



Summary School Development Plan 2025-6

School	The Bellbird Primary School	Date	23.11.25
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Sections		Summary Evaluation	
1	School Context	The Bellbird Primary School is a large, diverse two-form entry school with 426 pupils from 35 countries. Disadvantage is low, and pupil stability is rising. Special Educational Needs and Disabilities are above average, mainly in communication and interaction, though Education, Health and Care Plan numbers are below national levels. Free School Meal eligibility is broadly typical. After years of leadership instability, the school is undergoing rapid improvement, including curriculum redevelopment, stronger assessment, a better environment, enhanced staff development, and clearer safeguarding and attendance systems. Attendance is strong at 96.7%, with low persistent absence.	
2	Areas for whole School Development	• Safeguarding: Strengthen safeguarding systems to ensure concerns are identified, reported and followed up consistently and promptly, supported by better staff use of MyConcern, a stronger safeguarding culture, improved early help, and tighter attendance monitoring. • Inclusion: Ensure early, accurate identification of Special Educational Needs and Disabilities, consistent information sharing, and high-quality adaptive provision. Strengthen assessment so pupils with additional needs — including disadvantaged pupils — receive timely, effective support and are given work that is both accessible and appropriately challenging for their individual level. • Curriculum and Teaching: Embed consistent assessment and high-quality curriculum delivery by using NFER assessments effectively, fully embedding the Kapow curriculum, and establishing a robust assessment system for foundation subjects. Strengthen subject leadership so teaching is consistent, ambitious, and ensures all children — including disadvantaged pupils — receive work that is accessible and appropriately challenging for their individual level. • <u>Achievement</u> – To introduce and embed a consistent whole-school system for recording attainment and progress, and to raise writing outcomes so that performance is at least in line with the national average, supported by accurate assessment and targeted support for pupils at risk of underachieving.	
3	Progress made by the School since the last Ofsted Inspection	Targets: The school lacks consistent systems to identify pupils' knowledge gaps across subjects, which prevents teachers from adapting teaching effectively. Staff are not consistently correcting pupils' grammar,	Progress • The school has strengthened its systems for identifying pupils' knowledge gaps. • The Kapow curriculum has been introduced across certain curriculum subjects, providing consistent structure and termly assessment information. • Termly assessments show whether pupils are working towards, at, or above expectations. • The first assessment input on 13 November enabled teachers to adjust planning based on identified gaps. • In reading, writing, mathematics and spelling, punctuation and grammar, NFER assessments now give reliable information to pinpoint gaps and guide teaching. • These developments mean teachers are increasingly able to adapt teaching effectively across the curriculum. • Significant improvements have been made in writing and spelling, punctuation and grammar since the 2024 inspection.



		punctuation and spelling errors, allowing mistakes to persist and limiting the quality of pupils' writing • The Herts Essential Writing curriculum now provides high-quality texts and strong progression in spelling, punctuation and grammar. • A new whole-school spelling system and the use of Shape Coding offer additional structure for pupils who need it. • These changes have had clear impact: Year 6 spelling, punctuation and grammar outcomes were strong (85% at expected versus 73% nationally; 47% at greater depth versus 30% nationally). Writing outcomes rose from 53% in 2023–24 to 72% in 2025, now in line with national figures. • Support from the local authority adviser, including planning guidance and training for all year groups, has strengthened teaching further. • Overall, the school has made rapid, substantial improvements in writing, and current self-evaluation likely understates this progress.
4	Safeguarding	Targets: • Strengthen staff use of MyConcern. • Embed a visible safeguarding culture across the school. • Improve attendance and punctuality, especially for vulnerable pupils. • Increase use of Early Help support and multi-agency working.
5	Inclusion	Targets: • Earlier identification of needs, particularly in Reception. • Improve consistency and timeliness of SEND information sharing. • Ensure pupil needs and reasonable adjustments are clearly recorded and acted on. • Improve assessment for pupils working below age-related expectations. • Strengthen the quality and consistency of SEND provision. • Develop a three-year Pupil Premium strategy. • Embed Ready to Learn circuits and sensory support.
6	Curriculum & Teaching	Targets: • All children — including disadvantaged and more able pupils — receive work that is accessible and appropriately challenging for their individual level. Embed consistent use of NFER assessments across English, maths and reading. • Implement a robust assessment system for science and foundation subjects. Curriculum Development • Review the content of the curriculum and consider where core content can be prioritised and some knowledge stripped out to ease cognitive load. • Strengthen use of the Kapow programme in foundation subjects. • Support subject leaders with training and monitoring responsibilities. • Explore and evaluate continuous provision in Year 1. Maths • Extend Mastering Number to Years 4 and 5. • Strengthen quality of teaching using scaffolding and manipulatives. • Embed termly NFER and pre-topic assessments. • Implement high-quality maths interventions. English • Improve accuracy of writing assessment, especially for SEND and working-towards pupils. • Improve adaptation of writing tasks for SEND and WT pupils. • Embed Little Wandle Rapid Catch-Up, Fluency and SEND programmes. • Use consistent non-negotiable SPaG expectations. • Strengthen teaching of reading fluency in Key Stage 2. • Coordinate cluster-wide writing moderation.
		Targets:



7	Achievement	• All children — including disadvantaged and more able pupils — receive work that is accessible and appropriately challenging for their individual level so that they achieve well. • CPD for staff around strategies to engage pupils and check understanding more effectively. Introduce a whole-school system to record attainment and progress. • Raise writing outcomes so they are at least in line with national averages
8	Attendance & Behaviour	Targets: • Write and embed a new, consistent behaviour policy. • Implement a whole-school conflict resolution system. • Improve attendance and punctuality for key groups. • Reduce persistent absence among pupil premium pupils.
9	Personal Development & Wellbeing	Targets: • Expand clubs, visits and enrichment opportunities. • Strengthen online safety education. • Ensure SMSC development is embedded across school life. • Increase competitions and challenge opportunities. • Provide termly staff supervision.
10	Early Years	Targets: • Strengthen EYFS practice by learning from high-quality settings. • Improve early identification of speech, language and communication needs. • Enhance outdoor learning through Forest School provision. • Embed handwriting and letter-formation practice.
11	Leadership & Governance	Targets: • Leaders being clear about their personal and collective roles and responsibilities, including holding staff to account – those on UPS to make a substantial impact- making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues. • Develop subject leaders through SAT CPD. • Strengthen link governor roles for curriculum oversight. • Ensure consistent subject monitoring and reporting.