



Buckingham Park

Church of England Primary School
Excellence, through God who strengthens us

School Development Plan 2022-2023

Buckingham Park Church of England Primary School
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School Vision

Excellence, through God who strengthens us.

We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community.

School Aims

To be a **learning community** where:

- Each child is significant; noticed, valued, respected and cherished.
- Children are safe, kind, enthusiastic, happy, engaged, courteous, and interdependent.
- As a result of outstanding, motivating and inspirational staff and teaching, each child makes sustained progress from their own starting points.
- The teaching of reading, writing, communication and mathematics is exceptional and each child makes excellent progress.
- Teachers plan challenging and enjoyable tasks based on accurate assessment of pupils' prior skills, knowledge and understanding – supported by an outstanding, creative curriculum.
- Learning across the entire curriculum is highly valued and each subject and area of learning is treated as significant.

To be a **Christian community** where:

- Christian values are at the heart of school life. Honesty and forgiveness underpin all we do.
- There is a strong link with the local Church and the wider Christian community.
- Spiritual development, as well as cultural, moral and social development, are integral to the learning experience in the school.
- All children and families - those of the Christian faith, those from other faith backgrounds, and those with no faith background - may understand more about our Christian values and faith whilst being free to make their own choices.

To be a **local community** where:

- The school is at the heart of the wider community, served by that community, and serving that community.
- The school is fully inclusive, welcoming all sections of the wider community, including those families who do not have a natural connection to the school, so that all will view the school as an active and open part of the wider community.
- We share our school and form effective partnerships with other community organisations which have a positive impact on the life of the school.
- Everyone is a learner – providing opportunities for life-long learning

School Values

We are kind, helpful and polite
We do our best

We are honest
We share
We take care of everything, and everyone

We are peacemakers
We forgive others

SCHOOL DEVELOPMENT PRIORITIES 2021 – 2022

To positively impact the progress, attainment and outcomes of the children on their journey to excellence through Buckingham Park.

KEY PRIORITY 1:

To improve the quality of offered provision throughout our English Curriculum to ensure that all learners make maximum progress from their individual starting points.

This covers areas of writing, reading, phonics, grammar and spelling and will culminate in a clear and measurable English curriculum offer that offers maximum opportunity for all learners to flourish. We are aware that, writing in particular, is an area that is, when assessed, the weakest across the school and more significantly after the affects of the COVID-19 pandemic. Children enter our school on baseline with this as their general weakness and at all statutory assessment points, this is our lowest performing subject.

KEY PRIORITY 2:

To develop student advocacy and leadership throughout the school.

A key modern British value is that of democracy and individual liberty. Developing our children's oracy skills, allowing them opportunities to exercise their own liberty and develop their ability from an early age to voice their own opinions effectively and 'disagree well' with one another are important pre-cursors to developing leadership skills within our children. This begins with classroom responsibilities and leads to wider opportunities for children to develop autonomy and democratic decision making within their own school.

KEY PRIORITY 3:

To refine assessment procedures to maximise effectiveness and to ensure that learners progress, across the curriculum, is robustly monitored and reported.

Improving assessment helps teachers to track gaps and strengths in knowledge and skills, allows reporting to governors and external agencies to be accurate and allows us to track the success of our curriculum. Assessment should be ongoing, summative and robust to allow all to be clear on the strengths and developing needs of children throughout the school and to therefore adjust interventions, curriculum delivery and priorities accordingly.

EXPECTED OUTCOMES (WHAT WE'LL SEE AT THE COMPLETION OF THE PLAN)

KEY PRIORITY 1:

To improve the quality of offered provision throughout our English Curriculum to ensure that all learners make maximum progress from their individual starting points.

1. Lesley Clarke Phonics scheme will be embedded throughout the school and will be used consistently by all staff.
2. Books will be tailored to this and will supplement the phonic progression.
3. A new spelling system will be researched and implemented to develop a robust approach to the teaching of spelling. This will complement the phonics scheme and will be interactive.
4. Children will relish reading for pleasure and this will be rewarded, motivated and incentivised throughout the school, especially when children become 'free-readers'.
5. Whole Class Reading will continue to be embedded and used weekly in school to ensure high quality texts are shared and explored.
6. Talk for writing training will continue, focussing on non-fiction and ensuring that our overview for fiction teaching is built upon
7. Subject Leaders will audit teaching of writing and offer support where required.

KEY PRIORITY 2:

To develop student advocacy and leadership throughout the school.

1. A new pupil parliament will be elected, with an active role in school decision making. This will encourage children to share their views on school development and raise the profile of Pupil Voice.
2. Children, predominately from this parliament, will make decisions about school charity and advocacy support and will design fundraising activities, working with our active PTA, to raise needed funds.
3. Year 6 Buddies will be elected to support children and classes throughout the school.
4. Playground Buddies will organise quiet areas and offer support for children outside of lesson time
5. Sports Leaders and House leaders will be elected to run, organise and lead events such as sports day, house sporting competitions and others as decided by the children
6. A new group of 'Eco-Warriors' will be elected to support the reduction of environmental impact of the school and reduce energy usage.

KEY PRIORITY 3:

To refine assessment procedures to maximise effectiveness and to ensure that learners progress, across the curriculum, is robustly monitored and reported.

1. A new assessment monitoring package will be purchased, allowing a platform where accurate assessment judgements can be recorded in order to store this information in one place.
2. SLT will design assessment expectations for all staff and these will be communicated, with sufficient training for all staff members.
3. Assessment, in all subjects, will focus on the 'age-relatedness' of pupils at all stages, based on the content taught at that point in each year group.
4. A system of monitoring children's progress within years will be developed to allow the school to assess the in year, and whole school progress being made by each child.
5. Assessments will flag up those 'at risk' or 'falling behind' to support intervention and focus group activity work.
6. Assessments will be completed for foundation subjects and core subjects, on a termly basis.

ACTION PLANNING

Key Priority 1: To improve the quality of offered provision throughout our English Curriculum to ensure that all learners make maximum progress from their individual starting points.

SLT Lead: AW/DF

What do we intend to change?	Why?	How will we implement this?	What is intended impact be?	When?	Who?	Potential Cost implications?
Lesley Clarke Phonics scheme will be embedded throughout the school and will be used consistently by all staff.	Old phonics scheme outdated and not on the validated list from the DfE	<ul style="list-style-type: none"> -Purchase new scheme and ensure consistent training for all staff -Monitor impact and consistent delivery through monitoring of phonics -Appoint new Phonics Lead to work with EY Phase Leader to implement 	High quality systematic phonics teaching for all children through Early Years and Key Stage One (and where necessary for children in older years).	Ongoing. Trainign September	All staff	
Books will be tailored to this and will supplement the phonic progression.	Consistent delivery of the phonics scheme and fidelity to this is paramount. Books must ensure consistency to allow children success reading from an early	<ul style="list-style-type: none"> -Audit of current reading materials -Organising current materials to suit applied phonics scheme -Use of PTA funds previously agreed to order and supplement 	Reading resources will develop confidence and fidelity to Lesley Clarke Phonics and will supplement high quality learning.	By Christmas	AW to organise new orders	

	stage	this where required - Audit of classrooms books to ensure high quality texts				
A new spelling system will be researched and implemented to develop a robust approach to the teaching of spelling. This will complement the phonics scheme and will be interactive.	Current spelling system is inconsistent and potentially ineffective at ensuring spellings are translated correctly into fluent writing.	-Research of options available -Trials and demonstrations used -Spelling approach decided on and purchased -Launched and monitored by subject leader and support offered where necessary -Interactive element explored to build on success of Maths Whizz and TTRS.	Spelling will take a higher priority in children's learning and will impact their ability to spell common word and patterns accurately in independent writing, rather than just for a weekly test.	Oct half term	SM to organise implementation	
Children will relish reading for pleasure and this will be rewarded, motivated and incentivised throughout the school, especially when children become 'free-readers'.	Children are monitored closely through reading bands and then support is less prominent one a free reader. Consistency of enjoyment of reading lost by UKS2.	-Reading lists and maps developed -Classroom environments celebrate readers, authors and illustrators -visits and experiences draw on writing and reading as a hobby	Reading will become a more integral part of children's life and immerse them in rich texts. This will impact available vocabulary, sentence and paragraph structure and impact writing quality.	Ongoing through year	SLT/Phase Leaders	
Whole Class Reading will continue to be embedded and used weekly in school to	WCR used last year but now can become a regular timetabled slot for all classes.	-WCR timetabled weekly -High quality texts explored and focused -Questioning follows VIPERS strategy	High quality questioning will delve into children's deep understanding of a text in order to ensure comprehension.	All year. Training around Xmas to develop	Lead by DF/SM	

ensure high quality texts are shared and explored.						
Talk for writing training will continue, focussing on non-fiction and ensuring that our overview for fiction teaching is built upon	Fiction training has upskilled staff and lead to improving quality of teaching and learning. Overviews are now clear, but non-fiction now needs to be developed.	<ul style="list-style-type: none"> - Training booked for Autumn Term for new teams - Support to structure overviews in place with help of subject leader - Consideration of quality texts and stimuli to support non-fiction. 	Writing teaching will continue to improve and children will learn patterns and sequences to support non-fiction writing.	Dates booked for Mid november	Jane Ralphs with SM	
Subject Leaders will audit teaching of writing and offer support where required.	New staff and those more inexperienced with T4W may need support to continue to develop their offer in classes.	<ul style="list-style-type: none"> -Subject leader time ringfenced to support this -Teachers encouraged to discuss this -T4W consultant to be booked to delver further support is required. 	Teachers will feel supported and able to ask for help where required.	Termly	All subject Leaders	

Key Priority 2: To develop student advocacy and leadership throughout the school.

SLT Lead:	AW/DF
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What do we intend to change?	Why?	How will we implement this?	What is intended impact be?	When?	Who?	Potential Cost implications?
A new pupil parliament will be elected, with an active role in school decision making. This will encourage children to share their views on school development and raise the profile of Pupil Voice.	Due to COVID-19, our previous school council has not run for a few years. This had limited impact and a re-brand and launch will be important to raise the profile.	<ul style="list-style-type: none"> -Classroom self-nominations, speeches and blind elections to take place to determine MPPs and Vice-MPPs. - Routine meetings to be scheduled for PP to meet and discuss whole school issues. - Classroom systems to be set up to ensure all children can freely engage with their MPP to raise issues - Member of staff to oversee and support this group and to support children to minute and communicate meetings and outcomes. - Opportunity for PP to meet with SLT to bring possible options and solutions to issues to whole school attention. 	Increased pupil leadership within the school.	September. Meetings twice half termly	Lead by AW	
Children, predominately	Courageous Advocacy is	-Children to audit the school to find areas of local, national	Increased presence for the school nationally and locally	Half termly	Lead by AW	

<p>from this parliament, will make decisions about school charity and advocacy support and will design fundraising activities, working with our active PTA, to raise needed funds.</p>	<p>important for the development of the school and children's views on the importance of helping others is important to develop.</p>	<p>or international interest - Charities, support agencies and contacts to be explored - fundraising and profile-raising events to be planned for all children to engage with</p>	<p>supporting meaningful causes, designed and implemented by child leaders</p>			
<p>Year 6 Buddies will be elected to support children and classes throughout the school.</p>	<p>In order to ensure our children are 'secondary ready', developing their independence, autonomy and responsibility is crucial.</p>	<p>-System of applications to take place for all children detailing their suitability for the role. - Children assigned to classes or responsibilities across the school. - Adult assigned to support and supervise this system.</p>	<p>Emotional and pastoral support in place for all children</p>	<p>Elected in September</p>	<p>Year 6 team</p>	
<p>Playground Buddies will organise quiet areas and offer support for children outside of lesson time</p>	<p>Structured play activities will allow those struggling with a busy playground to interact socially in other games.</p>	<p>-Children elected to these roles -Training in place in supporting conversations and activities to guide the leaders</p>	<p>Playground offer includes child and adult led activities and quiet activities as an alternative for children.</p>	<p>Elected in September</p>	<p>Year 6 team</p>	

<p>Sports Leaders and House leaders will be elected to run, organise and lead events such as sports day, house sporting competitions and others as decided by the children</p>	<p>Children will develop their leadership skills and these offer the opportunity for children with different academic strengths to find their place.</p>	<p>-PE lead to develop these roles – again elected by peers based on suitability - Develop opportunity for these children to become involved in the support, design and implementation of sporting and house events throughout the year and to report on their effectiveness and outcomes.</p>	<p>Children can take a lead in other areas of the school development and allow those who academically, may struggle with public speaking and written applications, to find a place in leading across the school</p>	<p>September elections in Worship time.</p>	<p>PE lead/DF</p>	
<p>Pupil Advocates to be developed – a small team who can lead school tours, support questions and answers at parents evening and events to further spread pupil voice in the school.</p>	<p>Other stakeholders – governors, parents, prospective staff etc – have little interaction with the children on a daily basis and their views are not always captured.</p>	<p>SLT to lead training for children in conducting school tours and picking out key parts of the schools identity to share with external stakeholders.</p>	<p>External stakeholders can see the value of our children as leaders</p>	<p>Small group of Year 6 children</p>	<p>DF to organise tours</p>	
<p>A new group of ‘Eco-Warriors’ will be elected to support the reduction of environmental impact of the</p>	<p>Environmental issues are important for our children and giving them power to assist with the school’s</p>	<p>Elected warriors to be assigned to classrooms with roles to encourage recycling, reduce energy consumption and educate staff and children and environmental issues.</p>	<p>School environmental impact to be increased and impacted by children.</p>	<p>Elected within classes in September</p>	<p>Lead by JP</p>	

school and reduce energy usage.	development will contribute to a rounded sense of renewability.					
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Key Priority 3: To refine assessment procedures to maximise effectiveness and to ensure that learners progress, across the curriculum, is robustly monitored and reported.

SLT Lead:	AW/DF
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What do we intend to change?	Why?	How will we implement this?	What is intended impact be?	When?	Who?	Potential Cost implication
A new assessment monitoring package will be purchased, allowing a platform where accurate assessment judgements	Current system (target tracker) requires our beliefs on assessment to conform with the system. Others could	-research options of new assessment provider -discuss suitability to school core beliefs as a leadership team.	Assessment system in place that is accurate, meaningful and representative.	By April due to current contract	DF	

can be recorded in order to store this information in one place.	allow us to develop a system that sits alongside our own assessment principles.	-implement and ensure necessary training for staff				
SLT will design assessment expectations for all staff and these will be communicated, with sufficient training for all staff members.	Current National Curriculum statements for assessment are cumbersome and workload heavy for staff	KPIs to be developed for units and core subjects to minimise assessment burden on staff	Consistent approach for all teaching staff to follow will deliver timely and accurate assessment judgements.	In time for new assessment system	DF	
Assessment, in all subjects, will focus on the 'age-relatedness' of pupils at all stages, based on the content taught at that point in each year group.	This fits the model expected at statutory assessment points and therefore will generate consistency throughout the assessment system.	-Assessment system will be 'replicated' across subjects to ensure a consistent approach in all -KPIs will determine level of age-relatedness based on the percentage of taught content understood	Accurate 'point-in-time' assessments based on the curriculum content taught.	Starting at Christmas data drop	DF to lead training and all staff to consider assessments	
A system of monitoring children's progress within years will be developed to allow the school to assess the in year, and whole school progress being made by each child.	Progress, under the current system, appeared rudimentary and linear rather than directly related to children's knowledge.	-Progress determinations to be meaningfully designed -Consultation with other schools and stakeholders to be considered.	Progress will be measurable, accountable for staff and able to be discussed and scrutinised at pupil progress meetings.	Starting at Christmas data drop	DF	

Assessments will flag up those 'at risk' or 'falling behind' to support intervention and focus group activity work.	Crucial signpost for staff to identify focus groups, interventions or areas of teaching to be recapped.	Assessment design to build in notifications for those not making adequate progress or falling behind age related expectations.	Easy, early identification of those not performing to standards to allow tailored support to be put in place.	Starting at Christmas data drop	DF	
Assessments will be completed for foundation subjects and core subjects, on a termly basis.	School leaders will be aware and accountable for progress accurately each term.	Clear system in place for staff. Time ringfences, in early stages, for these to be completed accurately and moderated/checked by senior staff.	Accurate, school-wide accountability.	Starting at Christmas data drop	DF	