

Broke Hall Primary School

Development Plan



September 2026 to July 2027

Headteacher	Ruth Fairs
Chair of Governors	Peter Kilburn
CEO - CET	Dan Jones
Address	Chatsworth Drive, Ipswich, IP4 5XD
Unique Reference Number	146460

Our Vision:

**Preparing all children for life as curious and independent learners, sympathetic friends, and thoughtful, inclusive people with strong personal values
who contribute positively to their communities and the wider world.**

Our School (September 2026/2027)

- Broke Hall is a larger than average historically 3-form entry school on the outskirts of Ipswich. However, due to a fall in the birth rate, we have a falling roll and have reduced our PAN to 60. We have admitted over PAN in September 2026 and so retain three reception classes, but have 2 class in Year 1. We have a 52 place nursery offering full and part time places.
- We have 572 pupils on roll including nursery (Sept 2026), 5.8% disadvantaged, 18.9% EAL, 10.8% SEND
- The school demographic is changing with more children with complex needs/challenges and a greater percentages of pupils attending from out of catchment.

What we feel is going well at Broke Hall School:

- We are a IQM Centre of Excellence and a Silver Rights Respecting School
- We have developed an evidence-based curriculum which is vibrant, challenging and varied – we continue to develop and enrich all subjects
- We have a rolling programme of varied enrichment activities and events, involving parents and all year groups
- The school has a strong track record of ensuring that pupils achieve well, fulfil their potential and go on to secure outcomes that prepare them well for their next stage of education.
- In 2026 and 2025 attainment at the end of KS2 in reading, writing and maths combined was at or above national figures for the % of pupils achieving both the expected and the higher standard. Average scaled scores are above national in both reading and maths.
- Statutory data for EYFS and the MTC in 2026 was above National figures. Our phonic and Early reading teaching leads to good outcomes by the end of KS2 although the Yr 1 phonic data has been just below National in 2026 and 2025.
- Our music provision is good- children have the opportunity to learn a different musical instrument every year from Year 1 to Year 5, taught by a specialist music teacher
- Our sports and PE provision is strong – with specialist teaching and a wide range of clubs, activities and enrichment opportunities
- Behaviour is good – children follow our three school rules/expectations (be ready, be respectful, be safe)
- Staff have strong subject knowledge to support all pupils, including those with SEND to access the curriculum and make progress.

Ofsted Actions (June 2023):

Leaders should ensure that they precisely identify the knowledge and skills that children will learn in all areas of learning in the early years.

Leaders should ensure that assessment in all foundation subjects enables subject leaders to evaluate how well the planned curriculum is being taught and that teachers use it to identify any gaps in pupils' learning and inform their planning.

Safeguarding (Met/Not Met):

- Safeguarding is effective and concerns are acted on quickly. As a result of carefully planned learning, children know how to keep themselves safe online and in the local community.

EYFS	Inclusion	Curriculum and Teaching	Achievement	Attendance and Behaviour	Personal Development and Wellbeing	Leadership and Governance
Strengths						
-we provide a happy, safe and stimulating environment, which allows all children to feel secure and valued and therefore ready and eager to learn -children in EYFS are engaged in their learning and are skilfully supported by staff -well-planned environments ensure that meaningful opportunities for learning are provided -the CUSP curriculum consists of foundational knowledge, opportunities and experiences and structured story time -there is a rich and diverse literature spine, which helps to frame learning from across the curriculum	- we are a IQM Centre of Excellence and a Silver Rights Respecting School - disadvantaged pupils attain well by the end of KS2 - progress of children in vulnerable groups is tracked by leaders - staff ensure all pupils' needs are met through adapted teaching or curriculum - Pupil Premium strategy supports pupil progress - experienced SENCo in role	- since the last Ofsted, progression has been mapped across all curriculum areas from Nursery to Year 6 - the curriculum is evidence-based, engaging, challenging, relevant - the curriculum develops progressive skills, knowledge, and vocabulary - learning is systematically revisited to strengthen retention and build on prior knowledge -teaching is strong and staff have a secure understanding of pupils' needs and their next steps in learning - leaders gains clear insights into the strengths and areas for improvement through a programme of monitoring - subject leaders are supported to continually develop their subject expertise and pedagogical knowledge	- attainment at the end of KS2 is strong, including for disadvantaged pupils - statutory outcomes for all pupils are generally in line with or above national figures - where data shows a decline, leaders are quick to act -teachers address any gaps in knowledge effectively	- the school is a calm and positive learning environment - all staff have high expectations, and any low-level disruption is quickly dealt with - leaders support all staff well in managing pupil behaviour - suspensions and exclusions are rare - attendance is above National average and persistent absence lower - attendance is closely monitored and early interventions put in place	- use of Jigsaw programme for PHSE/RSE and RE - three year rolling programme of planned enrichment activities is in place - healthy lifestyles are encouraged through nutritious school meals and healthy eating initiatives - participation in extracurricular activities is monitored to ensure equitable access for all pupils, including disadvantaged pupils - Pastoral Support Lead, ELSA, SENCo to support the wellbeing of individuals and small groups -whole-school achievement assemblies celebrate pupils' talents, interests, and achievements.	- leaders and governors have a strong understanding of the school's self-evaluation and overall effectiveness and maintain high expectations for both staff and pupils - SDP is detailed, focused, regularly reviewed and shared with stakeholders - subject leaders present to FGB, and governors participate in termly monitoring visits, including gathering pupil voice. - governors receive accurate, concise, and pupil-focused information, so are well informed and effective. - staff are encouraged to engage in professional reading, research, and qualifications such as NPQs and NVQs.

Priority 1: To establish a Therapeutic Thinking approach that promotes a culture where behaviour is understood as communication and staff use relational approaches.

Priority 2:
To strengthen adaptive teaching and the provision for pupils with SEND

Priority 3:
To improve consistency of teaching of phonics to raise attainment in phonics at end of Year 1

Academic **Targets 2026/2027:**

Y1 PHONICS

TARGET: At least 82%* to meet the expected standard** in the Y1 phonics check***.

Context: 58 children (Male: 45%, Female: 55%, PP: 1.7%, SEND: support 1 pupil, EHCP 2 pupils)

**In 2026 this was 76%*

***National in 2026 was 82%*

****76% of this group achieved GLD*

Y2 PHONICS

TARGET: At least 91%* to meet the expected standard** in the Y2 phonics resit check***.

Context: 78 children (Male: 47%, Female: 53%, PP: 5%, EAL: 14%, SEND: support 7 pupils, EHCP 3 pupils)

**In 2026 this was 95%.*

***National in 2026 was 91%*

****76% of this group were on track in Y1.*

Y4 MTC (Multiplication Tables Check)

TARGET: At least 54%* to achieve a score of 25/25** in the Y4 MTC check***.

Context: 80 children (Male: 53%, Female: 47%, PP: 10%, EAL: 14%, SEND: support 10 pupils)

**In 2026 this was 54%.*

***National in 2026 was 44%*

End of EYFS

TARGET: At least 75%* of Reception children to reach a Good Level of Development**.

Context 72 children (Male: 54%, Female: 46%, PP: 9.7%, SEND: support 1 pupil,

**In 2026 this was 74%.*

***National in 2026 was 72%*

END of KS2

Targets: At least the following percentages of Y6 children to achieve the expected standard:

	Reading	Writing	Grammar	Maths	Combined
EXS	85%	73%	74%	85%	73%
GDS	35%	13%	30%	35%	13%

Context: 89 children (Male: 53%, Female: 47%, PP: 6%, EAL: 10%, SEND: support 11 pupil, EHCP 2 pupils)

**In 2026 this was: Reading 84%, Writing 83%, Grammar 82%, Maths 89%, Combined 79%*

***National was: Reading 75%, Writing 73%, Grammar 74%, Maths 75%, Combined 63%*

End of Y5 figures for this cohort was: Reading 77%, (GDS 31%) Writing 67%, (GDS 7%) Maths 80% (GDS35%)

Priority 1: Ofsted Area Inclusion				
Objective: 1.1 To establish a Therapeutic Thinking approach that promotes a culture where behaviour is understood as communication and staff use relational approaches.				
Success Criteria: All staff trained in Therapeutic Thinking. Consistent use of therapeutic language and strategies observed across the school. Reduction in behaviour incidents. Improved pupil engagement, attendance, and wellbeing. Positive feedback from pupils, staff, and parents. Increased confidence among staff in managing behaviour therapeutically. Pupils identified as requiring additional behavioural support have a Therapeutic Thinking action plan that includes analysis of triggers, needs, and supportive strategies	Lead: R Fairs	Resources: Therapeutic Thinking Training session – PD Day and follow up for SLT, as required Use of resources from www.therapeuticthinking.co.uk/ for all staff Use of portal to create Therapeutic Plans for identified individual pupils Support to embed approach as required from SCC for senior leaders, coaching by senior leaders to colleagues etc as required Working with Trust colleagues eg to create behaviour curriculum	Timescale: Training for Leads (RF/JN) in June 26, Sept 2 nd for all staff Behaviour Policy updated Sept 26 Impact of strategies and approaches reviewed termly	Monitoring: SLT
Actions: Deliver Therapeutic Thinking training for all teaching and support staff. Review and update the behaviour policy to reflect Therapeutic Thinking principles. Develop a shared language and consistent scripts for de-escalation and restorative conversations. Develop and deliver a behaviour curriculum Introduce behaviour planning tools that identify triggers, consequences, and supportive strategies for individual pupils Provide coaching and mentoring opportunities for staff to develop therapeutic practice.. Monitor behaviour incidents, exclusions, attendance, and pupil wellbeing data to evaluate impact.	Gov:			

Priority 2: Ofsted Area Curriculum and Teaching				
Objective: 2.1 To strengthen adaptive teaching and the provision for pupils with SEND				
Success Criteria: Staff confidently use a range of adaptive teaching strategies in lessons. Monitoring shows these are embedded across all classes. Staff can confidently explain the needs of pupils and the adaptations they make. Improved attendance, engagement and wellbeing indicators for targeted pupils.	Lead: J Noon	Resources: Staff internal/external CPD Use of SES for ISMs, training for staff Use of resources from www.therapeuticthinking.co.uk/ for all staff External support eg from County for SENCo, trust support, from SES for individual pupils etc	Timescale: Regular CPD and monitoring Support and coaching as required	Monitoring: SENCo and SLT
Actions: Provide whole-staff CPD on adaptive teaching strategies, including scaffolding, modelling, questioning, use of visuals, and reducing cognitive load. Strengthen teacher understanding of individual SEND needs and appropriate strategies. Develop provision for social, emotional and mental health needs where required(wellness curriculum)	Gov: E Orchard			
Objective:2.2 – To develop Learning Plans and provision mapping using Insight				
Success Criteria: Provision maps and learning plans are high quality, regularly reviewed and show measurable impact. Provision is clearly linked to identified needs and reviewed termly for impact. Learning Plans clearly identify barriers to learning, strengths and next steps. Monitoring demonstrates that provision is appropriately matched to need and adjusted in response to progress. Leaders can use Insight reporting to evaluate the impact of provision and inform strategic planning.	Lead: J Noon	Resources: Insight CPD for teachers re use of Insight and Learning Plans CPD for SENCo re Learning Plans and use of Insight Use of external support eg from County for SENCo, trust support, from SES etc	Timescale: Learning Plans on Insight Sept 2026 Regular CPD for staff Termly review by leaders of impact	Monitoring: SENCo/HT
Actions: Provide training for all relevant staff on using Insight to create, review and monitor Learning Plans and provision maps. Ensure Learning Plans are based on robust assessment information and identified needs. Strengthen the graduated response (Assess–Plan–Do–Review) and ensure provision maps are regularly evaluated. SENCO to create a whole-school provision map within Insight detailing interventions and support available.	Gov: E Orchard			

Priority 3: Ofsted Area Achievement**Objective: 3.1 - To improve consistency of teaching of phonics in Yr R and Year 1 to raise outcomes at end of Year 1**

Success Criteria: All staff delivering phonics follow the agreed programme and teaching routines consistently. Assessment information is used effectively to inform teaching and intervention. The proportion of pupils working at age-related expectations in phonics increases from baseline measures to at least in line with National figures by the end of Year 1. Pupils demonstrate improved blending, segmenting and decoding skills in reading and writing. Targeted pupils make accelerated progress following intervention. Teaching quality improves and becomes increasingly consistent.	Lead: C Rich	Resources: Bug Club resources Staff CPD – targeted if required Coaching support from phonics leads or phase leaders Robust monitoring by phonics lead and Eng Lead	Timescale: Staff training in Sept 26 and ongoing Regular monitoring of quality of Teaching and Learning	Monitoring: AHT, Lower Phase Leader, HT
Actions: Provide training and refresher CPD for teachers and support staff delivering Bug Club phonics. Share non-negotiables for phonics teaching, including pace, routines, terminology, lesson structure, frequency. Yr R and Yr 1 teachers to implement regular assessment of phonics knowledge and application and record (?on Insight) Teachers to identify pupils at risk of falling behind and provide additional phonics support. Staff to deliver targeted interventions for pupils requiring extra support. Subject leads/teachers to monitor the impact of interventions regularly and adjust provision as needed Leaders to monitor lesson delivery through observations, coaching and peer support. Phonic leads to develop individual staff expertise in modelling blending, segmenting and pronunciation of pure sounds etc as identified through monitoring.	Gov:			