

BOWER GROVE SCHOOL – SCHOOL DEVELOPMENT PLAN 2017/18

Focus: Quality of Teaching, Learning & Assessment	Links: Ofsted Report 2014 + Premises Development Plan 2016-19	Lead Person: J Sumner Governor Team: Learning & Development	Target No: 1
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SPECIFIC IMPROVEMENT PRIORITY <i>What needs to be achieved?</i>	SUCCESS CRITERIA <i>How will the success of the improvement objective be measured?</i>	MONITORING	EVALUATION
To raise standards even higher in English throughout the school, amongst staff and pupils.	The majority of students will make rapid progress in English across the school and across all Key Stages.	Leadership Team + Governor monitoring	School progress data shows majority of pupils make accelerated progress in English

	SPECIFIC, MEASURABLE ACTION TO BE TAKEN	WHEN?	WHO?	IMPACT ON TEACHING & LEARNING	RESOURCES FOR THE ACTIVITY	DATE ACHIEVED	PROGRESS UPDATE
1	To support new staff in embedding literacy in the classroom, particularly at Key Stages 1 and 2.	Reviewed termly as needs dictate.	JOS/HV/JSu	Improved quality of teaching evidenced in learning walks/ lesson obs. Rapid progress in attainment – PA data.	Reviewed resources to support teaching, such as whole class sets of texts. £500+ Training sessions: improving literacy, AFL, pedagogy, LSA deployment etc.		
2	To develop the use of AFL strategies used to assess progress in literacy.	Term 1	JOS/KI	Develop the use of and accuracy of assessment in lessons. Greater range of evidence to support summative assessment on PA.	Training for dept. at KS3/4 – JOS Marking audits/book scrutiny in line with whole school approach.		
3	To organise and execute targeted intervention programmes for identified students.	Reviewed x3 times a year in line with PA data	JOS/KI	Effective intervention for under-achieving pupils and groups of pupils, leading to progress made and closing of the gap in attainment.	Timetabled intervention: JOS/KI/NT- up to x6 periods a week. JOS – new KS4 focused intervention. Intervention resources as required.		
4	To enhance pupil awareness of Pupil Asset descriptors.	Term 1-2	JOS	Greater engagement in the assessment process.	Use of attainment grids for reading/writing –		

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				Raised awareness of current working level and next steps.	updated x3 a year – displayed on front of books (£50).		
5	To promote literacy outside the classroom as a visible presence around the school.	Across the school year – reviewed termly	JOS	Greater awareness of literacy across the school and the acknowledgement of students excelling in English. Increased motivation and engagements from pupils in literacy lessons.	Revamped awards and recognition for achievement in literacy. Advertisements for the school library. Literacy boards around the school or creative literacy ideas – e.g. a reading chair for listening to stories - £200.		
6	To enrich cross-curricular links across Key Stages 3 and 4.	Term 1-2	JOS/KI	Greater staff understanding of pupil's literacy levels across the curriculum and subsequent amended support in lessons. Collaboration between staff in relation to modules and units.	JOS to communicate reading and writing targets to Use of the Curriculum Map to spot cross-curricular opportunities. Potential Literacy objectives to be applied to lesson plans.		
7	To improve the quality of spoken language across the school, both in staff and students.	Term 3-4	JOS/HV/ JSu	Improved oracy skills in staff and students. Increased quality of discussion in lessons: use of tone, volume, non-verbal techniques, complexity of language, limited use of colloquialisms.	Possible 'Debate Club' – organised by JOS. Purchase of appropriate tools to improve oracy - £200+ Spoken Language training for staff. Informal learning walk focusing on oracy – JOS.		
8	To review the deployment of LSAs in literacy and refine their effectiveness in supporting students in their learning.	In line with whole school	JOS/KI	Refined use of LSAs to support the learning of under-achieving or	LSA training in supporting literacy – JOS.		

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				vulnerable students/ groups in literacy.	Deployment and use of NT/SJo as literacy specialist LSAs.		
9	To plan and deliver a whole school focus day for literacy.	March 1 st 2018	JOS/KI/H V/JSu	Raising the profile of literacy across the school. Collaboration between staff across key stages and curriculum.	Funding from the budget. £200 Planning time. Curriculum x 1 day.		
10	To develop the use of technology to support learning and enhance engagement in literacy.	Review in Term 1 and 3	JOS	Raising pupil engagement and motivation in lessons. Embracing the use of technology in line with	Subscriptions for resources for KS4 pupils to access at home: e.g. Audiopi revision podcasts. £50 Use of technology friendly resources in lessons: e.g. Google expeditions to improve creative writing. £500+		

BOWER GROVE SCHOOL – SCHOOL DEVELOPMENT PLAN 2017/18

Focus: Maths	Links SDP 2016/17. Ofsted Report 2014	Lead Person: Andy Croft Governor Team: Learning & Development	Target No: 2
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SPECIFIC IMPROVEMENT PRIORITY <i>What needs to be achieved?</i>	SUCCESS CRITERIA <i>How will the success of the improvement objective be measured?</i>	MONITORING	EVALUATION
To raise standards even higher in mathematics throughout the school through curriculum delivery, intervention and assessment.	The majority of students will make rapid progress in Mathematics across the school and across all Key Stages.	Leadership Team and Governor Monitoring	Through Subject leader and data meetings and through School Governor monitoring visits and through scrutiny of progress data.

	SPECIFIC, MEASURABLE ACTION TO BE TAKEN	WHEN?	WHO?	IMPACT ON TEACHING & LEARNING	RESOURCES FOR THE ACTIVITY	DATE ACHIEVED	PROGRESS UPDATE
1	Establish six termly open-ended (LTHC) problem solving opportunities for all Maths classes from in KS3 & 4.	Terms 1-6	ACr JCo KS3 Maths teachers	A chance to see what students have learned in a collaborative problem solving environment;	KS3 Maths staff prep time ATM subscription (£70) Subscription and/or purchase of other problem solving resources		
2	Establish a Bower Grove approach to formative and summative assessment in Maths across key stages 1&2	By Feb 2018	Primary lead KS1/2 teachers	Facilitating progression in Maths when changing classes;	KS1/2 meeting time Abacus resources £100 for alternative assessment resources (as applicable) ATM subscription KASS progression scales and child friendly PA speak		
3	To embed Pupil Asset framework in assessing student formative and summative progress in Maths and triangulate this with Sandwell assessments.	Terms 1-6	Maths teaching staff	Accurate assessment across all key stages.	Moderation time Sandwell assessments (KS1-3 once per year) Add Higher GCSE specification to Pupil ASSET (stages 10&11)		

	SPECIFIC, MEASURABLE ACTION TO BE TAKEN	WHEN?	WHO?	IMPACT ON TEACHING & LEARNING	RESOURCES FOR THE ACTIVITY	DATE ACHIEVED	PROGRESS UPDATE
					Opportunities to triangulate PA and Sandwell		
4	To support the delivery of Maths within the enrichment environment by establishing a specific all-age multi-attainment scheme of work with specific links to rich tasks, problem solving and reasoning opportunities.	By Feb 2018	ACr Enrichment team	Supporting non-specialist Maths teaching specific to the needs of the students placed within this setting	Development time Meeting time £300 to adequately resource with physical apparatus		
5	Develop and offer maths resilience and Maths mastery training/support for all staff working in a Maths environment	Terms 1-6	All staff working in a Maths environment	Embedding a school approach to Maths Mastery, based on Kilpatrick, Swafford and Findell's model (2001) in-line with the new curriculum. To develop deep understanding of Mathematical concepts and enhance progress.	Opportunities for external provider to run internal training on Maths anxiety and Maths resilience		
6	To improve attainment and in fractions, decimals and percent (FDP) across the school by establishing the use of the Singapore bar method and identifying key misconceptions within a fractions, decimals and percent document including early steps towards these related concepts.	Terms 3-4	ACr Primary lead All staff working in a Maths environment	Increase attainment and understanding in fractions, decimals and percent (including related concepts like identifying equal quantities) – expected knock-on effect within other related concepts, such as time and measure. June 2017 Average of 25% of students across all stage 1-3 FDP topics are embedded.	Developing a specific FDP progression document. Support offered to introduce and develop bar method in the context of FDP objectives		
7	To establish an 'Maths intervention menu', based on evidence based approaches to support decisions on who receives specific Maths	Terms 1-6	NI Primary lead JCo ACr	To increase efficacy of Maths interventions and support their planning and delivery;	Discussion and planning time. £3-500 to resource and re-supply		

	SPECIFIC, MEASURABLE ACTION TO BE TAKEN	WHEN?	WHO?	IMPACT ON TEACHING & LEARNING	RESOURCES FOR THE ACTIVITY	DATE ACHIEVED	PROGRESS UPDATE
	interventions and which interventions they receive			Provide a tool for discussion on learner progress within settings such as tea, pupil progress or key stage meetings	intervention equipment		
8	To develop KS3 Maths Mentors intervention to support fluency in known and derived facts across the school.	Terms 1-6	KW KS3 Maths teachers KS1/2 teaching staff	Provide opportunities for all students to master foundational numeracy concepts. Increase collaborative working in Maths. Increase Maths resilience amongst targeted students.	KW intervention time (yr9 lessons) Possible accreditation cost;		
9	To develop a common approach to developing numeracy skills in Science and Mathematics across key stages 3 and 4.	Terms 1-6	CF ACr	Expand cross-curricular opportunities between Science and Mathematics; Promote student understanding of the links between these STEM subjects;	Meeting time (CF & ACr) & department meeting time to feedback Resources from subject associations and exam boards		
10	To plan and deliver a whole school Science, Technology, Engineering and Maths (STEM) focus day	To be arranged Term 5	SL CF ACr & KS1/2 STEM subject leads	Promoting connections between STEM subjects – enriching the curriculum; Raising the profile of numeracy across the school; Collaboration between staff across key stages and curriculum.	£250 budget for focus day (and time to make grant applications to supplement this) Meeting time		

BOWER GROVE SCHOOL – SCHOOL DEVELOPMENT PLAN 2017/18

Focus: Effectiveness of Leadership & Management	Links: SDP 2016/17, Ofsted Report 2014 School Improvement Adviser Report 2016	Lead Person: K Candy / A Cooke Governor Team: Learning & Development	Target No: 3
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SPECIFIC IMPROVEMENT PRIORITY <i>What needs to be achieved?</i>	SUCCESS CRITERIA <i>How will the success of the improvement objective be measured?</i>	MONITORING	EVALUATION
Improve even further Provision Mapping & Progress Data to evaluate and target intervention.	<ul style="list-style-type: none"> - Ensure that analysis of progress and impact of intervention is possible from documents that school create. - Ensure that all pupils are making expected or better progress with clear action plans in place if this is not the case. - Ensure that pupils in vulnerable groups, including gifted and talented and G&T have appropriate provision in place to make progress. 	KC / AC in consultation with LST	Staff and governors have clear data and evidence to have informed view on provision and progress.

	SPECIFIC, MEASURABLE ACTION TO BE TAKEN	WHEN?	WHO?	IMPACT ON TEACHING & LEARNING	RESOURCES FOR THE ACTIVITY	DATE ACHIEVED	PROGRESS UPDATE
1	By the end of Term 6 2017, use June Pupil Asset data and pupil progress meetings to compile a list of G&T pupils. Discuss with SLT and when agreed share with teaching staff.	July '17	KC, AC	Highlight pupils who are achieving at a higher level than their mainstream peers with the aim to consider this in September planning.	Pupil Asset Data Meeting time with SLT & teaching staff.		
2	In Term 1 ensure that all staff are able to identify G&T and Pupil Premium students by ensuring that Class lists have appropriate codes.	Sept '17	KC, AC, JL	Highlight vulnerable pupils in an easily accessible way.	Class Lists		
3	All staff to attend Provision and Data staff meeting in Term 1, outlining the yearly provision and data documents that are compiled by BGS and reinforcing the expectations of staff.	Sept '17	KC, AC & teaching staff	Ensure that all staff are aware of how to complete necessary documentation, the purpose of this as an information and analysis tool. Ensure that documents are being used productively to efficiently record progress.	Staff meeting time Access to staff network & Pupil Asset documents.		
4	Discuss the opportunity of using Pupil Asset to record provision with English and Maths staff to identify the functions that they feel are useful and	October 2017	KC, AC, ACr, JSu	To give staff the opportunity to use a centralised system to record provision and	Meeting time.		

	SPECIFIC, MEASURABLE ACTION TO BE TAKEN	WHEN?	WHO?	IMPACT ON TEACHING & LEARNING	RESOURCES FOR THE ACTIVITY	DATE ACHIEVED	PROGRESS UPDATE
	necessary to ensure provision and progress is clearly monitored.			progress data, possibly reducing workload and simplifying analysis in these subjects.			
5	Continue to investigate opportunities of how to use Pupil Asset as a tool to record provision, particularly in English and Maths.	Ongoing 2017-2018	KC, AC	Investigate the efficiency of using Pupil Asset over the BGS provision map system; consider staff time, ease of use, information collated, ease of analysis.	Pupil Asset training – in person, via phone and email.		
6	Ensure continued support and guidance is given to staff to maintain completion of BGS provision and data documents. By the end of Term 2, staff who are struggling to write SMART targets and use documentation effectively will be highlighted and given support/further training.	Term 2 & 3 '17	KC, AC	Staff and pupils to be supported in order that best progress can be recorded and made.	Meeting time AC, KC and relevant staff.		
7	Update case study documents making any necessary changes.	October, April	KC, AC	Case studies highlight a cross section of pupils from BGS cohort and represent the type of needs, behaviour, attainment and provision that is evident at BGS.	1 day, twice a year for collation of new info and updating document.		
8	Termly analyse the provision mapping documents to ensure that interventions have led to progress. Present evaluation document to SLT to highlight success or limited success of provisions.	Sept, January, April	KC	Ensure that time and resources spent on provisions are leading to tangible progress. If not, what alternatives are there?	1 day termly.		

BOWER GROVE SCHOOL – SCHOOL DEVELOPMENT PLAN 2017/18

Focus: Leadership	Links: SEF & SDP 2016/17	Lead Person: D Shalders/A Watts Governor Team: Strategy	Target No: 4
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SPECIFIC IMPROVEMENT PRIORITY <i>What needs to be achieved?</i>	SUCCESS CRITERIA <i>How will the success of the improvement objective be measured?</i>	MONITORING	EVALUATION
All staff engage with school coaching culture through staff appraisal structure	Staff Will have ownership of their goals and target and the skills and confidence to reflect on self-improvement. This will be evidenced through the Appraisal document/lesson observation/learning walk.	LST	Whole school evaluation with external training.

	SPECIFIC, MEASURABLE ACTION TO BE TAKEN	WHEN?	WHO?	IMPACT ON TEACHING & LEARNING	RESOURCES FOR THE ACTIVITY	DATE ACHIEVED	PROGRESS UPDATE
1	Through discussion purchase a bespoke training package	Sept 2017	LS/DS	A structures training and development programme will enable school to move forward with coaching culture and benefit all	Package £7,000 Staff Meetings		
2	LST have training to ensure common understanding of goal pre-project start	July 2017	LS + Trainers	LST will cascade and model coaching ethos through all aspects of the school	LST 3 hours		
3	Whole staff awareness of coaching culture	Sept 2017	External Trainers	All staff will understand coaching ethos and can use language/strategies in conversation with pupils and each other	Whole school x 2 meetings		
4	Provide coaching training to Appraisals	Oct 2017	External Trainers	All school appraisers understand and can use coaching tools to empower appraises to achieve goals	Appraisers x 3 meeting times ½ day Training Day		
5	Review relevant school documents And polices to reflect coaching ethos	Nov 2017	AW/ External Trainers	School documentation reflects the ethos of coaching as a route to staff empowerment to achieve best outcomes	1 day		

	SPECIFIC, MEASURABLE ACTION TO BE TAKEN	WHEN?	WHO?	IMPACT ON TEACHING & LEARNING	RESOURCES FOR THE ACTIVITY	DATE ACHIEVED	PROGRESS UPDATE
6	Implement coaching style mid-year appraisal review meetings for teachers and support staff	Feb 2018	LST	All staff reflect on their role and impact on teaching and learning or school environment and how this can improve	Meeting time in lieu x 2		
7	Coaching appraisal meetings with support staff to set targets 2018/19	June 2018	Appraisers	Staff identify key goals to improve their practice to impact on teaching and learning or school environment	Individual meeting time		
8	Coaching appraisal meetings with teaching staff end of year	July 2018	Appraisers	Teachers use coaching to reflect on self-development and plan their next steps to develop best practice	2 x time in lieu meeting times		
9	Project review meeting with external trainers	July 2018	LST + AW + External Trainers	LST will monitor and review new implementing structure and ethos has improved staff performance overall	2 hours LST meeting		

BOWER GROVE SCHOOL – SCHOOL DEVELOPMENT PLAN 2017/18

Focus: Effectiveness of Leadership & Management	Links: Governing Body/Premises Development Plan 2017/18	Lead Person: H Dalton Governor Team: Finance & Resources	Target No: 5
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SPECIFIC IMPROVEMENT PRIORITY <i>What needs to be achieved?</i>	SUCCESS CRITERIA <i>How will the success of the improvement objective be measured?</i>	MONITORING	EVALUATION
To increase our surplus at year end March 2018 and achieve a balanced Three Year Plan 2017-2020 through prudent budgeting and innovative ideas to raise income.	By working to reduce costs and increase income, other than LA delegated funding, increasing the surplus in 2017/18 thus increasing funds in Years 2 and 3.	HD/LST to monitor income and expenditure in regular meetings. Chair of Governors updated regularly	Budget Monitoring Reports produced

	SPECIFIC, MEASURABLE ACTION TO BE TAKEN	WHEN?	WHO?	IMPACT ON TEACHING & LEARNING & RESOURCES	RESOURCES FOR THE ACTIVITY	DATE ACHIEVED	PROGRESS UPDATE
1	Evaluate current services purchased and provided through Edukent	Term 1 2017	HD	Ensure purchased services are fully utilised, necessary to the efficient running of the school and provide value for money	HD to meet with appropriate staff to evaluate use of service		
2	Investigate Schools Personnel Service (SPS) as an alternative HR provider to Capita to compare effectiveness and value for money with a view to reducing cost	June – Sept 2017	HD/AW	HR provider will offer a comprehensive package appropriate to Kent Schools and provide essential website resources not currently available through Capita	AW/HD to meet with SPS to discuss package/cost AW/HD follow-up meeting for decision		
3	Review teaching and learning staffing/pupil ratios across the school as pupil numbers fluctuate	2017/18	HD/LS/MC	Review of staffing will highlight areas where savings might be made whilst maintaining high quality teaching and support to pupils.	Timetabling LS/HD/MC meetings to discuss staffing and budget 2017/18 Continual monitoring of staffing needs		
4	Review Premises contracts for best value whilst maintaining efficient and effective grounds and buildings services	Sept – Nov 2017	HD/BW	Make savings on contracts through negotiation with either the current provider or through new contractor	BW/HD to arrange site visits. Compare each provider and service.		

	SPECIFIC, MEASURABLE ACTION TO BE TAKEN	WHEN?	WHO?	IMPACT ON TEACHING & LEARNING & RESOURCES	RESOURCES FOR THE ACTIVITY	DATE ACHIEVED	PROGRESS UPDATE
5	To promote and increase the lettings facilities of the school to raise income Advertise facilities on the school's website and through internet searches	Sept/Oct 2017	HD/DG/ JL/SO	Raise income in support of the school's budget. Engage with local community groups through lettings facilities	DG/JL to look at website advertising DG/HD to investigate search engine words to promote BGS SO to provide admin support		
6	To raise income through small grant applications in support of extra-curricular activities for pupils	2017/18	HD	Pupils will have access to fully resourced lunchtime and after school clubs	Consumables and equipment for clubs/activities £500 Staffing for after school clubs £5k		
7	To raise income through small grant applications in support of alternative therapies and interventions for pupils	2017/18	HD	Pupils will have access to play therapy, counselling, speech and language therapy, holistic therapies which will improve their personal development and increase their learning potential	Play Therapist Counsellors Speech & Language Therapist + Asst. Holistic Therapist		
8	To envisage larger projects needed to improve and increase teaching and learning facilities that we are unable to meet through the school's budget and require support through bid-writing	2017/18	HD/LST	Improved teaching and learning environments Extended teaching and learning facilities Improved play and sports facilities	Project costings Research grant givers Submit bids for projects		

BOWER GROVE SCHOOL – SCHOOL DEVELOPMENT PLAN 2017/18

Focus: Teaching & Learning	Links: SEF	Lead Person: M Brackstone Governor Team: Learning & Development	Target No: 6
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SPECIFIC IMPROVEMENT PRIORITY <i>What needs to be achieved?</i>	SUCCESS CRITERIA <i>How will the success of the improvement objective be measured?</i>	MONITORING	EVALUATION
To ensure our inclusive practice and provision is of the highest standard	Inclusion mark and Nurture mark will be achieved. Enrichment curriculum will enable pupils to make good progress.	Termly review via LST meeting	LST will evaluate with focus teacher. Enrichment and Inclusion mark that the target has improved outcomes for vulnerable pupils through discussion, observation and data tracking

	SPECIFIC, MEASURABLE ACTION TO BE TAKEN	WHEN?	WHO?	IMPACT ON TEACHING & LEARNING	RESOURCES FOR THE ACTIVITY	DATE ACHIEVED	PROGRESS UPDATE
1	To review the delivery model of our Nurture provision to meet pupil need effectively.	Feb - Sept 2017	MB/JS	A clearer structure and requirement from wider team to engage will improve cascade of Nurture ethos across primary phase	1 hour meeting JS/LS/MB		
2	To achieve Nurture Group Network Quality Mark	July 2018	MB/JS	External validation of our practice ensures pupils receive high quality Nurture experience	Fortnightly 1 hour meeting MB/JS		
3	To achieve the Inclusion Quality Mark	July 2018	KI/SEN Group	External validation of our school will enhance our inclusive school ethos	1 x termly meeting SEN Group Allocated time as requested		
4	Improve the curriculum model of our Enrichment provision	Dec 2017	DS/RD	A strong but highly flexible and individualised curriculum will support our most vulnerable disengaged learners well	Allocated time (Fridays) before Sept for RD		
5	Develop the staffing model of the Enrichment provision ensuring strong leadership and curriculum development	Sept 2017	LST	Having a Lead Teacher will improve focus and development of teaching & learning of this provision	2 x 1 hour meetings LS/MC/DS/ME		

	SPECIFIC, MEASURABLE ACTION TO BE TAKEN	WHEN?	WHO?	IMPACT ON TEACHING & LEARNING	RESOURCES FOR THE ACTIVITY	DATE ACHIEVED	PROGRESS UPDATE
6	Implement robust regular monitoring of Enrichment provision in terms of teaching & learning curriculum and assessment	Sept 2017 – July 2018	DS	The quality of teaching learning will be enhanced providing good outcomes for pupils	Build into timetable 2017-2018 - DS		

BOWER GROVE SCHOOL – SCHOOL DEVELOPMENT PLAN 2017/18

Focus: Effectiveness of Leadership & Management	Links: ADP 2016/17	Lead Person: A White/S Kitchener Governor Team: Full Governing Body	Target No: 7
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SPECIFIC IMPROVEMENT PRIORITY <i>What needs to be achieved?</i>	SUCCESS CRITERIA <i>How will the success of the improvement objective be measured?</i>	MONITORING	EVALUATION
To train and strengthen the knowledge and skill set of the Governing Body including representation on the Ksent Trust Board	Governor Skills Matrix will demonstrate a knowledgeable governor team who are engaged with effective monitoring of the school evidenced in monitoring visit reports and governing body minutes. Chair of Governors will play an active role in the work of the Trust evidenced in the Trust Board and Executive minutes.	Chair and Training & Development Governor will monitor through regular up-dates of skills audit and training records. Headteacher will monitor through governing body meetings and minutes of Trust meetings.	

	SPECIFIC, MEASURABLE ACTION TO BE TAKEN	WHEN?	WHO?	IMPACT ON TEACHING & LEARNING	RESOURCES FOR THE ACTIVITY	DATE ACHIEVED	PROGRESS UPDATE
1	Completion of new Skills Audit	Sept 2017	All Govs	Improved Governor Monitoring	Skills Audit Forms to be distributed by Training & Development Governor		
2	Identify skills gaps and training needs	Oct 2017	L&D Gov	Improved Governor Monitoring	Skills Matrix and Training Record Sheet		
3	Recommend Course attendance or GEL modules to governors	Oct 2017	L&D Gov	Improved Governor Monitoring	Course List from Governors CPD on-line. GEL module list		
4	Identify opportunities for school specific training by liaising with LST over in-house training days or requesting tailor-made training from LST	Nov 2017	L&D Gov and Chair	Improved Governor Monitoring	List of school training planned		
5	Ensure new Governors all receive an in school induction and are allocated a KCC Induction Course	Sept 2017	L&D Gov and Chair	Improved Governor Monitoring	KCC dates for New Governor Induction in this area		
6	Allocate mentor to new governors	Sept 2017	L&D Gov	Improved Governor Monitoring	Governor List and Skills Audit		

	SPECIFIC, MEASURABLE ACTION TO BE TAKEN	WHEN?	WHO?	IMPACT ON TEACHING & LEARNING	RESOURCES FOR THE ACTIVITY	DATE ACHIEVED	PROGRESS UPDATE
7	Ensure Governor Training is a priority at FGB meetings; time to suggest courses/training; to feedback on training/course; to complete a GEL module as a group or invite staff to give presentations	Ongoing	L&D Gov and Clerk	Improved Governor Monitoring	Agenda Time		
8	Chair to attend all Ksent Board and Executive Meetings	Ongoing	Chair	Improved Governor Monitoring	Possible mileage cost		
9	Chair to engage with newly formed Ksent Governor Forum	Sept 2017	Chair	Improved Governor Monitoring	Possible mileage cost		
10	Governors to engage with any training opportunities that are offered by Ksent under their commitment to improve governance across Kent schools	Ongoing	All Govs	Improved Governor Monitoring	Possible mileage cost		

BOWER GROVE SCHOOL – SCHOOL DEVELOPMENT PLAN 2017/18

Focus: Quality of Teaching, Learning and Assessment	Links CPD Plan 2017/18 EDT Peer to Peer Review 2017	Lead Person: K Ingram/A Watts Governor Team: Strategy	Target No: 8
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SPECIFIC IMPROVEMENT PRIORITY <i>What needs to be achieved?</i>	SUCCESS CRITERIA <i>How will the success of the improvement objective be measured?</i>	MONITORING	EVALUATION
Development of the LSA workforce	LSA's will have more structure and accountability to their role and will feel able to communicate their concerns and opinions. They will feel more intrinsically involved with the school through new communication systems and training.	Leadership Team	Through LSA meetings, staff appraisals, Learning Walks and Teaching & Learning observations.

	SPECIFIC, MEASURABLE ACTION TO BE TAKEN	WHEN?	WHO?	IMPACT ON TEACHING & LEARNING	RESOURCES FOR THE ACTIVITY	DATE ACHIEVED	PROGRESS UPDATE
1	Development of line manager role – job description to be completed.	By Jan 2018	KI/LST	Line manager will have a clearly defined role that will be shared with all staff which will provide the LSA's with more support.	Meeting time with KI/LST/AW		
2	Audit of LSA's opinions on the strengths of the school, what needs to be done to move the school and their role forward as well as their own skills they bring to the role.	By Feb 2018	KI/AW	This will enable us to develop training and potential next steps for support staff to ensure continue to improve and develop standards.	Audit form created. Meeting time to complete. Time for analysis of outcome with LST.		
3	Introduction of LSA standards to support staff.	By Feb 2018	KI/LST	This will enable the support staff to understand the requirements of their role in further depth.	TA/LSA standards – possibly adapted for our setting.		
4	Development of a communication system, e.g. weekly memo specifically for LSA's	By Sept 2017	KI/LST	This will ensure all LSA's know what is happening each week in relation to their role so that they can prepare for any changes.	Time for memo to be created.		
5	Development of appraisal system to include observations and coaching.	By Mar 2018	KI/AW/DS	LSA's are aware of their role via the standards introduced and are given opportunities for coaching after short observations.	Time for observations. Appraisal forms updated		

	SPECIFIC, MEASURABLE ACTION TO BE TAKEN	WHEN?	WHO?	IMPACT ON TEACHING & LEARNING	RESOURCES FOR THE ACTIVITY	DATE ACHIEVED	PROGRESS UPDATE
6	Investigate clear pathways and records of CPD for LSA's at different stages of their career, e.g. induction, HLTA,	By April 2018	KI/AW/LST	Improved LSA skills and motivation. Understanding of Pupil Asset and expectations of pupils at different stages.	Time for developing programmes relevant to need.		
7	Investigate ways of developing the Support Staff Forum and meetings to ensure views and opinions are heard.	By Dec 2018	KI/NT/LST	LSA's will have the chance to raise their concerns in a suitable environment with the understanding they will be heard. Information can also be shared.	Support Staff Forum time Meeting time		
8	Policy for LSA's to be developed to highlight the expectations of the role.	By April 2018	KI/AW/LST	Clear guidance will be available regarding the expectations of the role of a TA within Bower Grove.	Time to develop TA policy. Time to share ideas and discuss potential content.		
9	Review of individual job descriptions for support staff.	By May 2018	AW/LST/KI/LSAs	LSAs will have a job description that relates clearly to the role they have within school.	Time to develop clear job descriptions. Time to share with relevant staff.		
10	Developing a structure for supporting the wellbeing of LSA's	By Dec 2017	KI/LST	LSA's will have the opportunity to have a wellbeing session at least 3 times a year which will, in turn, develop staff morale and wellbeing.	Time given on a Wed for the session. Possible rewards/treats.		

BOWER GROVE SCHOOL – SCHOOL PREMISES DEVELOPMENT PLAN 2017-2020

Focus: Buildings Development Plan	Links: SDP 2016 – 2019 Premises Development Plan	Lead Person: H Dalton/L Salter
		Governor Team: Finance & Resources

	SPECIFIC, MEASURABLE ACTION TO BE TAKEN	WHEN?	WHO?	IMPACT ON TEACHING & LEARNING AND SCHOOL ENVIRONMENT	RESOURCES FOR THE ACTIVITY	DATE ACHIEVED	PROGRESS UPDATE
	2017/18						
1	Convert Oast into a Library/Information Zone (part funded by PFTA). To apply for grants via bid writing.	Term 6 2017 – Term 6 2018	HD/JS/LS	By creating a library/resources area in the centre of the school it will further enhance pleasure and enjoyment of reading especially KS1&2.	Pre-building works surveys/checks to be undertaken. Bid writing for grants. Building works: ceiling, heating, lighting, network, tank ragstone walls, install window, upgrade door, security camera, flooring, soft furnishings and equipment for library.		
	Upgrade Telephone System	Term 6 2017	DG/HD/JL	Improve safety and record incoming calls/caller ID Allow filter options to be installed			
2	Refurbish old library as an additional classroom.	July/ August 2018	HS/JS/LS	Teaching space will increase thus reducing pressure on curriculum timetable and enable further differentiation of class groups	Remove all existing furnishing and resources. Redecorate. Furnish appropriately. Estimate £2,000		
3	Build additional storage area (location to be determined) for items currently stored in the Oast.	Term 2/3 2017/18	HD/LS	Improve storage of KS1 bikes.	Establish location Arrange quotations Build external dry storage area.		

4	To implement a maintenance plan for re-decoration of the school buildings using both external contractors and in-house premises staff. To prioritise areas of the school requiring re-decoration within the plan	June 2017 – October 2017	HD/BW	To maintain a high standard of appearance of the school buildings. To enhance the learning environment for pupils.	To create a written rolling maintenance plan for in-house areas. To arrange site visits with external contractors to quote for re-decoration	
2018/19						
5	To create a Sensory Room – location in Roundel	2018	HD/LS + Working Party	To create a sensory room to allow pupils to access a calming environment for a period of time when inclusion in the classroom is proving too challenging	Working Party to organise designers to quote for sensory equipment/soft furnishings Decoration of room	
6	Small Maths Room – improve the teaching and learning environment	2018	HD/Acr	To create a brighter learning environment specifically to facilitate the teaching of maths in small group work	Re-decoration Furniture and equipment Estimate £2k	
7	To improve the standard of the Playing Field for outdoor PE activities and as a Letting facility. To apply for grants via bid writing.	2018/19	HD/RJ	To maintain a safe environment for pupils for outdoor PE activities. To maintain a letting facility to meet an acceptable standard for community users, e.g. football clubs who provide additional income to the school.	To establish exact requirements with PE Team. To arrange quotations to upgrade the standard of the field. Apply for grants. To establish appropriate maintenance of same with external contractor.	
8	To replace wire mesh fencing to senior playground taking into account the health, safety and welfare of pupils.	2018/19	HD/DS	To maintain a safe environment for pupils to play at break-times, including ball games.	To investigate options on the market for appropriate fencing. Organise site visits with companies and quotes. Assess cost and how this can be met.	
9	To review the perimeter boundary to the playing field bordering houses/gardens and assess whether hedging or hard fencing is the most appropriate.	July 2018	BW/HD	To provide a suitable boundary to protect neighbours and pupils. To ensure the boundary can be managed and	To liaise with Landscape Services on current issues and seek advice. Landscape Services to effectively manage the	

	Arrange remedial works in the interim to effectively manage the hedging currently in place			maintained effectively in the long term.	hedging and liaise with school. Obtain quotes for remedial works and future perimeter boundary, either hedging or hard fencing.	
10	To evaluate the early years play area, surfaces and equipment to prioritise and inform LST of an appropriate and timely action plan for replacement.	2018/19	BW/HD/ MC/MB/ KS1	To maintain a safe environment for Early Years play. To improve or replace facilities, in particular wooden structures.	Meeting time with BW/LST to look at play area and assess priorities. Engage contractors or designers for site visits x 3 Involve KS1 teaching staff in design. Obtain costings for bid writing.	
11	To evaluate the senior play areas:- Soft play surface and climbing construction Wooden seating area	2018/19	BW/HD/ LST	To maintain a safe environment for senior play and quiet seating area To improve or replace facilities, in particular wooden structures	Meeting time BW/HD to assess medium term remedial works. Planning meetings with LST to discuss future requirements and obtain designs/quotes for bid writing	
12	To create a new improved school website using an external provider. To involve appropriate staff in the creation of the website by forming a working party	2019/20	HD/JL ME/DG/ RA	To provide an innovative and user friendly communications and information system in the public domain. Creation of the website to encompass:- - statutory requirements - promotion of the school - user friendly features - informative on-line communication links for parents and other users - a virtual learning environment for pupils	To contact school website providers and arrange visits to discuss the school's requirements and ideas with a working party. External provider to offer training and support in managing the website. Estimate £3.5k to create	

