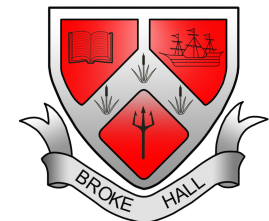


School Development Plan

Broke Hall Community Primary School

Suffolk



To improve outcomes in writing

RAG: ● Not set

Dates: 01/09/2022 to 31/08/2023

Success Criteria:

Status: In Progress

Ref: 7

● **1:** Improved outcomes at EXS and GDS at the end of KS1 and KS2.

Cost: £ 600

Responsible: JN

● **2:** Improved outcomes in writing across the school.

Staff time: 18h

Monitor: RF

● **3:** Consistent approach to handwriting, including joined handwriting and pencil/pen grip, evident in books and learning walks.

Description: Improved writing outcomes, at expected and GDS for all pupils.

Strategy: CPD for staff on how to teach writing skills with a focus on greater depth. Focus on handwriting development from EYFS through to Year 6 (linked to phonics teaching to ensure consistency in letter formation and pencil/pen grip). High quality daily teaching using EEF 'five a day' approach
Rigorous monitoring and moderation of writing from the autumn term.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
CPD for staff to improve quality of teaching	CR	31/08/23	Not Completed
Rigorous writing monitoring timetable in place	CR	31/08/23	Not Completed
Reinvigorate the use of Penpals approach	CR	31/08/23	Not Completed

To improve outcomes in phonics

RAG: ● Not set

Dates: 30/06/2022 to 31/08/2023

Success Criteria:

Status: In Progress

Ref: 2

● **1:** Increased phonics outcomes at end of Year 1 2023

Cost: £ 3850

Responsible: CR

● **2:** High quality and consistent teaching of phonics using the agreed SSP in EYFS and KS1

Staff time: h

Monitor: RF

Description: To increase phonics scores from 69% at end of Year 1.

Strategy: Implementation of new SSP.

Reading books to match phonics knowledge.

Staff CPD

Monitoring to ensure consistent and high quality teaching

Monitoring / Evaluation: Decodable reading books purchased. CPD for staff on how to use the Bug Club SSP completed July 2022.

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Provide training for Bug Club phonics	CR	12/07/22	Completed
Implement SSP and monitor	CR	31/08/23	Not Completed
Evaluate and adjust reading scheme	CR	29/07/22	Not Completed
Provide CPD for high quality phonics teaching	CR	31/08/23	Not Completed

To improve reading culture

RAG: ● Not set

Dates: 01/09/2022 to 31/08/2023

Success Criteria:

Status: **In Progress**

Ref: 8

● 1: Literature spine assessed to be broad and purposeful.

Cost: £ 2700

Responsible: RA

● 2: Greater level of parent engagement relating to reading.

Staff time: h

Monitor: CR

● 3: Accelerated Reader and Star Reader data shows improved outcomes and greater quiz engagement.

● 4: Children speak positively about their reading experiences in school.

Description: To ensure there is coherent, broad and purposeful literature spine across the school and between subjects.

Strategy: To ensure a broader, more diverse selection of texts from a wide range of authors is studied.

To offer a greater quantity of higher quality reading material across the school.

Establishing coherent links between content and themes of reading materials across year groups.

To develop parent partnerships relating to reading.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
To maximise the potential of AR	EP	31/08/23	Not Completed
To introduce a broader range of reading texts	RA	31/08/23	Not Completed
To increase parental involvement in reading	CR	31/08/23	Not Completed

To improve outcomes in maths.

RAG: ● Not set

Dates: 01/09/2022 to 31/08/2023

Success Criteria:

Status: In Progress

Ref: 9

● **1:** KS1 Maths results to be at least in line with National

Cost: £

Responsible: LF

● **2:** Completion of Mastering Number Programme

Staff time: 3h

Monitor: CR

● **3:** Teachers teaching Power Maths with updated planning resources, using the 'five a day approach'.

● **4:** KS2 results to be maintained above National for expected and GDS.

Description: In 2022, end of KS2 data in maths was above national data for expected and greater depth.

In KS1 the data was below national at 64% (National 70%)

We need to maintain the high levels of achievement across KS2 and raise attainment in EYFS and KS1 to at least match national figures.

Strategy: Analyse KS1 SATs to identify weaker areas to inform teaching in KS1 and Yrs 3.

High quality daily teaching using EEF 'five a day' approach.

Embed Power Maths with updates for 2022-23, provide CPD.

Continuation with Mastering Number programme in EYFS and KS1.

Continue with explicit teaching of times tables from Yr 3 to Yr 6

Develop retrieval practice to ensure that explicit teaching and revisiting areas is completed.

Rigorous monitoring programme.

Monitoring / Evaluation: Autumn term timetables include daily sessions for Mastering Number in EYF/KS1 and extra sessions for tables in KS2.

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Analyse KS1 SATs papers and borderline KS2	LF	31/08/23	Not Completed
Rigorous monitoring timetable in place	LF	31/08/23	Not Completed
CPD re teaching of times tables and retrieval	LF	31/08/23	Not Completed
Timetables to include TT and MN sessions	LF	31/08/23	Completed
CPD for staff to understand updates to Power Maths	LF	31/08/23	Not Completed

To develop strategies for independent learning

RAG: ● Not set

Dates: 01/09/2022 to 31/08/2023

Success Criteria:

Status: Not Started

Ref: 3

● **1:** Pupils will be able to explain how they learn and strategies they use to aid their learning.

Cost: £ 2000

Responsible: JN

● **2:** Teachers are able to explain how their lesson planning and delivery is underpinned by cognitive load theory

Staff time: h

Monitor: RF

Description: Maximise opportunities to develop independent thinking in daily lessons.

Thinking Moves continues to be embedded across the school and children to be taught about successful learning behaviours.

To develop the use of the vocabulary of emotion to aid self-regulation

Strategy: Providing training on Cognitive Load Theory to reduce the cognitive load of the learning environment and resources thus reducing extraneous load and promoting germane load .

Explicit vocabulary instruction including the language of emotion.

Promote metacognition through Thinking Moves and making explicit the habits of successful learners through focus on learning behaviours.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Embed the use of thinking moves across the school	JN	31/08/23	Not Completed
Staff to employ cognitive load theory	RA	31/08/23	Not Completed
To develop successful learning behaviours	RA	31/08/23	Not Completed
To develop pupil use of language of emotion	RA	31/08/23	Not Completed

To continue to embed inclusive teaching

RAG: ● Not set

Dates: 01/09/2022 to 31/08/2023

Success Criteria:

Status: Not Started

Ref: 11

- **1:** Teachers demonstrate awareness and knowledge of children's SEND and how their needs are met in the classroom
- **2:** All pupils have access to QFT, using the 'five a day' approach
- **3:** Established timetable of CPD, updates and reminders about all areas of SEND in place.
- **4:** Greater staff awareness, responsibility and confidence in SEND

Cost: £

Responsible: DS

Staff time: h

Monitor: JN

Description: Outcomes for pupils with SEND remain lower than for those without SEND, inclusive teaching aims to address this through upskilling and building capacity within school staff.

Strategy: High quality daily teaching using EEF 'five a day' approach - explicit instruction, cognition and metacognition strategies, scaffolding, flexible grouping, using technology. Programme of CPD established and delivered using Nasen 'The Inclusive Primary Classroom' project resources. Resources shared with all staff to support inclusive practices. Monitoring to ensure that the needs of all pupils and pupils with SEND are being met in the classroom effectively using reasonable adjustments and QFT and that pupils with SEND are accessing learning independently.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Staff CPD programme established and delivered	DS	31/08/23	Not Completed
Teachers to use graduated response to SEND	DS	31/08/23	Not Completed
Effective monitoring programme in place	DS	31/08/23	Not Completed
Staff to use EEF 'five a day' approach to QFT	RF	31/08/23	Not Completed

To develop behaviour tracking systems

RAG: ● Not set

Dates: 01/09/2022 to 31/08/2023

Success Criteria:

Status: In Progress

Ref: 10

- **1:** Children with an increased risk of poor behaviour choices are quickly identified and action taken to reduce risk.
- **2:** Through pupil voice, a reward system established to motivate children to make good behaviour choices.

Cost: £

Responsible: JN

Staff time: h

Monitor: RF

Description: To establish an effective system for recording/tracking/monitoring behaviour across the school.

Strategy: Introduce tracking system with an effective monitoring of the system and intervention where early warning signs show pupils are struggling with their behaviour choices.

Review of reward and sanction systems to ensure motivational.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Introduce behaviour monitoring system	JN	31/08/23	Not Completed
Implement motivational reward system	JN	31/08/23	Not Completed

To achieve Bronze Right Respecting School Award

RAG: ● Not set

Dates: 01/09/2022 to 31/08/2023

Success Criteria:

Status: Not Started

Ref: 4

● 1: Bronze Accreditation achieved

Cost: £ 1300

Responsible: RF

Staff time: h

Monitor: RF

Description: Becoming a rights respecting school involves re-evaluating the school's ethos and practices to ensure that they explicitly embed the principles of the United Nation's Convention on the Rights of the Child; principles of equality, dignity, respect, non-discrimination and participation. The RRSA uses an explicitly child rights based approach.

Strategy: Review school's current strengths and areas for development against the outcome descriptors for Silver
Identify priorities and plan actions and record on the Action Plan for Silver form
Bronze accreditation awarded

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
To complete a pupil and staff questionnaire	RF	23/12/22	Not Completed
To rag rate questionnaire against descriptors	RF	31/08/23	Not Completed
Create action plan and submit	RF	31/08/23	Not Completed

To develop effective and proactive subject leaders

RAG: ● Not set

Dates: 01/09/2022 to 31/08/2023

Success Criteria:

Status: In Progress

Ref: 5

● **1:** Subjects leaders able to talk confidently about curriculum design.

Cost: £ 4000

Responsible: RA

● **2:** Subject leaders can describe how explicit vocabulary instruction and cognitive load theory impact the planning and delivery of their subjects.

Staff time: 12h

Monitor: RF

● **3:** Assessments build upon substantive and disciplinary knowledge across KS2.

Description: To ensure that all teachers know and understand how to assess their subject, taking into account substantive and disciplinary knowledge. Promote children's intellectual curiosity for their subjects. Consider the impact of cognitive load theory and ensure their subject is planned for effectively, incorporating inclusive teaching practices. Subject leaders to be aware of where their subject fits in the wider curriculum and be clear why, when and where aspects of their subject are taught.

Strategy: Develop subject language and explicit vocabulary instruction in all subjects. Sharing substantive and disciplinary knowledge of subjects.

To ensure that teachers remain up to date with current research pertaining to their subject, as per section 8 of the Teacher Standards.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
To deliver CPD on cognitive load theory	RA	31/08/23	Not Completed
Subject CPD undertaken by teachers	RA	31/08/23	Not Completed
To establish effective working walls	RA	31/08/23	Not Completed
Rooms organised to reflect cognitive load theory	RA	31/08/23	Not Completed

To develop leadership and management capacity

RAG: ● Not set

Dates: 01/09/2022 to 31/08/2023

Success Criteria:

Status: In Progress

Ref: 12

● **1:** Overview spreadsheet established.

Cost: £

Responsible: RF

● **2:** Actions followed up in a timely manner by appropriate leader

Staff time: h

Monitor: RF

● **3:** Quality assurance evidences that monitoring activities have positive impact on quality of T&L and outcomes

● **4:** Leadership team roles clearly established to promote school improvement.

Description: To continue to embed the roles and responsibilities of the Leadership Group (HT/DHT/AHTs) and SLT so that leaders are all working effectively to secure school improvement.

To develop an efficient system of monitoring, feedback and follow up of actions to avoid omission, duplication and to ensure that the feedback and follow up is given to the appropriate staff member/s.

Strategy: To embed roles/responsibilities of SLT to best meet the needs of the school and to utilise the strengths of staff.

To create an overview of monitoring activities and outcomes by SLT and subject leaders.

Regular discussion of monitoring outcomes and self evaluation at SLT meeting and staff/phase meetings as appropriate.

All follow up actioned in timely manner by most appropriate person.

Support and quality assurance provided for all monitoring to ensure it is robust and accurate.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
To establish overview of monitoring spreadsheet	RF	28/10/22	Not Completed
To add monitoring to meeting agendas	RF	31/08/23	Not Completed
SLT to support subject leaders	RF	31/08/23	Not Completed
To embed/develop roles and responsibilities of SLT	RF	31/08/23	Not Completed
To carry out rigorous monitoring programme	RF	31/08/23	Not Completed

To develop practice and provision in EYFS

RAG: ● Not set

Dates: 01/09/2022 to 31/08/2023

Success Criteria:

Status: In Progress

Ref: 6

Cost: £ 1000

Responsible: SG

Staff time: 13h

Monitor: RF

- **1:** A clear shared vision for EYFS is in place.
- **2:** The curriculum ensures clear progression of all areas of learning/skills from Development Matters into ELGs
- **3:** Enabling environment which supports the interest and independence of each unique child.
- **4:** Planning allows for opportunities to maximises 'teachable moments' and planning in the moment.

Description: To develop a shared vision for EYFS at Broke Hall and to review planning, provision and practice to reflect the vision.

Strategy: To review the vision for EYFS with all staff.
To review and develop the curriculum, planning formats, assessment opportunities.
To maximise opportunities for teachable moment's/planning in the moment
To develop provision and practice to enable the vision to be met.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
To review the long term curriculum	SG	31/08/23	Not Completed
To develop planning	SG	31/08/23	Not Completed
To review the vision for EYFS at Broke Hall	SG	31/08/23	Completed
To review and develop learning environment	SG	31/08/23	Not Completed