

Beaufront First School School Development Plan 2024-25				
Priority 1 - Quality of Education				
Intent	Implementation	Timescale	Impact	Progress so far (SEF)
Enrich and improve the Mathematics Curriculum	<ul style="list-style-type: none"> ● Reintroduce Maths Mastery and roll out throughout the school. ● Ensure White Rose is supplemented with NCETM resources and is differentiated accordingly. ● Plan for one Mastery day per week to apply knowledge and skills in different contexts. ● Staff access high quality CPD and are able to confidently deliver an enriched Mathematics curriculum. 	<p>ASAP</p> <p>From September 2024 to be monitored regularly</p>	<p>Mathematics curriculum is cohesive, progressive and thorough.</p> <p>All children are working towards depth of knowledge and are supported and challenged appropriately to make excellent progress.</p> <p>Children are actively involved in Maths and can apply it across the curriculum.</p> <p>End of year outcomes are improved.</p>	<p>Mathematics advisor is visiting on April 1st.</p> <p>Basic skills lessons have been implemented</p> <p>See above (3 times a week)</p> <p>CPD has been started with the South Tyne alliance. A mathematics advisor will work with us for the rest of the year and onwards.</p>
Curriculum Development	<ul style="list-style-type: none"> ● To formally introduce the new curriculum. ● LOL's to work with DHT on developing curriculum maps and MTP. ● Subject specific training to be 	2 years	<p>A bespoke curriculum that meets the needs of Beaufront.</p> <p>All staff up to date with subject specific training enabling consistent high levels of Quality First Teaching.</p>	<p>Done</p> <p>Starting Spring term 2</p> <p>Skills builder has happened. LOL</p>

	<p>led by LOL and external CPD providers.</p> <ul style="list-style-type: none"> • Ensure high quality teaching of guided reading. 			<p>working with other staff members throughout Spring Term 2.</p> <p>Under review due to structure of curriculum.</p>
Continuous and Enriched Provision	<ul style="list-style-type: none"> • Introduce Continuous Provision to Year 1/2. • Begin to develop enriched provision for Year 3/4 throughout the year ready to introduce in 2025-26. 	1 year	<p>Inclusive, more focussed work.</p> <p>Every child gets targeted support and time to be independent and creative.</p> <p>Every child gets to be a leader of their own learning.</p> <p>Year 3 and 4 can experience active, enriched provision as part of their normal curriculum.</p> <p>Staff are upskilled and confident to teach in a range of ways.</p>	<p>Done</p> <p>Ongoing</p> <p>Ongoing</p> <p>To be discussed further - looking at different options involving condensing lesson time, enlivening lessons, other enrichments.</p> <p>Class 1 teacher has been on training. He will visit 2 settings in Spring 2.</p>
SEND	<ul style="list-style-type: none"> • Ensure high quality, first quality teaching is a focus. • Teachers receive bespoke SEND training so everyone can access the curriculum. 	Ongoing to be reviewed termly by GB	<p>Improved outcomes for children.</p> <p>Teachers gain confidence in teaching SEND children.</p>	<p>Observations show children are being supported well.</p> <p>Done/ ongoing training related to new and developing needs.</p>

Priority 2 - Behaviour and Attitudes				
Implement the new Behaviour Policy	<ul style="list-style-type: none"> ● Introduce new policy to staff and children. ● Ensure staff are implementing the changes consistently. ● Recording system in place and in use. 	<p>September 2024</p> <p>Review half termly</p> <p>September 2024</p>	<p>Improved behaviour throughout the school.</p> <p>Consistency throughout the school.</p> <p>Improved communication between staff and between school-home.</p> <p>Parents are engaged and support the strategies in school.</p>	<p>Not Done</p> <p>Bromcom is being embedded to record behaviour incidents.</p> <p>Class Dojo being used effectively and still under development.</p> <p>Ongoing. Expectations for parents from school to be developed and communicated for start of new academic year.</p>
To develop pupil leadership team	<ul style="list-style-type: none"> ● Create a school council. ● Create Prefects Year 3/4. ● Re-launch Rights Respecting Schools (UNICEF). 	End of Year 2024	<p>Pupils are given a voice.</p> <p>Staff have time to discuss important issues with children and make direct changes to school culture as part of the curriculum offer.</p> <p>Children are aware of British Values, worldviews and global issues.</p>	<p>Ongoing</p> <p>Done</p> <p>Not done fully, but being addressed through Skills</p>

				Builder and PSHE/ RE curriculum.
Priority 3 - Personal Development				
Raise pupil's global awareness.	<ul style="list-style-type: none"> ● Hold a Global focus Week. ● UNICEF RRS. ● New curriculum which includes Big Questions and Worldviews across the curriculum. ● Skills Builder curriculum enhancement. 	In progress/ Review half termly End of 2024/25	<p>Create a sense of wonder about the world.</p> <p>To gain understanding about key issues that effect an interdependent world.</p> <p>Develop skills to be a global citizen.</p> <p>Skills Builder evident throughout the wider curriculum.</p> <p>Children able to voice their ideas, opinions and ideas in respectful ways.</p>	<p>Summer Term 1 - Global focus</p> <p>Everything introduced, now embedding</p>
Priority 4 - Leadership and Management				
To ensure SEND processes are in place to ensure children well supported.	<ul style="list-style-type: none"> ● SENDCO to train staff on procedures. ● SENDCO to monitor classroom practise. ● SENDCO to ensure correct paperwork and evidence is collected. 	Ongoing Review half termly with SEND paperwork/ classroom monitoring End year 2024/25	<p>Children to access the curriculum fully at a level that they are ready for.</p> <p>Children to receive a broad and balanced curriculum.</p> <p>Funding is applied for in a timely manner.</p>	<p>Done</p> <p>Done</p> <p>Done</p>
Implement new pupil progress procedures.	<ul style="list-style-type: none"> ● Use of new grids to be embedded and become part of ongoing assessments. 	Review December 2024	Progress is tracked regularly and is available for sharing with SLT.	Done

	<ul style="list-style-type: none"> 4 assessment periods a year (Baseline, Autumn, Spring, Summer/ End Year). 		<p>Analysis of gaps for different cohorts happens regularly so that misconceptions can be addressed/ gaps can be planned for.</p> <p>Children ready for challenge and extension can be identified.</p> <p>High expectations and planning for teaching informed by assessment.</p>	Ongoing
To ensure Governor monitoring is implemented on a regular basis.	<ul style="list-style-type: none"> Arrange for at least a yearly visit from all governors who are leads for subjects. Monitoring is useful and enables positive discussions around the curriculum in school. 	Ongoing	All stakeholders to have a better understanding of the strengths and areas for development of the School.	
Priority 5 - EYFS				
To improve the quality of provision in the outside area.	<ul style="list-style-type: none"> Staff to visit outstanding settings and other schools. Outdoor learning lead to train staff. 	<p>By January 2025</p> <p>Ongoing</p>	<p>Better outcomes for the children.</p> <p>Highly skilled staff who are confident to teach in all contexts.</p> <p>Outdoor learning is a priority.</p>	Ongoing

<p>To continue to develop high quality interactions between staff and children, facilitated by excellent provision and a well set-out learning environment.</p>	<ul style="list-style-type: none"> ● Staff to visit outstanding settings for inspiration and CPD. ● AHT to observe and give feedback. 	<p>In place by end year 2024-25</p>	<p>Better outcomes for children.</p> <p>Ongoing assessment enables reactive teaching and flexible planning to support and extend all children.</p>	<p>Ongoing</p>
<p>Observations by all staff.</p>	<ul style="list-style-type: none"> ● To increase the frequency of observations. ● Use of floor books for recording children's independent learning. 	<p>Ongoing</p>	<p>Improved recording of progress and experiences.</p> <p>Further improvements to parent communication.</p>	<p>Floor books being used well.</p>