

Broke Hall Primary School

Development Plan



September 2025 to August 2026

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

Our School (September 2025/2026)

- Broke Hall is a larger than average 3-form entry school on the outskirts of Ipswich. We have 52 place nursery offering full and part time places. However, due to a fall in the birth rate, we have a falling roll.
- We have 580 pupils on roll (Sept 2025), 5.8% disadvantaged, 14.8% EAL, 12.6% SEND
- We are a IQM Centre of Excellence and a Silver Rights Respecting School
- The school demographic is changing with more children with complex needs/challenges

What we feel is going well at Broke Hall Primary School (Overall Effectiveness):

- 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
- Our phonic and Early reading teaching is strong. Reading progress is strong with 84% at exs+ and 33% at GDS at end of KS2 2025 (slight decline in 2025 to 78%).
- 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 (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.
- 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 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.
- 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.

Ofsted Actions:

Latest Inspection 13th and 14th June 2023

Grade Good

- 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.

Development Areas:

- To improve the teaching and learning of multiplication tables in Years 2, 3 and 4
- To improve outcomes in phonics in Reception and Year 1
- To embed the teaching of writing to accelerate progress especially for borderline EXS and GDS pupils
- To refine and develop the curriculum in geography and computing
- To maintain and develop our inclusive school ethos, including sustainability
- To develop independence, initiative and responsibility in pupils through outdoor learning and play
- Senior and subject leaders to be able to confidently identify the knowledge and skills that children will learn in their subject area in the early years. (Ofsted action)
- Senior Leaders to become more proactive in identifying areas for development within their area of responsibility to improve outcomes for all pupils including PP and SEND
- To embed Early Years curriculum and planning to further develop effective practice and provision

Strategic Objective 1: The Quality of Education

Strategic Objective 1: The Quality of Education				
1.1 To improve the teaching and learning of multiplication tables in Years 2, 3 and 4.		Actions: <ul style="list-style-type: none"> • Refresher training for Year 2 and 4 teachers for Mastering Number • Yr 4 teachers to ensure Mastering Number is timetabled and this time protected. • Use of AfL and dedicated teaching of times tables in Years 2,3,4 • Year 4 teachers to use Magic 10 for morning work • Yr 4 teachers to provide lunchtime TTRS club • Yr 2, 3, 4 teachers to use heat maps from TTRS to ensure table learning and practise is individualised to the pupil • Refresher training for use of TTRS provided • Greater focus on use of TTRS at school • Consider how to encourage greater use of TTRS at home for all pupils • Re-evaluate/refresh reward system for TTRS • Maths Lead to closely monitor children’s progress in acquisition and fluency of table 	When	Cost
Led by: LF/CR	Monitored by: CR		Autumn 1 Ongoing	subscription TTRS cost
Success Criteria: <ul style="list-style-type: none"> • Children demonstrate improved fluency and recall of multiplication tables (evidenced in test data) • Children demonstrate improved application of knowledge in maths lessons and reasoning tests • June 2025 -improved mean average score for MTC • June 2025 improved percentage of pupils achieving full marks on the check 			Ongoing Ongoing Autumn 1 Termly	Rewards Certificates £200
1.2 To improve outcomes in phonics in Reception and Year 1.		Actions: <ul style="list-style-type: none"> • Teachers in Yr 1 to target and closely monitor all children scoring 8 or less on baseline check in Sept. • Yr 1 teachers to meet with leaders in Autumn term to identify key pupils and plan actions • Phonics lead to ensure successful strategies used in Yr 2 for recheck are adapted/used in Yr R and Yr 1. • Phonics Lead to monitor quality of interventions and impact • Phonics Lead and English Lead to review end of year expectations for Yr R. • Eng Lead and SENDCo to review and extend the use of Speech and Language links for all Yr R pupils as minimum • To monitor the impact of the Speech and Language programme (if no impact, not to renew subscription) 	When	Cost
Led by: RR/CD	Monitored by: CR		Sept 2025 Sept 2025 Ongoing Half termly Sept/Oct 25 Termly	Release for monitoring Speech and Language Links sub: cost
Success Criteria: <ul style="list-style-type: none"> • Improved percentage of pupils passing the phonics check in June 2025 • Improved percentage of pupils achieving expected in Word Reading at the end of EYFS July 2025 • Improved outcomes for all pupils in phonics (including Pupil Premium and SEND) • Children able to blend confidently • Children confident to transfer phonic knowledge to reading and writing. 				

Strategic Objective 1: The Quality of Education

1.3 To embed the teaching of writing to accelerate progress especially for borderline EXS and GDS pupils		Actions: <ul style="list-style-type: none"> • Staff training for clear expectations on use of CUSP resources and to ensure consistency in teaching of writing- eg annotating model text, shared writing to demonstrate the thought process • Teachers to annotate daily plans in order to ensure AFL is used to adapt teaching • Teachers to keep planning easily accessible in paper folder • Eng Lead to monitor planning on regular basis • Teachers to identify key pupil to target for accelerated progress • Monitoring by Subject Lead/Phase Leaders to focus on the target pupils • Consider how to transfer the effective acceleration of writing seen in Upper KS2 to Lower KS2. 	When Sept PD Day	Cost
Led by: CR	Monitored by: JN		Sept 25 Ongoing Sept, reviewed termly Ongoing Autumn Term	Stationary Cost of staff to run interventions
Success Criteria: <ul style="list-style-type: none"> • Improved outcomes for all pupils in writing from their starting points (including Pupil Premium) • Planning scrutinies show effective use of AfL and adaptive teaching • Extended writing opportunities for all pupils, especially the more able • Effective intervention in place leading to accelerated progress for target pupils 				
1.4 To refine and develop the curriculum in geography and computing.		Actions: <ul style="list-style-type: none"> • Geography Lead/Curriculum Lead to review planning for geography ensuring greater use of Royal Geographical Society • Computing Lead/Curriculum Lead to review Computing Curriculum using NCCE resources • Teaching sequences for each unit reviewed by Geography Lead and Curriculum Lead. • Subject Leads to survey staff to identify training needs • Termly programme of staff training delivered by subject leads with impact monitored • Regular monitoring tasks completed by subject leads supported by curriculum lead • Continue use of paper folders for evidencing outcomes in computing • Computing Lead to investigate electronic cataloguing of outcomes in computing 	When Dec, Apr, Jul.	Cost
Led by: Subject leaders AL/HS	Monitored by: RA		Termly September 2024 Aut term Termly Autumn term	Extra resources for IT equipment Release for monitoring
Success Criteria: <ul style="list-style-type: none"> • Knowledge and skills within these two subjects are clearly mapped from nursery to Yr 6 • Improved teacher subject knowledge in computing and geography • Monitoring shows improved consistency of teaching and learning • High quality planning resources for all geography units in place • Subject Leaders have robust monitoring programme in place which shows impact of their action plans • Greater range of evidence of learning in computing 				

Strategic Objective 2: Behaviour and Attitudes

2.1– To maintain and develop our inclusive school ethos, including sustainability.		Actions: <ul style="list-style-type: none"> • Ensure elements are in place for Inclusion Quality Mark review meeting • Formulate action plan following review • Work towards completing actions on IQM action plan • Continue engagement with Our Schools, Our World • Work towards completing the actions on the sustainability plan • Create opportunities to develop children’s philosophical thinking in relation to sustainability • Continue to develop pupil voice – school council, eco-council, school nutrition action group (SNAG) 	When	Cost
Led by: JN/RA	Monitored by: RF		Sept 2025	IQM cost
Success Criteria:			Sept 2025	
<ul style="list-style-type: none"> • Pupils understanding and attitude to the wider community developed, with particular reference to inclusion and sustainability • IQM action Plan 2025/26 in place and progress made towards completion • Sustainability Action Plan in place and progress made towards completion 		Ongoing		
			Ongoing	

Strategic Objective 3: Personal Development

3.1– To develop independence, initiative and responsibility in pupils through outdoor learning and play.		Actions: <ul style="list-style-type: none"> • Staff training re ethos and benefits of play for lunch/play times (ask Springfield) • Develop role of HLTA in outdoor learning • Monitor outdoor learning experiences of pupils • Use pupil voice to develop play opportunities • Develop play resources • Develop resources for outdoor curriculum • Continue with range of sporting and after school activities • Pupil voice to assess impact on pupil behaviour and personal development 	When	Cost
Led by: RF	Monitored by: SLT		Autumn 1	Equipment
Success Criteria:			Termly	Play resources
More outdoor learning and child-initiated play activities taking place to develop children’s:		Termly		
<ul style="list-style-type: none"> • social skills • resilience • problem solving skills • communication skills • physical development • wellbeing 		Ongoing		
		Ongoing		
		Summer term		

Strategic Objective 4: Leadership and Management

4.1 – Senior and subject leaders to be able to confidently identify the knowledge and skills that children will learn in their subject area in the early years. (Ofsted action)		Actions: <ul style="list-style-type: none"> • Staff training on EYFS curriculum and planning by EYFS Lead • Subject leader action plan written to reflect EYFS curriculum knowledge • Monitoring feedback form to be adapted to include particular reference to EYFS • Timetable specific monitoring sessions for subject leaders to observe in Nursery/Yr R • Monitoring to take place in EYFS by all leaders including learning walks, pupil voice 	When Half termly cycle Autumn Term 1	Cost Release for subject leaders – HLTAs or supply
Led by: RF	Monitored by: RF/SLT/GOVS		Ongoing	
Success Criteria: <ul style="list-style-type: none"> • Leaders more knowledgeable about the EYFS curriculum at Broke Hall • Leaders able to articulate with confidence how their subject is represented in nursery and reception classes 				
4.2 – Senior Leaders to become more proactive in identifying areas for development within their area of responsibility to improve outcomes for all pupils including PP and SEND.		Actions: <ul style="list-style-type: none"> • Review roles and responsibilities of DHT, AHTs, SENDCo, PL, Maths Lead, Computing Lead • Review meeting systems for Senior Leaders • Review meeting systems for all staff including support/MDSAs • Introduction of Insight/staff training for senior leaders and teachers • PP Lead, Curriculum Lead, SENCo, Maths, English Lead, Phase Leaders to use Insight to identify and track progress of key pupils or groups across the school • Senior Leaders to carry out a robust programme of monitoring, actions and evaluation of impact of actions • Review of current screening and assessment of cognition and learning SEND need – explore other resources • Investigate use of Insight for provision mapping • Develop targeted intervention space in spare Yr R class, to allow for work on EHCP targets/interventions 	When Summer 2025 Autumn 1	Cost Release for subject leaders – HLTAs or supply
Led by: RF	Monitored by: RF/SLT/GOVS		Ongoing	
Success Criteria: <ul style="list-style-type: none"> • More robust tracking of pupils and monitoring provision and outcomes to: <ul style="list-style-type: none"> -Lessen any gaps in learning/provision/opportunity -Accelerate progress for identified pupils/groups • Clear link between assessment of need and provision offer for target pupils and SEN pupils • Leaders held accountable for area of responsibility 			Ongoing Autumn 1 Spring Term	

Strategic Objective 5: Quality of Provision EYFS

5.1 – To embed Early Years curriculum and planning to further develop effective practice and provision		Actions: <ul style="list-style-type: none"> To embed the CUSP curriculum and continue to develop the planning To develop the explicit teaching of foundational knowledge and skills Weekly planning to be shared with all EYFS staff and available for subject leaders To continue to develop outdoor areas To declutter and organise indoor learning environments PL to provide regular training and support for support staff to further develop effective staff interactions and interventions To continue to embed drawing club in Yr R (writing) To revisit implementing Mastering Number for Yr R Nursery and Yr R to host monitoring sessions for subject leaders where all EYFS staff are able to discuss planning, curriculum and identify links to subject areas Regular monitoring completed by PL/SLT 	When Ongoing Sept 25 Ongoing Sept 25 Timetabled rota	Cost CUSP curriculum subscription £400
Led by: AT	Monitored by: RF			
Success Criteria: <ul style="list-style-type: none"> Monitoring shows coherent curriculum which leads into Year 1 Children effectively prepared for Year 1 GLD remains at least in line with National as does % at expected for word reading, writing, number and numerical patterns Enhanced learning environment and provision in place Drawing club is used effectively to develop pupil's writing Effective monitoring taken place by subject leaders 				