



"Learning, Safety and Respect for all"

School Development Plan 2022-23

School Vision

Attend well, learn more, be safe and respect each other.

Being part of the Berlesduna Academy Trust

Good collaboration between staff within the school and across other schools is the key to success. Being part of the Berlesduna Academy Trust strengthens our opportunities to engage in collaboration and therefore improve the education and outcomes for all our children.

OFSTED actions (December 2016)

Areas identified from the inspection that the school needs to improve further:

Key Development: leaders continue their work to improve pupils' attendance

Key Development: leaders review the progress that pupils make in other subjects as rigorously as they review pupils' progress in English and mathematics

Key Development: all teachers provide opportunities for pupils to develop and practise their handwriting, and to write at length

Key Development: information on the school's website is regularly updated and accurately reflects the work-taking place in the school.

Priority 1: Quality of education

To maintain a high-quality curriculum and look towards outstanding practise.

Specific Objective	Success outcome and intended impact on pupil attainment and progress	Specific Actions and Person/s Responsible	Potential Cost	Dates / Milestones	Specific Monitoring and Evaluation of impact on monitoring outcomes
<p>Embed and refine curriculum maps across the school – EYFS / 1, 2/3, 4/5/6</p> <p>With particular focus on</p> <ul style="list-style-type: none"> - Art - Dt - Music 	<p>Pupils are in receipt of a broad and balanced curriculum.</p> <p>Pupil books demonstrate high quality work across a range of subjects.</p>	<p>Revised curriculum maps across the school for focus subjects.</p> <p>Revised short term plans – teacher plans are ambitious and show high expectations of progress and pupil learning.</p> <p>Weekly book scrutiny with a subject focus in staff meeting.</p> <p>High quality lesson drop-in observations to monitor high quality teaching and learning.</p> <p>High quality writing evident to drop ins and book scrutiny</p> <p>Subject leaders termly data gathering on FS subjects.</p> <p>School to join ‘access art’ to support high quality art delivery and staff training</p>	<p>N/A</p>	<p>Autumn 1 focus</p> <p>Followed across the year with regular monitoring.</p>	

<p>To continue to build on delivering a high-quality science curriculum to further improve pupils' outcomes</p>	<p>Pupil books demonstrate continued high-quality work across a range of subjects.</p> <p>Pupils demonstrate secure subject knowledge and use of scientific vocabulary</p>	<p>Subject leader to monitor subject closely and work with staff through staff meetings on delivery and recording.</p> <p>Introduction of science books to ensure consistency with progression, delivery and coverage.</p>		<p>Inset training on 2/9 by AH</p> <p>Regular monitoring of work and delivery of science across the year</p> <p>Staff meeting sessions across all 3 terms</p>	

Priority 2: Behaviour and attitudes <ul style="list-style-type: none"> To take pupil behaviour from good to outstanding 					
Specific Objective	Success outcome and intended impact on pupil attainment and progress	Specific Actions and Person/s Responsible	Cost (include cost centres)	Dates / Milestones	Specific Monitoring and Evaluation of impact on monitoring outcomes
to further meet the needs of semh children across the school to positively impact on their own and others behaviour and well being.	<p>Pupil behaviour around school is consistently good as pupil SEMH needs are being effectively met.</p> <p>Pupil, parent and staff questionnaires identify behaviour as good.</p> <p>Staff consistently apply policy and procedure evidenced through observations and drop ins.</p>	<ul style="list-style-type: none"> Continue to deliver TPP program to all staff Termly staff, pupil, parent questionnaires distributed Observations include SEMH element to assess consistency across school Organisation of classes promote the best opportunity for learners with the least disruptions from the minority that find it challenging. SEMH manager to continue to support the needs of those pupils with the highest SEMH difficulties SEMH manager to continue to regularly meet with staff to support staff meeting SEMH pupil needs with a therapeutic approach. 		Inset September and further twilight training sessions across the year.	
To continue to further improve attitudes to	Increase in percentage attendance	<ul style="list-style-type: none"> School vision – attendance added We will ‘attend well, learn more, be safe and respect each other. 		Autumn term	

<p>attendance and therefore increase the percentage attendance, especially those of specific targeted families.</p>	<p>Targeted families increase percentage attendance</p>	<ul style="list-style-type: none"> • Half termly meetings with target families • Further liaison with Essex attendance specialist Jenny White – increased meeting opportunities to review attendance and families. • Traffic light systems in school to identify those target families – red, monitored – orange and green. • All staff to use cpoms to log attendance concerns. 		<p>Ongoing – as required</p> <p>Ongoing</p> <p>Autumn</p> <p>September</p>	
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Priority 3: Personal development

To further improve pupils' personal development skills through ...

Specific Objective	Success outcome and intended impact on pupil attainment and progress	Specific Actions and Person/s Responsible	Cost (include cost centres)	Dates / Milestones	Specific Monitoring and Evaluation of impact on monitoring outcomes
Further revising and embedding of the PSHE and RSE curriculum to better suit the needs of our school community	Pupils received high quality RSE education Book scrutiny evidences high quality work. Pupil interview evidences good grasp of knowledge	Work with current school community to revise age appropriate lessons for our children <ul style="list-style-type: none"> - Parents - Teachers - Children Purchase new online program – SCARF and use to support lessons, assemblies and rse content 3 x meetings across the year to share with parents what we will be delivering to their children in each class <ul style="list-style-type: none"> - Autumn with HT and PSHE/RSE lead - Spring / Summer class teachers Capture parent voice, opinions and views through parent meetings.		September September Ongoing Ongoing	

Priority 4: Leadership and management

- To continue to raise the quality of teaching and learning**

Specific Objective	Success outcome and intended impact on pupil attainment and progress	Specific Actions and Person/s Responsible	Cost (include cost centres)	Dates / Milestones	Specific Monitoring and Evaluation of impact on monitoring outcomes
<p>To continue to raise the quality of teaching and learning to ensure all pupils make at least expected progress in relation to their attendance across all subjects</p>	<ul style="list-style-type: none"> • Pupils make expected or better progress in relation to their attendance. • All teaching to maintain high quality • Book scrutiny evidences high quality learning and progression 	<ul style="list-style-type: none"> • HT to maintain detailed tracking systems to evidence pupil learning in relation to attendance across core subjects. • Staff to participate in unannounced drop in observations. • Use of online platforms to develop staff CPD • A whole school commitment to engaging in Trust networks to further improve subject knowledge • Use of PIXL exemplars to moderate our own pupils work and further improve teachers and LSAs knowledge 			

		of what age appropriate learning should look like.			
To effectively support those children undertaking national tests to pass (those with sufficient school life attendance)	<ul style="list-style-type: none"> • Those identified on action plan pass statutory tests. • Pupils effectively supported and good progress with their learning made. 	<ul style="list-style-type: none"> • See separate action plan 			
To effectively delegate the PPG and SPG, ensuring value for money and high-quality impact on learners.	<ul style="list-style-type: none"> • SPG and PPG allocated effectively. 	<ul style="list-style-type: none"> • See separate plans 		Ongoing	
To further improve EYFS GLD outcomes	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • See separate action plan 			