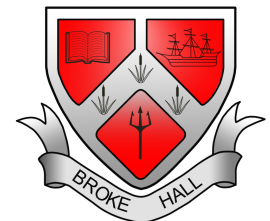


# School Development Plan

**Broke Hall Community Primary School**

Suffolk



## To develop assessment of foundation subjects

**RAG:** ● Not set

**Dates:** 01/09/2023 to 19/07/2024

**Success Criteria:**

**Status:** Not Started

**Ref:** 22

● **1:** Assessment is used effectively in all foundation subjects to inform planning

**Cost:** £

**Responsible:** RA

● **2:** Subject Leaders to use assessments to evaluate how well the planned curriculum is being taught.

**Staff time:** h

**Monitor:** RF

**Description:** To allow foundation subject leaders to answer the question ' how do you know the intended curriculum is being covered and covered effectively?

**Strategy:** To consider the most effective form of assessment for foundation subjects (based on research/evidence)  
Implement system to inform planning and monitoring by subject leads.

**Monitoring / Evaluation:** -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
To look at research and the evidence base	RA	20/12/23	Not Completed
Share with staff	RA	28/03/24	Not Completed
Evidence assessment points in medium term planning	RA	19/07/24	Not Completed
To use assessments to inform planning	RA	19/07/24	Not Completed

## To develop progression in EYFS curriculum

**RAG:** ● Not set

**Dates:** 01/09/2023 to 19/07/2024

### Success Criteria:

**Status:** Not Started

**Ref:** 20

● **1:** Learning (knowledge and skills) clearly mapped out in nursery

**Cost:** £

**Responsible:** SG

● **2:** Learning (knowledge and skills) clearly mapped out in Yr R

**Staff time:** h

**Monitor:** RF

● **3:** Leaders can check that the curriculum is being covered and is being covered effectively.

● **4:** In nursery and reception the intended curriculum is clear, in addition to the pedagogical approach (in the moment planning)

**Description:** To identify precisely the knowledge and skills that the children will learn in all areas of learning in the Early Years (nursery and Yr R)  
To ensure that there is progression from nursery to Year R and that pupils are prepared for Year 1.

**Strategy:** To produce a document which shows the intended curriculum in all all areas of leaning in nursery and in Yr R. To show how the areas of learning linked to Year 1 curriculum. To develop a planning/monitoring systems that clearly shows that this intended curriculum is being covered.

**Monitoring / Evaluation:** -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Research effective planning forms for N and Yr R	SG	20/12/23	Not Completed
Implement new planning	SG	19/07/24	Not Completed
Intended curriculum for nursery clearly developed	SG	28/03/24	Not Completed
Intended curriculum for Yr R developed	SG	28/03/24	Not Completed

## To have a coherent curriculum from N to Yr 6

**RAG:** ● Not set

**Dates:** 01/09/2023 to 19/07/2024

### Success Criteria:

**Status:** Not Started

**Ref:** 21

- **1:** Knowledge, skills and experiences in nursery and reception are clearly linked to foundation subjects.
- **2:** Subject leaders have a clear understanding of this link and can articulate this with confidence.
- **3:** Subject leaders can show that progression is clear, particularly from Yr R to Yr 1.
- **4:** School website updated

**Cost:** £

**Responsible:** RF

**Staff time:** h

**Monitor:** RF

**Description:** To ensure that all subject leaders are confident in their understanding of how learning in nursery and reception lays the foundation for each subject.

**Strategy:** To map the curriculum through nursery and Yr R into the rest of the school's curriculum.

For subject leaders to monitor the curriculum in nursery and reception.

**Monitoring / Evaluation:** -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
To map curriculum to include EYFS curriculum	RF	19/07/24	Not Completed
CPD for subject leaders	RF	28/03/24	Not Completed
Monitoring by subject leaders of EYFS	RF	19/07/24	Not Completed
Subject leaders to update website pages	RF	19/07/24	Not Completed
To monitor key subjects	RF	19/07/24	Not Completed

## To improve writing outcomes

RAG: ● Not set

Dates: 01/09/2023 to 19/07/2024

### Success Criteria:

Status: **Not Started**

Ref: 23

- **1:** Improved outcomes in writing at EXS and GDS
- **2:** To reduce the number of pupils for whom writing is a limiting factor of achieving combined standards.
- **3:** CUSP curriculum used consistently across the school.
- **4:** Teaching and learning of spelling is effective

Cost: £

Responsible: CR

Staff time: h

Monitor: JN

**Description:** To increased outcomes from 2023  
Focus GDS

**Strategy:** To embed the CUSP writing curriculum from Yr 3 to 6.  
To embed the CUSP reading and writing curriculum for Yrs 1 2. and  
To introduce and implement the CUSP spelling curriculum for Yrs 1 to 6.

**Monitoring / Evaluation:** -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Monitoring of learning	CR	19/07/24	Not Completed
CUSP Spelling CPD	CR	04/09/23	Not Completed
Tracking of focus children based on combined EXS+	CR	19/07/24	Not Completed
Moderation of writing	CR	19/07/24	Not Completed

To improve outcomes in maths.

**RAG:** ● Not set  
**Dates:** 01/09/2023 to 19/07/2024  
**Status:** Not Started  
**Ref:** 9  
**Cost:** £  
**Responsible:** LF  
**Staff time:** h  
**Monitor:** CR

**Description:** To reverse the decline in KS1 outcomes: 2023 62.9%, 2022 63.6% (national 2022 68%)  
To maintain the high levels of achievement across KS2  
To improve scores in Yr 4 MTC

- Success Criteria:**
- 1: KS1 Maths results to be at least in line with National
  - 2: KS2 results to be maintained above National for expected and GDS.
  - 3: Yr 4 MTC results improved in mean score from 2023 and least in line with National 2024 data if available
  - 4: Improved outcomes for Yr 3 cohort from end of KS1 results
  - 5: Improved outcomes for Yr 5 pupils from end of Yr 4 results.

**Strategy:** To ensure that Power Maths is taught consistently well. To check coverage and delivery in Yr2 to ensure children are secure in basic knowledge and well perform well independently in test situations. To fill any gaps in Yr 3 and Yr 5. To monitor and support individual teachers to ensure that there is QFT in all maths lessons. To continue develop teaching of times tables.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
To identify gaps in Yr3 and Yr 5 and pre teach	RF	20/10/23	Not Completed
Support for individual teachers	RF	19/07/24	Not Completed
To develop a teaching programme for TT	RF	29/09/23	Not Completed
Teachers to implement the TT programme	RF	20/12/23	Not Completed
Core arithmetic sessions delivered in Yr 2	RF	29/09/23	Not Completed

## To continue Right Respecting School Award

**RAG:** ● Not set

**Dates:** 01/09/2023 to 19/07/2024

**Success Criteria:**

**Status:** Not Started

**Ref:** 4

● **1:** Bronze Accreditation achieved

**Cost:** £

**Responsible:** JN

● **2:** Silver Accreditation achieved

**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:** Follow the actions from the Silver Action Plan

**Monitoring / Evaluation:** -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
To rag rate questionnaire against descriptors	JN	31/10/23	Not Completed
Create action plan for Silver	JN	31/10/23	Not Completed
Follow actions from Silver Action Plan	JN	19/07/24	Not Completed
To submit for Bronze accreditation	RF	29/09/23	Not Completed

To work towards the Inclusion Quality Mark

RAG: ● Not set

Dates: 01/09/2023 to 19/07/2024

Status: Not Started

Ref: 24

Cost: £

Responsible: RA

Staff time: h

Monitor: RF

- Success Criteria:
- 1: An audit of inclusive practices will highlight the school's strengths and areas for development.
  - 2: An action plan to achieve the award will be developed and shared.
  - 3: The action plan will be implemented.
  - 4: The award will be applied for.
  - 5: The award will be given.

Description: To work towards gaining the Inclusion Quality Mark as part of a Trust wide initiative to build on best practice for inclusive provision.

Strategy: To work with other schools/SENCOs in the Trust towards the inclusion mark.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Audit	RA	15/12/23	Not Completed
Action planning	RA	19/07/24	Not Completed
Staff awareness	RA	05/04/24	Not Completed