BEDWELL SCHOOL

Bedwell Primary School, Stevenage SG1 1NJ

Bedwell School Development Plan 2025-2026

School Development Plan: Introduction

How this plan has been developed and structured

- We drew on our own Self-Evaluation, the areas for development identified in our last Ofsted visit, Governor visits, reports from our School Effectiveness Advisor and the requirements of the latest Ofsted Framework to identify five key areas for development (see below).
- We identified that previous School Development Plans had become overly lengthy and unwieldy, and drew upon the recommendations of the Education Endowment Foundation (and in particular their 2024 report, *A School's Guide to Implementation*) to structure this year's plan.
- Using the EEF model, we began by defining the problems we wanted to address in each area, and then agreeing the final outcomes we wanted to achieve (the *Why?* and the *So?*), and then broke each down into a series of steps and actions (what the EEF call *Active Ingredients*).
- We developed this plan with the support of Governors, who monitor its progress, adaptation, implementation and impact on an ongoing basis throughout the year.

Area for development	Key problems to be addressed	Intended outcome	Person responsible
Positive behaviour	• While behaviour around the school is generally good, best practice is not shared as well as it could be • Need to ensure high expectations of behaviour and the ability to build positive relationships are installed in new members of staff	• Consistent behaviour management approaches seen across the school, reflecting the principles of Unconditional Positive Regard • Children understand and can describe the behaviour expected of them throughout the school day	Emma Shaw (Headteacher)
Reading for pleasure	• Majority of children don't read for pleasure, and find reading difficult and tedious. There are limited opportunities to read for pleasure in class. • Teachers are not familiar with new books, limiting their ability to promote new books to their class	• Children across school can talk about the books they have read this year, recalling favourites in detail and discussing likes and dislikes • Teachers can talk about children's books that they have read for the first time and have used in class	David Roberts (Deputy Headteacher)
Writing	• Writing continues to be an area of low attainment across the school. • Particular weaknesses identified in sentence construction and children's ability to effectively edit and improve their own work.	• Improvement in writing attainment, with at least 50% of children on track in all year groups. • Children throughout the school can clearly explain what a sentence is, using age-appropriate definitions and terminology.	Kerry Draper (Assistant Headteacher)
Maths	• Attainment, particularly at the end of KS2, is not as high as we would want it to be. • Lack of mathematical fluency - children find it hard to quickly recall key number facts, retain what has been taught and apply key skills in new contexts	• Improvement in maths attainment - at least 50% of children on track in all year groups, and less than 15% are working at a 'PRE' standard. • Children in all classes are being provided with an appropriate level of challenge within lessons	Dean Humber (Maths Leader)
Promoting the School	• Low number of parents selecting Bedwell as their first choice for primary admissions • Nursery and reception classes not filled to capacity, which has a financial impact on the whole school	• Increase in numbers applying for Nursery and Reception places. • Intake for September 2026 : target 30 in Nursery and 45 in Reception	Emma Shaw (Headteacher)

School Development : Positive Behaviour

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Problem - Why? -	Intended Actions - What? -	Implementation Activities - How? -	Implementation Outcomes - How well? -	Final Outcomes - And so…? -
Consistency: • While behaviour around the school is generally good, best practice is not shared as well as it could be • Need to ensure high expectations of behaviour are installed in new members of staff • Inconsistencies in pupil expectations for behaviour mean that children do not always feel valued or see a value in what they are doing **Managing behaviour:** • Incidents can be escalated by adult interaction • Resolution and use of 'consequences ' does not result in the child learning and reflecting • Some children are repeatedly having the same issues during lunchtimes & lesson times, suggesting current approach isn't working for them • Some staff don't feel confident in dealing with certain children and will actively avoid getting involved with issues until there is a crisis point	**1– Develop knowledge of relational practice** • Ensure all staff understand the importance of building positive relationships • Develop staff understanding of Unconditional Positive Regard and the neuroscience underlying these approaches **2 - Develop staff knowledge of 'regulate' and 'relate' strategies** • Build understanding of impact of stress states, trauma, conflict and other experiences on our children. • Ensure all staff understand need to support children in regulating before attempting to discuss / resolve issues • Develop knowledge of regulation strategies, trial approaches and share outcomes • Train staff in translating behaviour and using this to relate • Develop children's ability to relate to others, understanding how their actions may have made other children and adults feel **3 - Develop use of 'repair' approaches** • Reflect on current use of sanctions and where these are / are not effective • Identify alternative ways in which children can repair relationships / environment in a meaningful way that allows them to reflect on what has happened **4 - Build consistency** • Redraft Behaviour Policy, based on all of the above, drawing on discussions and best practice	**1– Develop knowledge of relational practice** • HT to lead introductory staff meeting: - *overview of relational practice and UPR* - *culture - what do we want ours to be?* - *importance of kindness, genuineness, acceptance and empathy* • Staff to reflect on own practice - what is working? What isn't? • Whole-school assembly on basic neuroscience and 'flipping lid', to support children in understanding this approach **2 - Develop knowledge of 'regulate' and 'relate' strategies** • Staff meeting on 'regulate' phase: - *Stress states, ACEs, trauma and conflict* - *Moving from co-regulation to self-regulation* - *Strategies for regulation* - *Predicting and preventing* • Staff meeting on 'relate' phase: - *Translating behaviour* - *Social window of discipline* - *Empathy* - *WINE framework (Who was involved, Impact on each person, Needs, Effects)* **3 - Develop use of 'repair' approaches** • Staff meeting on 'repair' phase: - *Debriefing and reflecting* - *Restorative conversations* - *Developing consequences that are meaningful and provide opportunities to repair and rebuild trust, rather than applying punitive sanctions* - *Behaviour plans where needed* • Whole-school assembly on kindness, supporting others, taking responsibility, accepting apologies **4 - Build consistency** • SLT to redraft Behaviour Policy, based on everything that has been learnt across year, through trialling and discussing all of above. • Share with staff and governors, and redraft as necessary • Produce simplified versions to share with children, parents and carers	**Short term:** • Staff understand principles of relational practice and UPR • Positive language being used throughout school to describe children and incidents • Children understand what is happening inside the brain when someone 'flips their lid' *Monitored through:* • *Training logs, learning walks assembly overview, discussions with staff & children* **Medium term:** • Children consistently being given opportunities to regulate before discussing behaviour incidents • Staff have built positive relationships with children they teach - can tell you something positive about each child and knows something they like *Monitored through:* • *Discussions with staff & children, learning walks, governor visits, CPOMS logs* **Long term:** • Clear reduction in use of punitive sanctions (eg. loss of Golden Time), replaced with opportunities to repair • Less repetition - not the same children doing the same things every week • Behaviour Policy rewritten *Monitored through:* • *CPOMS logs, pupil voice, staff feedback, learning walks, Governing Body minutes*	**Improvement seen in:** • Consistent behaviour management approaches seen across the school • Language used to describe incidents and children involved is positive and non-judgemental • Children like coming to school (resulting in higher attendance) and enjoy learning • Less time is lost dealing with behaviour issues in class • More incidents are resolved in class or on playground, resulting in fewer issues being referred to SLT • Progress made by children with high levels of need **Children can talk about:** • The behaviour expected of them throughout the school day • High-needs children can discuss the way they are supported in school to manage their feelings and behaviour • Children feel supported and connected to school **School policies:** • Behaviour policy rewritten and understood by staff, governors and parents

School Development : Reading for pleasure

Problem - Why? -	Intended Actions - What? -	Implementation Activities - How? -	Implementation Outcomes - How well? -	Final Outcomes - And so…? -
Image of reading • Majority of children don't read for pleasure • Many children find reading difficult and tedious • Reading in class is used as a quieting down activity • Teachers feel under pressure to teach the curriculum and reading a whole text to the class gets pushed out **Knowledge of books:** • Teachers are not familiar with new books, limiting their ability to promote new books to their class. • Children do not have a knowledge of texts, genres or authors - as a result, they find choice of books overwhelming and pick things blindly from shelves	**1– Sharing** • Get adults and children talking positively about books • Build knowledge of new books and current authors **2 - Promoting** • Keep reding high-profile across the school • Link books and reading to topics and events throughout year **3 - Time to read** • Give children time to read, to be read to and to share books within the restrictions of a timetable that's already very crowded. • Reading as a treat, not a filler or a chore. **4 - Resourcing** • Audit and replenish libraries across the school - levelled books, classroom collections, non-fiction library • Revisit Reading Spine • Multiple copies of core texts in Nursery and Reception. • Ensure that texts reflect our community - ethnicities, different family types, authors from different backgrounds • Explore use of Kindles and Tonies to enable children to read and meet stories ways that feel more modern.	**1– Sharing** • One staff meeting per half-term focussed on new books - staff sharing a book that they have read which they think will be 'new' to other teachers. • Weekly 10 minute session in each class where 2 or 3 children talk about a book that they have read. • Post-it recommendations from children and staff on books in class library and levelled collections. **2 - Promoting** • DHT to organise *Spooktacular* Book Week in Autumn Term, including author visits, competitions and Big Read • KS2 classes visiting Stevenage Library once per term (link first visit to Book Week). • Books given to each class to follow-up selected Superhero Assemblies (Black History Month, Remembrance, Explorers etc.) • 'Borrowing' ideas from reading to support shared writing (*'There was a good bit in the story I read last week where……….. Maybe I could use that here?'*) **3 - Time to read** • Dedicated time to read class book • Children given time in reading areas in class - rotation so that all children get this opportunity (20ish minutes, once a fortnight minimum?), not just as holding activity. • Expand team of reading volunteers • Explore opportunities for regular Buddy Reading, pairing older and younger children to share books with each other. **4 - Resourcing** • Revisit Reading Spine - core books to be met / read in each year group. Look for links to HfL Essential Writing (similar genres?). In upper KS2, consider how to use longer texts (extracts / short stories?) • Audit libraries - age appropriate; mix of fiction, non-fiction, graphic novels; quality v quantity; mix of old and new; books represent range of ethnicities, family types, backgrounds. • Order new books to fill gaps identified in audits. • Trial use of Kindles in Y5/6 and Tonies in EYFS.	**Short term:** • Staff have read at least one new children's book this year • Children are given time to read and to share books each week • Teachers reading class book to children at least 3 times per week *Monitored through:* • *Staff meetings, discussions with children and staff, learning walks* **Medium term:** • Class libraries, levelled collections and non-fiction libraries audited. • Book Week organised and enjoyed by children • Reading Spine revisited and revised • Post-it recommendations used across school (a few, not lots) *Monitored through:* • *Audit outcomes, Learning & Achievement Committee minutes, learning walks, discussions with children* **Long term:** • New books purchased to fill identified gaps • Children & staff can talk about new books they have read • 50% of children regularly read for pleasure outside school *Monitored through:* • *Minutes of governors meetings, staff feedback, pupil voice*	**Children can talk about:** • The books they have read this year, recalling favourites in detail and discussing likes and dislikes • Books that their teacher has read to them, books they have met in English lessons and books that they chose themselves • When and where they read • How reading makes them feel **Teachers can talk about:** • Children's books that they have read for the first time this year • Books that they have enjoyed sharing with their class • Ways in which they have promoted reading in class or across the school **Parents can talk about:** • Their children's attitude to reading - choosing to read at home, talking positively about the books they have read, enthusiasm for new books

School Development : Writing

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Problem - Why? -	Intended Actions - What? -	Implementation Activities - How? -	Implementation Outcomes - How well? -	Final Outcomes - And so…? -
Attainment and progress: • Writing continues to be an area of low attainment across the school. July 25 data shows an average of 39% of children reaching the expected standard across Years 1-5 **Common areas of weakness:** • Understanding what a sentence is (needing a subject and a verb - who is doing what?) • Being able to building on simple sentences in a way that makes sense (adding adverbials, subordinate clauses etc.) • Using oral rehearsal to reduce cognitive load	**1– Quality first teaching in all classrooms** • Ensure all teachers understand the technical aspects of teaching correct sentence formation • Teaching assistants provide high-quality support, reflecting teacher input • Agree age-appropriate grammatical language to be used in each year group / phase • Model and demonstrate clear sentence construction through oral rehearsal **2 - Develop teaching of editing skills** • Support children in better understanding the value of effective editing • Explicit teaching of editing skills • All children to be given time and guidance needed to review, edit and adapt writing • Review writing end points, ensuring there is a clear purpose and audience for writing (and therefore a reason to edit and produce a high-quality outcome) **3 - Early writing** • All teaching staff to understand the key messages from the new Writing Framework (focus on Reception guidance) • Review and develop provision of opportunities for writing in the environment • Increase opportunities to develop gross and fine motor skills	**1– Quality first teaching in all classrooms** • All teaching staff to have attended *Securing Full Stops* or *Fixing Full Stops* training by October half-term • Writing leader to deliver staff meeting, recapping key definitions, progression of grammatical vocabulary and support strategies to be used • Writing leader to provide resources to support sentence construction and oral rehearsal • Classroom environments to reflect grammatical terms being taught • High expectations of outcomes, focussing on quality of writing (not quantity) **2 - Develop teaching of editing skills** • Staff meeting to review & share editing strategies, embedding CUPS and ARMS as methods to secure efficient editing practice • Teachers to provide constructive feedback (both verbal and written), focussing on the effect on the reader. Does the writing flow? Feedback to provide a scaffold for pupils to be able to edit independently • Specific lessons within each unit to be given over to editing / revising / rewriting • Writing leader to review current 'end product' suggestions within HfL Essentials. Staff meeting to share and agree alternative outcomes to ensure that work has a genuine purpose and audience. **3 - Early Writing** • New HfL scheme to be trialled by EYFS • Teaching staff to receive specialist training through HfL advisor • All areas of learning to offer opportunities for mark making / writing, using a variety of implements and mediums • Continue assessment relating to letter formation. Groups to be established and explicit teaching provided to promote correct start and end points of focus letters (following RWInc letter formation progression) • RWInc sessions to always include letter	**Short term:** • Progression in definition of a sentence agreed and understood by all staff • Appropriate grammar vocabulary and definitions displaying in all classes • Audit of EYFS environment completed *Monitored through:* • *Learning walks, discussions with teaching staff, staff meetings* **Medium term:** • Children can verbalise what a sentence is, using age-appropriate language • Children regularly editing work effectively • Essential Writing for Early Years embedded in EYFS • Children in EYFS making clear progress through letter families for each group *Monitored through:* • *Book looks, learning walks, pupil voice, HfL Advisor visits reports* **Long term:** • Improvement in end-of-year attainment, particularly in strands linked to grammar and sentence structure • Writing units throughout school have clear 'end product' purpose, which is understood by children *Monitored through:* • *Lesson visits, reports from HfL Advisor and SEA, internal and external assessments*	**Improvement seen in:** • Writing attainment - at least 50% of children on track in all year groups. • Children can clearly explain what a sentence is, using age-appropriate definitions and terminology. **Teachers can talk about:** • Key features of the school's chosen approach to writing. • The definition of 'what a sentence is' that they would expect children in their class to give. • Core elements of spelling, grammar and handwriting that need to be secured in their year group.

School Development : Maths

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Problem - Why? -	Intended Actions - What? -	Implementation Activities - How? -	Implementation Outcomes - How well? -	Final Outcomes - And so…? -
Attainment: • Attainment, particularly at the end of KS2, is not as high as we would want it to be. A large group of children are working well below age-related expectations in KS2, and we are finding it hard to move them towards being on track - are they 'stuck' in lower sets? **Fluency:** • Monitoring and discussions with staff have identified a lack of mathematical fluency as a key stumbling block - children find it hard to quickly recall key number facts, retain what has been previously taught or apply the models they have learnt to new situation	**1 – Constructive challenge** • Monitoring to identify issues • Planning support for teachers of lower sets in KS2 • Staff meeting - 'If they can do ……… confidently and accurately, then what?' Identifying next (small) step in each lesson & planning for these, particularly for children working below ARE • Tracking how much of age-appropriate curriculum children have been given access to **2 - Fluency** • Staff meeting - sharing fluency slides & resources • Monitoring use, sharing good practice & using this to agree how much, how often, how to make sure everyone is involved • Explore ways to measure impact **3 - Early Years** • Audit of resources & environment • Planning support - key elements to teaching, effective modelling, use of group work, linking to maths opportunities in the environment • Language development - supporting staff in use of visuals, CIP and speaking frames, linked to Essentials resources	**1– Constructive Challenge** • Subject leader & SLT carrying out lesson visits across school, identifying themes in each phase. • Book look and Pupil Voice in Year 3/4, focussing on level of challenge. • Provide targeted support for teachers, following-up on identified themes - shared planning, team teaching, identifying / creating useful resources • Staff meeting [explore possibility of this being delivered by external advisor] - what does challenge look like for children working at different levels (especially below ARE) • Repeat monitoring activities to identify what has been embedded / where further support is needed **2 - Fluency** • Subject leader delivering staff meeting - revisiting / reviewing HfL Fluency slides, identifying what skills are covered, agreeing use (how much, how often) • Subject leader monitoring use through informal learning walks, staff discussions and pupil voice • Review & refine strategies for teaching, rehearsing and retaining times tables across school **3 - Early Years** • Subject leader providing planning support to new staff in Reception • Subject leader supporting EYFS staff in initial audit of resources in Autumn Term (things to count, things to sort) and ordering new resources where necessary. • Environment audit in Spring Term, using *Places to Play* resources • Experienced EYFS and Year 1 teachers modelling teaching to ECT • Clarifying expectations for daily teaching with EYFS staff & monitoring planning to make sure that this is happening • Maths leader & EYFS leader agreeing long-term plan for Nursery maths. • DHT supporting EYFS teachers in use of Widgit software, ensuring visuals and speaking frames provided for key language.	**Short term:** • Staff will provide an appropriate level of regular and sustained challenge for their classes. • Classes are practising key mathematical skills through regular fluency sessions. *Monitored through:* • *Book looks, lesson visits, pupil voice, discussions with teachers, staff meeting resources* **Medium term:** • Children will be able to recall key mathematical skills (rounding, ordering etc) quickly and with more confidence. • Evidence of challenge will be seen in books and evident in teacher's planning. *Monitored through:* • *Book looks, pupil voice, learning walks, assessment outcomes, Learning & Achievement Committee minutes* **Long term:** • Improvement in end-of-year attainment, particularly in mental arithmetic and questions requiring reasoning. • Children will be able to talk about what challenge looks like in their lessons. *Monitored through:* • *Assessment outcomes (end of year tests, SATs, MTC, EYFS outcomes), lesson visits, pupil voice*	**Improvement seen in:** • Maths attainment - at least 50% of children on track in all year groups, and less than 15% are working at a 'PRE' standard. • Level of challenge - children in all groups / sets / year groups are being provided with an appropriate level of challenge within lessons, with those who are working below ARE being exposed to age related learning as often as possible. **Teachers can talk about:** • How they have adapted their teaching to provide an appropriate level of challenge for all children. • How they have used HfL resources to support their teaching (fluency slides, rehearsal & reasoning resources etc.) **Children can talk about:** • The maths that they have learnt this year, what they found challenging and what supported their learning.

School Development : Promoting our school

Problem - Why? -	Intended Actions - What? -	Implementation Activities - How? -	Implementation Outcomes - How well? -	Final Outcomes - And so…? -
EYFS intake: • Low number of parents selecting Bedwell as their first choice for primary admissions • Nursery and reception classes not filled to capacity • Financial impact on school—staffed in Reception to be full **Impact on outcomes:** • Large number of children arriving in Year 1 has impact on progress - these children have not had the same foundation as their peers, particularly in reading and phonics	**1 - Improving visibility in local area** • Use of banners, posters and labelling of minibus to increase awareness of the school and what it does well. • Distributing school prospectus. • Promoting in-school events (open days, tours, fayres) through banners, flyers & posters. • Articles in local media. **2 - Advertising school strengths** • Identifying unique selling points • Develop use of Instagram to promote school. Use targeted advertising to push this feed to chosen demographic. **3 - Improve 'first visit' experience** • Develop EYFS Open Evening • Ensure that school tours for prospective parents 'sell' school strengths and give visitors opportunities to see USPs **4 - Explore logistics of an on-site pre-school** • Investigate level of demand, funding available, staffing required, space available. Would it present value for money? Would it increase numbers on roll?	**1 - Improving visibility in local area** • Banners on front & back fence for Year 7's first day, community events, themed weeks etc. to raise awareness of these selling points • Labelling minibus and sports team kits • Produce school prospectus & ask all staff to distribute copies to waiting rooms, community centres, friends with young children etc. • Promote EYFS tours and open days through: posters in community centres, nurseries, supermarkets; invite cards distributed locally; banners on school fence • Identify opportunities to put articles into Comet (fayres, sports events, themed days) - aim to submit at least one potential article each half-term **2 - Advertising school strengths** • Staff meeting to identify our USPs (e.g. rich experiences, nurture & care, experienced staff, outdoor spaces, calm, relationships with families, transition over Summer term) • Use of Instagram to share school events / successes / highlights. Minimum 3 posts per week (one from EYFS, one clubs / sports, one from rest of school). Develop staff team to produce these posts & manage accounts. Obtain photo permission from families to use images on Instagram. **3 - Improve 'first visit' experience** • EYFS Open Evening in October - high staff presence, activities for children to engage with, opportunity to talk to Bedwell children • Regular tours for potential parents - identify key messages to talk about, displays to share, showing a range of activities across school, opportunities to talk to / interact with staff and children **4 - Explore logistics of an on-site pre-school** • Investigate practical considerations - staffing, space, resources, funding etc. • Investigate level of demand (particularly in light of expansion of free childcare & new housing in area)	**Short term:** • Instagram in use, at least 3 posts a week, growing number of followers, permission gained from parents • EYFS prospectus produced and beginning to be distributed. • School USPs agreed by staff & governors *Monitored through:* • *Monitoring of Instagram account, FGB minutes* **Medium term:** • High turnout at EYFS Open Evening • Posters / banners / flyers visible in local area • Increased uptake on school tours & enquiries from prospective parents *Monitored through:* • *Attendance records for tours & Open Evenings, Headteachers report to governors, Visibility Audit* **Long term:** • Increased number of applications (Bedwell appearing anywhere in ranking) • Increased number of parents choosing us as first choice • Number of Instagram followers higher than number on roll • Logistics of running a pre-school well understood *Monitored through:* • *SEAM, FGB minutes, monitoring of Instagram account*	**Improvement seen in:** • Numbers applying for Nursery and Reception places. • Intake for September 2026 : target 30 in Nursery and 45 in Reception

Development & monitoring overview

Term	Development (staff meetings / training / INSET)	Monitoring activities	Other events in school (to be aware of when planning dates)
Autumn 1	• Intro to Development Plan priorities for year • Reading - promoting reading for pleasure • Writing - fixing full stops • Maths - priorities for year • Promoting the school - Instagram & USPs	• Safeguarding Audit • Maths Subject Review • Parent feedback / questionnaire (parents evening) • Behaviour Learning Walk • Reading for pleasure - Pupil Interviews	• My New Year Group meetings • KS2 SATs meeting • Parents evening • Halloween Disco
Autumn 2	• Inset - Behaviour - relational practice & culture • Reading - sharing new books, reading spine • Writing - RWInc spelling • Behaviour - regulate • Maths	• Review performance management outcomes • Geography Subject Review • Health & Safety Audit • SEND Learning Walk & review of APDRs • Learning reviews in reading, writing & maths	• Reading week • Christmas Fayre • KS1 production • EYFS Craft Morning • Christmas Dinner & Class Christmas Parties
Spring 1	• Behaviour - relate • Reading - auditing libraries across school • Writing - supporting sentence construction • SEND - reviewing / writing APDRs • Subject leadership - gathering evidence	• Joint Annual Review with HIP • Writing Subject Review • SEF reviewed with governors • Behaviour Learning Walk • Reading for pleasure - Pupil Interviews	• Parents evening
Spring 2	• Behaviour - repair • Reading - talking about books • Writing - effective editing • Maths • Subject update - _____	• Performance management - mid-year review • History Subject Review • ECT observations • Learning reviews in reading, writing & maths • Parent events - review of attendance / impact	• Big Talk • World Book Day • Science Week • Easter Disco
Summer 1	• Behaviour - reviewing school policies • Reading - reviewing library audits • Writing - end products • SEND - reviewing / writing APDRs • Subject update - _____	• Annual safeguarding review • Reading Subject Review • Moderating EYFS & KS2 assessment • SEND Learning Walk • Reading for pleasure - Pupil Interviews	• KS2 SATs Week
Summer 2	• Reading - next steps • Writing - effective environments • Maths • Subject leadership - reviews with governors • Subject update - _____	• SEND Learning Walk & review of APDRs • Music Subject Review • Behaviour Learning Walk • Subject evaluations reviewed by SLT & governors • Learning reviews & handover meetings	• Phonics Screening & Tables Checks • Transition meetings • PGL & Sports Week • Summer Fayre • KS2 production