



BERLESDUNA
ACADEMY TRUST



Crays Hill
Primary School

"Learning, Safety and Respect for all"

School Development Plan 2023-2024

INFORMING THE SCHOOL DEVELOPMENT PLAN

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.

Context

Crays Hill Primary School is a unique school, almost all our pupils are from the Traveller community, nearly all of those from the Irish Traveller community. One child is from the local non-traveller community. Children join the school at any age between 4 and 11, with almost none having had any previous experience of formal education, regardless of age. AOE is always significantly lower than typical; baseline assessment is always well below.

OFSTED actions

The school had a positive OFSTED inspection that was carried out in September 2022. The report states that school is graded good.

OFSTED actions (September 2022)

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

- In a few subjects, leaders have not set out clearly what pupils will learn. As a result, teachers take broad aims and determine what specifics to teach. How well teachers do this varies, meaning some pupils have misconceptions about vocabulary and concepts leaders want them to know. Leaders should make the necessary changes to their planned curriculum, so teachers know what to teach, and what to check pupils know, to inform their teaching.
- Not all pupils feel able or are able to take on responsibilities at the school. As a result, some pupils do not become fully engaged in the life of the school community. Leaders should review the opportunities for pupils to contribute to school life and learn about responsibility.

END OF YEAR TARGETS

SECTION TWO: SCHOOL PRIORITIES

Priority One: 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	Cost	Dates / Milestones	Monthly evaluation of impact
To build upon the effective curriculum in place currently and continue to develop effective formative assessment in foundation subjects	<p>Children are receiving an appropriate and challenging curriculum and are making expected and better progress with their knowledge, skills and understanding</p> <p>Well-designed assessment allows teachers to plan more accurately and enabling pupils to know and remember more</p>	<p>Subject leaders will continue to revise and monitor the quality of the subject that they are leading, adapting the curriculum as necessary.</p> <p>Subject leaders will develop effective assessment systems for their subjects that are useful and capture children’s learning and progress effectively</p> <p>Subject leaders will ensure that they have incorporated pupil voice in reviewing their subject and used pupil voice to further improve the subject that they are leading.</p>	Subject leader release time	Subject leaders to use action plans to set termly milestones to be achieved in their own subjects	
To successfully implement the new curriculum for RE	<p>Children will receive a high quality RE curriculum and demonstrate good knowledge and understanding of the subject</p>	<p>Staff training</p> <p>New curriculum in place</p> <p>Subject leader monitoring</p> <p>Teaching staff to use the new SAT curriculum and approaches in each lesson, following the expected session sequence</p> <p>Teaching staff to use targetd talk and discussion roles as per SAT curriculum to allow pupils maximum participation in their lessons</p>	£120	<p>September inset</p> <p>Book scrutiny and pupil voice</p> <p>Teacher planning and implementation</p> <p>Ongoing monitoring</p> <p>Ongoing staff meetings</p>	

		<p>Teaching staff to ensure that they use set stem sentences with pupils and these are evident through lesson obs, books and pupil voice.</p> <p>New exercise books for RE to demonstrate progress and consistent delivery</p> <p>Pupils can articulate their learning</p> <p>Identify visits and visitors that can support the curriculum</p>			
<p>To develop the maths curriculum to provide frequent opportunities for pupils to revisit knowledge across the whole maths curriculum.</p>	<p>Children will demonstrate good retention of all areas of the maths curriculum and evidenced in teacher's planning, pupil's work and pupil discussion.</p>	<p>Planning format to show daily shape space and measure input</p> <p>Teachers to make use of pixl primary resources to revisit previous learning.</p> <ul style="list-style-type: none"> • Know it • Grasp it • Think it 	N/A	<p>Maths lead to take staff meetings to establish implementation and ongoing monitoring.</p>	

Priority Two: Behaviour and attitudes
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	Dates / Milestones	Monthly evaluation of impact
To continue to effectively meet the needs of those pupils with SEMH to increase the number of children consistently modelling good behaviour, (especially considering staff changes)	<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"> • 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. • NEW SEMH manager to establish role and 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. • Progression and continuity of Forest school 	SEMH manager role	<p>Effective induction</p> <p>Regular meeting with HT/DHT and check ins</p>	
To continue to strive to increase attendance of those pupils that are not Travelling and are in the area.	<p>Increase in percentage attendance</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 James Moire – increased meeting 		<p>Autumn term</p> <p>Ongoing – as required</p>	

	<p>Attendance of those pupils in school is good 80+%.</p> <p>Reduction in number of unauthorised absences</p> <p>Attendance defined as total minus travelling time and cultural absence.</p>	<p>opportunities to review attendance and families.</p> <ul style="list-style-type: none"> • Traffic light systems in school to identify those target families – red, monitored – orange and green. • All staff to use cpoms to log attendance concerns. • Attendance case studies continue to keep up to date • Strategies to improve attendance to holding parents to account • Sharing expertise in attendance with Trust. • Attendance network meetings to keep school up to date • Weekly admin meetings • Weekly attendance overview monitoring sheets 		<p>Ongoing</p> <p>Autumn</p> <p>September</p>	
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Priority Three: Personal development
To further improve pupils' personal development skills and look towards outstanding practise

Specific Objective	Success outcome and intended impact on pupil attainment and progress	Specific Actions and Person/s Responsible	Cost	Dates / Milestones	Monthly evaluation of impact
to develop pupils' knowledge of protected characteristics	Pupils will be know the phrase 'protected characteristics' and be able to articulate some of those characteristics.	Assemblies – linked to protected characteristics Generate curriculum overview of protected characteristics and curriculum links Protected characteristics display Parent meeting regarding protected characteristics. Staff to use language 'protected characteristic' when dealing with incidents, delivering lessons and liaising with families and pupils.	N/A	Autumn Autumn Spring Spring Ongoing	
To develop pupil voice across the school to positively impact on change	Pupils can articulate their views on a range of aspects of school life and identify the impact they have had.	Link to subject leaders monitoring of subjects. Regular School council meetings – evidence of minutes – discussions and reflections, actions taken as a result and impact of those actions. Eco warriors – link to Trust pupil voice – PSHE lead to deliver at least once every half term.	Transport to Trust schools	Autumn Ongoing Ongoing	
To work with children and families to help them gain a more accurate knowledge of	Children and parents have a positive and realistic view of secondary school.	HT to liase with ECTU and continue parent meetings for secondary school.	Transport costs	Ongoing	

<p>secondary school and how it can support them</p>		<p>HT to continue to liaise with Catholic school contacts from Fr Dan.</p> <p>HT to visit catholic schools to discuss a way forward with targeted families</p> <p>Visit school with parents for tour.</p>			
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Priority Four: Leadership and management: to continue to develop leadership across the school to effectively impact on high quality teaching and learning.

Specific Objective	Success outcome and intended impact on pupil attainment and progress	Specific Actions and Person/s Responsible	Cost	Dates / Milestones	Monthly evaluation of impact
To continue to develop times tables to further impact on pupil's knowledge and therefore increase results on MTC	Pupils across the school continue to demonstrate improved timetables knowledge and skill.	Continue with focus on tables in daily lessons. Continue with targeted tables strategies that were introduced last year. Daily tables practise to be recorded at the back of maths books to evidence individual progress.		Ongoing	
To use shared data platforms and in school systems to identify those children that can pass or are on the cusp of passing statutory tests and implement effective interventions. (link to attendance)	Pupils make expected or better progress with their learning in core subjects in relation to their attendance or school experience	Effective use of pixl tests and analysis for those pupils working at age appropriate expectations Effective use of schools predicted outcomes document to identify key groups and targeted learning for statutory tests. High quality 1-1/small group tuition for reading, writing, maths targeted at KS2 (1-1 tuition teacher) High quality interventions for phonics, reading, writing, maths targeted at EYFS/ KS1 (LSA intervention) Continue to improve on joined up thinking and planning to ensure all pupils receive the most appropriate and effective interventions required by	Pixl subscription 6 hours of 1-1 tuition teacher time Timetabled LSA support Staff meeting time	Ongoing	

		<p>English lead, SENco, maths lead, KS2 lead and HT</p> <p>Fortnightly staff meeting discussions to identify pupils requiring support and use of 'hierarchy or needs and intervention document' to ensure appropriate.</p>			
<p>To preserve local school identity and ethos, and adopt strategies for school improvement that build on and enhance local reputation, raise standards and respond to the needs and aspirations of those we serve.</p>	<p>All stakeholders and identified key local groups express positive views of the pupils and the school</p>	<ul style="list-style-type: none"> • Offering opportunity for our pupils to be part of their local community through volunteering, charitable work, bring in the community to the curriculum – i.e. local community virtual reality events • Having our pupils, staff and families to be proud of where they live – pupil/ parent perception, feedback book, learning journey speech bubbles, comments recorded from parent meetings • Pupils being well equipped for secondary school / life after primary and curious and knowledgeable about the wider world and other cultures – revised pshe/ RSE curriculum • Our curriculums promoting and developing, international mindedness, social and emotional awareness, an understanding of the world and the environment whilst celebrating creativity – curriculum and revised PSHE/ RSE curriculum, assemblies, routines and expectations. • Engaging stakeholders and ensuring they have a voice – parent, pupil, staff 	<p>Transport costs</p>	<p>Ongoing</p>	

		<p>perceptions. LGB meetings, visit notes.</p> <ul style="list-style-type: none"> • Pupils will have first-hand experience gained through practical activities, educational visits and visitors – increased visits and visitors, sporting events and specialists’ days. • Pupils will be offered a broad range of adventurous activities, sports clubs, gymnastics, dance, drama, creative arts, technology, languages and music – sports premium <p>Attendance at other schools to enrich those pupils who may have strength in subjects such as the arts or sport – Wickford coeE master classes – Trust events and activities.</p>	<p>Visits/ visitors costs</p> <p>(See Sports Premium plan)</p> <p>Transport costs</p>		
<p>To be open to further partnerships to ensure HT and school are outward looking and recognised favourably by Essex, DfE and schools outside Essex.</p>	<p>Wider range of stakeholders hold the school in positive regard.</p>	<ul style="list-style-type: none"> • Form collaborative relationships with other local, regional and national educational providers. • Join local and regional educational research projects. • Share some of our staff development programmes beyond our own MAT. • Grow further multi-agency working between the school and other local agencies, such as the youth support service, the police, different religious groups and social care and health professionals. • Planned visits to other schools within and wider than Essex on a termly basis with DOE covering when absent from school. 	<p>Cost of staff transport</p>	<p>Ongoing</p>	