



Bonneygrove Primary School

Three Year Strategic Plan

To Improve the Quality and Consistency of Teaching and Learning Across the School

This priority aligns with the school improvement priorities by directly addressing the need to enhance the quality of education at Bonneygrove Primary School. The recent OFSTED inspection highlighted the necessity for clearer explanations from teachers, which is essential for pupil understanding and achievement. By focusing on explicit and clear teaching steps, this strategic plan aims to raise standards and improve outcomes for all pupils, particularly in light of the school's vision of developing confident young learners who achieve their full potential.

Year	2024-2025	2025-2026	2026-2027
Actions	<ul style="list-style-type: none"> - Conduct a comprehensive audit of current teaching practises. - Provide targeted professional development for teachers on clear instructional strategies. - Implement peer observation and feedback sessions to promote best practises. 	<ul style="list-style-type: none"> - Establish a coaching system for teachers to enhance instructional clarity. - Regularly review and adjust teaching materials based on pupil feedback and learning outcomes. - Initiate collaborative planning sessions for teachers across year groups. 	<ul style="list-style-type: none"> - Evaluate the effectiveness of teaching strategies through pupil assessments and feedback. - Organise workshops for parents to understand the teaching methods being used. - Create a platform for sharing successful teaching practises within the school.
Success Criteria	<ul style="list-style-type: none"> - 100% of teachers report improved clarity in their instructional methods. - Pupil assessments show a measurable increase in understanding of key concepts. - Positive feedback from pupils regarding their learning experiences. 	<ul style="list-style-type: none"> - At least 80% of pupils demonstrate improved outcomes in assessments. - Teachers report increased confidence in delivering lessons. - Regular observations indicate a consistency in teaching quality across year groups. 	<ul style="list-style-type: none"> - Pupil performance data shows significant progress in learning outcomes compared to baseline data. - Increased parental engagement and understanding of teaching methods. - Recognition from OFSTED of improved teaching quality and consistency.

2024-2025 Impact

In the first year, the focus will be on identifying areas for improvement in teaching practises. The comprehensive audit will provide a baseline for measuring progress, while targeted professional development will equip teachers with the necessary skills to enhance instructional clarity. Early indicators of success will include improved teacher confidence and positive pupil feedback, setting the stage for subsequent years.

2025-2026 Impact

By the second year, the implementation of a coaching system and collaborative planning will foster a culture of continuous improvement among staff. The emphasis on regular reviews and adjustments will ensure that teaching methods remain responsive to pupil needs. Success will be evidenced by improved pupil outcomes and a noticeable consistency in teaching quality, as reported by both teachers and observations.

2026-2027 Impact

In the final year of the plan, the focus will shift towards evaluating the long-term effectiveness of the implemented strategies. The analysis of pupil performance data will demonstrate the impact of enhanced teaching methods on learning outcomes. Increased parental engagement will further support the school's vision of involving families in the educational process. Recognition from OFSTED will validate the efforts made to improve teaching quality, ultimately leading to a more successful learning environment for all pupils at Bonneygrove Primary School.



Bonneygrove Primary School

Three Year Strategic Plan

Embedding the Curriculum Effectively

This strategic priority aligns with the school improvement priorities by focusing on the development of a well-structured curriculum that meets the needs of all pupils, particularly in light of the recent OFSTED inspection comments. The inspection highlighted the need for clear explanations from teachers to enhance pupil understanding, which is essential for achieving substantial progress across all subjects. By embedding the curriculum through strong subject leadership, we aim to ensure that all pupils, including those with SEND and Pupil Premium backgrounds, benefit from tailored learning experiences that prepare them for their future.

Year	Year 1 (2024-2025)	Year 2 (2025-2026)	Year 3 (2026-2027)
Actions	<ul style="list-style-type: none"> - Conduct a comprehensive curriculum audit to identify strengths and areas for development across all subjects. - Provide training sessions for subject leaders to enhance their understanding of the curriculum and effective teaching strategies. - Develop clear curriculum maps that outline progression and expectations for each subject. 	<ul style="list-style-type: none"> - Implement regular subject leader meetings to review curriculum implementation and share best practises. - Introduce peer observations focused on curriculum delivery and clarity of instruction. - Create a system for collecting pupil feedback on their understanding of the curriculum. 	<ul style="list-style-type: none"> - Evaluate the effectiveness of curriculum changes through data analysis of pupil progress and attainment. - Organise workshops for parents to explain the curriculum and its relevance to their child's learning. - Celebrate and share success stories of pupil progress in all subjects.
Success Criteria	<ul style="list-style-type: none"> - A detailed curriculum audit report is completed, identifying key areas for improvement. - All subject leaders report increased confidence in their subject knowledge and teaching strategies. - Curriculum maps are developed and shared with all staff. 	<ul style="list-style-type: none"> - Subject leaders demonstrate improved collaboration and communication about curriculum implementation. - Evidence of peer observations leading to actionable feedback for teachers. - Pupil feedback indicates improved understanding of what they are learning. 	<ul style="list-style-type: none"> - Data shows a measurable increase in pupil progress and attainment across all subjects. - Positive feedback from parents regarding their understanding of the curriculum. - Increased pupil engagement and pride in their learning achievements.

Year 1 Impact

In Year 1, the focus will be on establishing a solid foundation for curriculum development. The comprehensive audit will provide insights into current practises, while training for subject leaders will enhance their capabilities. The introduction of curriculum maps will ensure that all staff have a clear understanding of expectations, leading to more structured teaching and improved pupil outcomes.

Year 2 Impact

By Year 2, the implementation of regular meetings and peer observations will foster a culture of collaboration among subject leaders and teachers. This will enhance the consistency of curriculum delivery and the clarity of instructions provided to pupils. The feedback system will empower pupils to voice their understanding, allowing for timely adjustments in teaching practises.

Year 3 Impact

In Year 3, the strategic focus will shift towards evaluating the impact of the curriculum changes. By analysing pupil progress data, the school will be able to identify successful practises and areas needing further improvement. Workshops for parents will strengthen the home-school partnership, and celebrating pupil achievements will enhance motivation and engagement across the school community. This strategic plan aims to embed a high-quality curriculum that is responsive to the needs of all pupils, ultimately leading to improved educational outcomes and a deeper understanding of the relevance of their learning.



Bonneygrove Primary School

Three Year Strategic Plan

Careful Tracking of Prior Attainment Groups

This priority aligns closely with the school improvement priorities, particularly in addressing the performance outcomes for Pupil Premium (PPG) and SEND pupils. The focus on careful tracking and setting specific milestones corresponds with the OFSTED comments highlighting the need for clearer explanations in teaching and the effective provision for SEND pupils. By implementing structured interventions and targeted support, the school can enhance the educational experience for all pupils, ensuring that those who require additional assistance are adequately supported.

Year	Year 1 (2024-2025)	Year 2 (2025-2026)	Year 3 (2026-2027)
Actions	<ul style="list-style-type: none"> - Establish a tracking system for prior attainment groups. - Set specific milestones and targets for each group. - Train staff on the use of the tracking system and intervention strategies. 	<ul style="list-style-type: none"> - Review and analyse data from the tracking system. - Adjust interventions based on the data analysis. - Implement targeted small group support for SEND pupils. 	<ul style="list-style-type: none"> - Conduct a comprehensive evaluation of progress for all groups. - Refine the tracking system based on feedback. - Share results with staff and stakeholders to ensure transparency.
Success Criteria	<ul style="list-style-type: none"> - Tracking system is operational and used consistently. - Milestones and targets are clearly defined and communicated. - Staff demonstrate understanding of tracking and intervention strategies. 	<ul style="list-style-type: none"> - Data shows improved progress for targeted groups. - Increased engagement in interventions among SEND pupils. - Staff report increased confidence in delivering targeted support. 	<ul style="list-style-type: none"> - Significant progress is evidenced in tracking data for all groups. - Adjusted strategies lead to improved outcomes. - Positive feedback from stakeholders regarding transparency and effectiveness.

Year 1 Impact

In the first year, the establishment of a tracking system will lay the foundation for identifying the specific needs of Pupil Premium and SEND pupils. Staff training will ensure that all educators are equipped to utilise this system effectively, fostering a culture of accountability and support. By the end of Year 1, the tracking system should be operational, and initial milestones will provide a baseline for future assessments.

Year 2 Impact

By the second year, the focus on data analysis will enable the school to make informed decisions regarding interventions. Adjustments based on data will lead to more tailored support for pupils, particularly those with SEND. The success criteria will be reflected in improved engagement and progress among these pupils, demonstrating the effectiveness of targeted interventions.

Year 3 Impact

In the final year of the strategic plan, a comprehensive evaluation will provide insight into the effectiveness of the tracking system and interventions. The refinement of strategies based on feedback will ensure continuous improvement. The culmination of these efforts will be reflected in notable progress across all pupil groups, showcasing the school's commitment to inclusivity and high standards of education. The positive feedback from stakeholders will highlight the transparency and effectiveness of the school's approach to tracking and supporting pupil progress.



Bonneygrove Primary School

Three Year Strategic Plan

Development of Mathematics to Improve Outcomes Across the School

The priority of developing mathematics to improve outcomes across the school aligns closely with the school improvement priorities, particularly the focus on the quality of education and the specific need to enhance teaching practises in mathematics. OFSTED highlighted the necessity for clear explanations and structured teaching to ensure that pupils understand what they are learning. This strategic plan will address these needs by implementing a structured approach to mathematics instruction, utilising data analysis to target specific groups, and enhancing the role of teaching assistants to support learning effectively.

Year	2024-2025	2025-2026	2026-2027
Actions	<ul style="list-style-type: none"> - Conduct a baseline assessment of all pupils in mathematics. - Provide training for teachers on the CPA (Concrete, Pictorial, Abstract) approach to mathematics. - Develop a clear mathematics curriculum map outlining key concepts and skills for each year group. - Implement regular data analysis meetings to track progress for PPG and SEND pupils. 	<ul style="list-style-type: none"> - Continue professional development focusing on differentiated instruction in mathematics. - Establish a mentoring system where experienced teachers support less experienced colleagues in mathematics teaching. - Introduce targeted interventions for identified pupils based on data analysis. - Increase collaboration with teaching assistants to support small group learning. 	<ul style="list-style-type: none"> - Evaluate the effectiveness of the new curriculum and teaching methods through pupil assessments. - Adjust the mathematics curriculum based on feedback from teachers and pupils. - Conduct workshops for parents to engage them in supporting their children's mathematics learning at home. - Prepare for the statutory MTC (Multiplication Tables Check) with mock assessments.
Success Criteria	<ul style="list-style-type: none"> - 80% of pupils meet or exceed expected progress in mathematics by the end of the year. - Teachers report increased confidence and clarity in delivering mathematics lessons. - Regular data analysis shows targeted pupils are making accelerated progress. 	<ul style="list-style-type: none"> - Pupil progress in mathematics shows a 10% increase compared to the previous year. - Positive feedback from teachers on the effectiveness of mentoring and collaboration with TAs. - Increased engagement and participation in mathematics lessons from all pupils, particularly PPG and SEND. 	<ul style="list-style-type: none"> - 90% of pupils achieve expected outcomes in mathematics assessments. - Curriculum adjustments lead to a more tailored approach that meets the diverse needs of pupils. - Parent workshops receive positive feedback, with increased parental involvement in mathematics learning.

2024-2025 Impact

In the first year, the focus will be on establishing a strong foundation for mathematics instruction through assessment and training. By the end of the year, we expect to see improved teacher confidence and clarity in delivering mathematics lessons, which should lead to increased pupil engagement and a measurable impact on pupil progress.

2025-2026 Impact

The second year will build on the foundation set in the first year, with an emphasis on differentiated instruction and targeted interventions. By the end of this year, we anticipate a significant increase in pupil progress, particularly among PPG and SEND pupils, as collaboration with teaching assistants becomes more effective and teachers refine their practises through mentorship.

2026-2027 Impact

In the final year of this strategic plan, we will evaluate the overall effectiveness of the mathematics curriculum and the teaching methods implemented. By this stage, we expect to see a substantial improvement in pupil outcomes, with the majority of pupils achieving expected outcomes in mathematics assessments. Parental engagement will also be strengthened, further supporting pupils' learning at home.



Bonneygrove Primary School

Three Year Strategic Plan

Promote the Extensive Personal Development of Our Pupils

This priority aligns with the school improvement priorities by emphasising the holistic development of pupils, which is critical for improving their overall educational experience. The focus on providing a rich set of experiences directly supports the school's vision of developing confident young people who are happy, successful, and resilient. It also aligns with the OFSTED comments, which highlight the importance of personal development and the need for pupils to have access to a variety of extracurricular activities that enhance their learning and social skills.

Year	Year 1 (2024-2025)	Year 2 (2025-2026)	Year 3 (2026-2027)
Actions	<ul style="list-style-type: none"> - Conduct a survey to identify pupil interests and talents. - Develop a schedule of clubs and activities based on survey results. - Partner with local organisations for sponsorship and resources. - Implement a 'Fifty Things to Do Before Leaving Bonneygrove' programme. - Train staff and club organisers on the school's six values. 	<ul style="list-style-type: none"> - Evaluate the participation and impact of clubs and activities from Year 1. - Expand the range of clubs based on feedback. - Organise termly showcases for pupils to demonstrate their talents. - Increase parental involvement in extracurricular activities. - Continue staff training and support. 	<ul style="list-style-type: none"> - Conduct a comprehensive review of the personal development programme. - Establish a mentorship programme pairing older pupils with younger ones. - Launch new initiatives based on emerging interests and trends. - Foster community partnerships for additional resources and experiences. - Evaluate and celebrate achievements across all clubs and activities.
Success Criteria	<ul style="list-style-type: none"> - At least 75% of pupils participate in at least one extracurricular activity. - Positive feedback from pupils and parents on the variety and quality of activities. - Increased awareness of the school's values among pupils through club participation. 	<ul style="list-style-type: none"> - 80% of pupils report improved confidence and skills due to participation in activities. - Increased parental engagement in school events and clubs. - A minimum of three new clubs established based on pupil interests. 	<ul style="list-style-type: none"> - 90% of pupils actively engaged in extracurricular activities. - Positive community feedback and increased partnerships with local organisations. - Documented improvement in pupils' social skills and personal development.

Year 1 Impact

In the first year, the focus will be on establishing a foundation for extracurricular activities that align with pupil interests. The survey will provide valuable insights into what pupils want, ensuring that the clubs and activities are relevant and engaging. The implementation of the 'Fifty Things to Do Before Leaving Bonneygrove' programme will encourage a sense of adventure and exploration among pupils. Initial training for staff will instil the school's values into the activities, promoting a consistent ethos throughout the school.

Year 2 Impact

The second year will build on the successes of the first year, with an emphasis on evaluation and expansion. By assessing participation and impact, the school can adapt its offerings to better meet pupil needs. The introduction of showcases will provide pupils with opportunities to shine, enhancing their confidence and sense of belonging. Increased parental involvement will further strengthen the school community, creating a supportive environment for all pupils.

Year 3 Impact

In the third year, the focus will shift towards sustainability and mentorship. A comprehensive review will ensure that the personal development programme remains relevant and impactful. The establishment of a mentorship programme will foster leadership skills among older pupils while providing younger pupils with guidance and support. New initiatives will keep the offerings fresh and exciting, while community partnerships will enhance resources and experiences available to pupils. The overall aim is to create a vibrant, inclusive environment where every pupil can thrive.



Bonneygrove Primary School

Three Year Strategic Plan

Reading Improvement Strategy

This priority focuses on improving the reading skills of the lowest 20% of readers at Bonneygrove Primary School. It aligns with the school improvement priorities, especially the emphasis on quality education and targeted support for pupils with SEND and those eligible for Pupil Premium. The recent OFSTED inspection highlighted the need for clarity in teaching and the importance of consistent phonics instruction. By enhancing staff knowledge and providing structured support, the school aims to ensure that all pupils, particularly those struggling, can achieve their full potential in reading.

Year	2024/25	2025/26	2026/27
Actions	<ul style="list-style-type: none"> - Provide phonics training for all Key Stage One and Key Stage Two staff. - Implement 'Read for Twenty' initiative in each year group. - Ensure daily use of 'Bug Club' for all pupils. - Organise weekly library visits for classes. - Establish a tracking system for the lowest 20% of readers. 	<ul style="list-style-type: none"> - Review and adapt phonics training based on feedback and assessment results. - Monitor and adjust the 'Read for Twenty' initiative for effectiveness. - Conduct regular assessments to track progress of the lowest 20% readers. - Continue library visits and integrate book-related activities into the curriculum. 	<ul style="list-style-type: none"> - Evaluate the overall impact of phonics training on pupil outcomes. - Celebrate improvements in reading skills through assemblies and events. - Conduct a comprehensive review of the reading programme and make necessary adjustments. - Engage parents in supporting reading at home through workshops and resources.
Success Criteria	<ul style="list-style-type: none"> - 100% of staff trained in phonics by the end of the year. - All pupils participating in 'Read for Twenty' initiative. - Increased engagement with 'Bug Club' reflected in usage statistics. - Each class visiting the library weekly, with documented activities. 	<ul style="list-style-type: none"> - Positive feedback from staff on phonics training effectiveness. - Evidence of improved reading levels in the lowest 20% of readers. - Increased library engagement and reading-related activities. - Clear tracking data showing progress for targeted pupils. 	<ul style="list-style-type: none"> - Significant improvement in reading levels for the lowest 20% of readers. - Recognition of reading achievements in school events. - Positive feedback from parents regarding their children's reading progress. - A well-documented and effective reading programme in place for future years.

2024/25 Impact

In the first year, the focus will be on establishing a strong foundation for phonics instruction and ensuring that all staff are equipped with the necessary skills to support pupils effectively. The implementation of 'Read for Twenty' and the use of 'Bug Club' will promote daily reading habits, while weekly library visits will enhance pupils' engagement with books. The tracking system will allow for targeted interventions for the lowest 20% of readers, setting the stage for noticeable improvements in reading skills.

2025/26 Impact

The second year will involve refining the phonics training based on the previous year's outcomes, ensuring that teaching methods are continuously improved. Monitoring progress will provide valuable insights into the effectiveness of the initiatives, allowing for adjustments as needed. The continued emphasis on library engagement and reading-related activities will further support pupils' development, particularly for those identified as needing additional help.

2026/27 Impact

By the third year, the impact of the reading improvement strategy should be evident in significant advancements in reading skills among the lowest 20% of readers. Celebrating these achievements will foster a culture of reading within the school. The comprehensive review of the reading programme will ensure that Bonneygrove Primary School continues to provide high-quality reading instruction, preparing pupils for future academic success. The involvement of parents will further enhance the reading culture, ensuring that pupils receive support both at school and at home.