of expectations and communication routes ☐ Monitor impact on school communities & address challenges ☐ Identify opportunities for staff development	☐ Students, Bath Spa and school group's needs are all being met ☐ 75% of allocated students complete and successfully achieve the PGCE ☐ 50% of students have a post by September 2017 ☐ Staff have opportunities to expand their own professional aspirations within this collaboration ☐ Additional schools wish to join the collaboration	☐ Achieved Date: ☐ Ongoing
EYFS to continue to strive to be an 'Outstanding ' provision	☐ To extend the provision environment ☐ To provide 'through' provision (2 years to 11 years) for September 2017 if current guidance allows	SLT, Govs, CBAT, Business manager DFE advisor	☐ Explore the building funding to extend the current environment by May 2017 ☐ Have clear plans on how to improve the current environment ☐ Apply to DfE for a 'through' provision Spring Term 2017 ☐ Continue to develop staff professional knowledge and understanding ☐ To market the provision beyond Berkeley	☐ Berkeley Early years and school to be the provider of choice ☐ To maintain the highly motivated and inspiring staff ☐ To build a reputation of quality and high standards that meets the needs of all children within our care	☐ Achieved Date: ☐ Ongoing
Strong Leadership and management	☐ To restructure Governing body to be in line with CBAT ☐ To further develop all leaders ☐ To have strength in all areas	SLT, Middle leaders, Govs, Business manager,	☐ To communicate and manage the restructuring as agreed with CBAT documentation by Autumn term 2016	☐ Governing body is restructured, effective and accountable to CBAT ☐ Teaching staff and other managers are supported, developed, knowledgeable and effective in their roles	☐ Achieved Date: ☐ Ongoing

	of the school that lead and manage with uncompromising effectiveness and impact on standards		☐ Quality CPD from a wide range of sources ☐ Opportunities to lead and manage which have accountable outcomes ☐ Clear policies and procedures where individuals and groups are held to account for standards, personal effectiveness within a role, conduct and contribution to the wider achievements of the school and CBAT. To be monitored, reviewed and evaluated each term. ☐ Revisit job descriptions by end of Spring term ☐ Individuals have a depth of knowledge and understanding of teaching and learning data, the school curriculum, progress of all groups particularly PP, Vulnerable children, SEN D. Monitored and reviewed through performance management ☐ Clear commitment to the vision and development of the school and its role within CBAT ☐	☐ There are clear processes for accountability and explicit expectations within each role within the school and CBAT ☐ There is a clear vision for the school and its role as part of CBAT, that the vast majority of stakeholders share and support	
Re-evaluating the SEN D provision	☐ Identify training needs particularly in EYFS ☐ Continue to develop a whole school approach	SLT, Govs,	☐ Training for SEN D Governor by end of Spring Term ☐ Training for specific SEN D areas of need and identify specific staff to attend as available	☐ SEN D pupils have their needs met through quality first teaching, effective interventions, individualised planning, effective budget allocation & spending ☐ All pupils achieve closely in line with	☐ Achieved Date: ☐ Ongoing

			☐ Implement recent SEN D changes and documentation as available from LA and DFE ☐ Identify services to be bought into arising from My Plans and EHCPs as required ☐ Disseminate all of the above knowledge to all school community ☐ Build a pool of expertise within the school ☐ Monitor impact of TA support, interventions and outside agencies input as a termly expectation ☐ Continue to strengthen communication with parents/carers to secure their understanding and support	the rest of the school to the best of their ability. To be evaluated through the school tracking system each term	
To be a strong pro active member of CBAT championing the vision, values and overall development	☐ To abide by all documentation recently compiled and agreed ☐ To be a pro active trustee working for the good of the newly formed trust ☐ To ensure that all stakeholders are informed and involved as appropriate		☐ To bring into line school policies and procedures with CBAT generic policies and procedures by Summer term 2017 ☐ To communicate & implement the scheme of delegation and terms of reference ☐ To update the website regularly & other lines of communication ☐ To attend all scheduled meetings and disseminate actions and information as appropriate ☐ To consistently and fairly review documents, policies and procedures as the trust	☐ All stakeholders are well informed and given opportunities to be involved in the Trusts development ☐ It is a growing MAT because of its credibility, & quality of services & support on offer to all currently or potentially involved ☐ Staff are retained and are highly effective in their roles ☐ CBAT works collaboratively with DfE, Ofsted & other outside governance	☐ Achieved Date: ☐ Ongoing

			develops		
			☐ For budget and finance procedures to be embedded and effective for all CBAT members		
			☐ To actively seek avenues for developing & strengthening CBAT; the services, vision and values that it has which can support other schools and colleagues		
To strengthen the subject leader monitoring, assessment and reporting to ensure that all curriculum subjects are being taught well with pupils making at least good progress.	☐ To have clear expectations for quality teaching and learning ☐		☐ To provide non contact time twice a year ☐ SL to monitor assessment evidence each term ☐ SL to monitor the recording of pupil progress each term ☐ To have clear policies that outline expectations and are reviewed inline with the schools schedule or where they are CBAT generic policies as their schedule states ☐ To have resources that are relevant and support progression ☐ Termly pupil progress meetings with SLT ☐ To lead staff meetings and INSET as appropriate ☐ To work with other colleagues to meet the success criteria in the subject action plan which will be monitored and evaluated twice a year ☐ Monitoring of home learning	☐ All curriculum areas are well taught with quality teaching being the norm. This to be assessed through the performance management criteria alongside teaching standards and Ofsted judgements ☐ The teaching and learning is progressive using the school tracking system to provide supportive evidence ☐ The subject is well resourced ☐ All stakeholders are well informed of expectations and the outcomes ☐ Colleagues are well supported and have a greater depth of subject knowledge and understanding ☐ Home learning is purposeful and extends learning as well as depth	☐ Achieved ☐ Ongoing