



School Development Plan 2018-19

Bonner is a school that aims to provide a happy, stable environment, which will enable each child to become independent, adaptable, confident, caring and tolerant and to reach his or her potential.

Through effort to success

Children receive a broad and balanced education and we believe it is vital to develop pupils' confidence, fully extend their capabilities and ignite an enthusiasm for learning that will stay with them for the rest of their lives. We promote recognition and respect of differences and have the highest expectations of pupils and staff.

Our vision and aims support Articles 3, 28, 29, 30 and 31 of the United Nations Convention on the Rights of a Child.

Article 3: The best interests of a child must be a top priority in all things that affect children.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30: Every child has the right to learn and use the language, customs and religion of their family.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



School Development Plan 2018-19

“Through Effort to Success”

This plan is based on:

- A review of the impact of the previous year's SDP
- Analysis of progress and achievement in Summer 2017
- New National Developments
- Subject Leader reviews and whole staff discussion of priorities
- Lesson observation and work scrutiny outcomes

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School Aims

The Values and Curricular Aims of Bonner School

At Bonner School we value every child and the contribution they have to make. Children and adults are encouraged to learn and develop all their abilities within a caring environment.

In order to achieve this we seek to:

- Teach children the skills and self-discipline which will enable them to realise and develop their potential
- Maximise and celebrate achievement and thereby encourage children to take pride in all aspects of work and behaviour
- Provide for the social, intellectual, moral, emotional, spiritual and physical development of each child
- Provide a stimulating school environment in which children are encouraged to learn through their own experiences and apply their knowledge independently
- Deliver the National Curriculum in a way that will provide full and equal access and offer appropriate challenges to every child
- Ensure that all children have a positive attitude towards themselves, other people and the environment so that they all receive the respect, care and consideration they deserve
- Establish a happy, caring, and secure environment in which everyone feels valued, confident and motivated to further learning
- Welcome parental involvement and to value the interest and help of parents with their children's learning and in everyday life of the school
- Develop a shared sense of purpose for every member of the school community

“Through Effort to Success”

Review of 2017/18 Priorities

- **Further Development and expansion at Mile End.**

The expansion at Mile End is going very well and is almost complete. Last year we expanded into the Year five suite of classrooms on the second floor. This year we will move into Year 6. There will be a maximum of 480 children on site from Nursery to Year 6.

- **Development and consolidation of National Teaching School (Teach East London Teaching School Alliance) work**

The work in the alliance, facilitated by Bonner and Morpeth as the National Teaching Schools, is going extremely well. We now have 17 partner schools and are working together on three key areas, CPD, ITT & school to school support. Last year the primary school partners continued to focus on a rigorous system of peer review which developed our knowledge and leadership at all levels, and had a shared INSET Day on Challenge and differentiation.

- **Further Development and Raising Standards in Literacy**

We developed several initiatives last year which were well received by children and raised the levels of engagement in reading and in literacy in general. We will develop this priority this year. Literacy levels remain strong across the school although end of KS2 reading results were not as strong as expected.

- **We intend to continue to develop our work in emotional literacy by developing a priority around Health & Well-being focussing on physical and emotional well-being**

We consolidated our Mindfulness programme. "Mind UP", and had INSET delivered to the whole staff by the Hawn Foundation. We continued the implementation of the programme of lessons with the intention of continuing them this academic year.

Attendance and Progress Summer 2018

Aspect	School	National	Difference from National	Target 18/19
Overall Attendance	96.3			96.5%
Unauthorised attendance	0.8			0.5
Exclusions	1			

EYFS

Good level of Development	% expected or exceeding	Average points
Bonner	69%	2.29
TH	68.3%	2.26

Average total points for cohort	35.71
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Key Stage One

Key Stage 1	National 17	Tower Hamlets 17	Bonner 18
Reading	75.6%	76.4%	86%
Writing	65.5%	69.9%	82%
Maths	72.6%	75.5%	85%
Combined (RWM) - a key indicator	63.7%	65.6%	81%

Key Stage Two

Key Stage 2	National 17	Tower Hamlets 17	Bonner 18
Reading	71%	74%	72%
Writing	76%	80%	83%
Maths	75%	81%	75%
GPS	77%	83%	88%
Combined (RWM)	61%	66%	62%

Priorities 2018/19

We will develop our work to become a **Rights Respecting School**. This will be a major feature of all of our areas of development and underpin all of our work. It will be a key feature of our work in Golden Time, in PSHE and we will transition from the Golden Rules system to Golden Rights.

1. We intend to continue to develop our work as a National Teaching School by	What we are going to do to achieve this (more detail with subject leaders actions plans)	Who leads & monitors the implementation of this	When	Cost	What we'll see when it is successful
Further developing a rigorous system of school peer reviews in order to - provide professional development at every level - develop the culture of coaching & professional dialogue - develop our school as an outstanding school	Year 3 Work with the Education Development Trust (EDT) on the School Partnership Programme (SPP) which is a programme of peer review within a collaborative and self-improving system. (our groups – Bangabandhu, John Scurr, Phoenix, Rachel Keeling, Redlands) We will have an annual peer review which will be focused on an agreed area of enquiry with feedback based on evidence and analysis of data. Improvement priorities will	ND - Headteacher	Training for senior staff	£21 000 shared between 17 schools Covered by Teaching Alliance membership	A culture of collaboration between schools within a self-improving system with leaders at all levels contributing.

	be identified, follow up support will be planned and an action plan owned and agreed by our school created.				
Supporting partner schools	Regular monitoring of teaching & learning & data	HT	Termly	HT time – termly reviews	Partner schools judged to be consistently good
Continuing to design and deliver nationally accredited CPD programmes e.g. NPQH, NPQSL, NPQML and the 2 nd year teacher programme	Deliver courses	HT & senior managers across the alliance	2018-19	Time for course preparation & delivery Subsidy from TSA budget – 2 paid course per TSA partner school (approx £1800 per school)	Effective CPD that improves outcomes for children
Deliver ITT programmes such as PGCE	Coordinate placement of PGCE students across both sites and across the alliance	AM MT	2018-19		Effective, trained teachers ready to be employed in our school and across the alliance
2. We intend to continue to develop our work in literacy and maths by ...	What we are going to do to achieve this (more detail with subject leaders actions plans)	Who leads & monitors the implementation of this	When	Cost	What we'll see when it is successful
Continuing to maintain the high profile of projects such as “Read for my School” and 100 best children’s books	Highlight incentives for children and classes	SH JW	Through out the year	Literacy Budget	Children enjoying reading & improvement in reading ability
Continued focus on	Revise our	SMT & Literacy	Inset in	INSET budget & Literacy budget	Improvement in standards

Guided Reading	current procedures and consider current, most effective pedagogy	coordinators (SH, JW)	Autumn Term	for additional resources	of literacy
Consolidation of intervention programmes – focus on Catch Up Literacy	Train staff members to deliver and cascade the delivery of the programme	SH JW	Autumn term	Approx £300 per staff member	Improvement in quality and consistency of catch up literacy programmes
Focus on most effective maths teaching e.g. consider Mastery techniques	INSET on maths pedagogy	DS AE	Sept 18	INSET budget	Improvement in attainment and consistency of teaching methods
Focus on securing arithmetic skills	Ensure full understanding by staff, children & parents of age related expectations	DS AE	All year	INSET	Improvement in attainment
Consider most effective catch up programmes	Train key staff in most effective programmes	SMT	All year	INSET budget	Improvement in attainment particularly of least able
3. We intend to raise profile and quality of work in Humanities subjects	What we are going to do to achieve this (more detail with subject leaders actions plans)	Who leads & monitors the implementation of this	When	Cost	What we'll see when it is successful
Consider shadow structure responsibilities	Review shadow structure	ND ER AM	Sept 18	Reorganisation of potential shadow structure responsibilities	Revised shadow structure.
Review curriculum framework to ensure continuity of skills & progress	Review of T & L in humanities subjects	ER UM	All year	INSET	Revitalised teaching of humanities subjects
4. We intend to continue to develop our	What we are going to do to achieve this	Who leads & monitors the	When	Cost	What we'll see when it is

work in emotional literacy by developing a priority around Health & Well-being focussing on physical and emotional well being by...	(more detail with subject leaders actions plans)	implementa tion of this			successful
Continue Mind Up programme focussed on children with confidence and emotional issues	Train staff members to deliver programme	SW	Sept 18	INSET for new staff members £500	Children understand & develop emotional resilience
Continue to deliver Caspari mindfulness programme	Deliver programme to emotionally vulnerable children	SW	On going	PPA time	Vulnerable children will feel more secure.
Encouraging children to be as physically active as possible	Utilising the fitness lines painted in each playground to help build stamina and try to incentivise children to use them in break times. Ensure children have as many opportunities as possible to be physically active.	NP DH	Through out year	Project funding £	Fewer obese children Improved concentration levels
Introduce & continue running clubs	Provide before/after school club to help children prepare for cross country events	SW SK	Autumn term	Pre- school time	Fewer obese children Improved concentration levels
Encourage children to come to school by bike or	Provide improved storage facilities	ER AM	Autumn term	project funding	Fewer obese children Improved concentration

scooter					levels

