



**BERLESDUNA**  
ACADEMY TRUST



**Crays Hill**  
Primary School

*“Learning, Safety and Respect for all”*

**School Development Plan 2024-25**

## **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.

### **School review actions**

- Continue to reinforce expectations for routines and the organisation of lessons so that pupils do not lose focus during lessons.
- Consider stripping back what must be assessed in the curriculum further so that the most important transferable knowledge pupils must learn will be emphasised so that pupils remember more.
- Improve pupils' knowledge of difference through specific work in PSHE/RSE lessons and through opportunities in the curriculum. This should continue to include a focus on developing pupils' knowledge of protected characteristics.
- Support pupils to develop greater cultural capital by ensuring that all are able to talk with confidence about an example of important artists, musicians, historical figures, designers or scientists.
- Ensure that adjustments for pupils with SEND and the most able results in appropriate support or challenge in all subjects

**SECTION TWO: SCHOOL PRIORITIES**

<b>Priority One: Quality of education To maintain high-quality teaching and learning</b>				
<b>Specific Objective</b>	<b>Success outcome and intended impact on pupil attainment and progress</b>	<b>Specific Actions and Person/s Responsible</b>	<b>Dates / Milestones</b>	<b>Monthly evaluation of impact</b>
<p>To ensure that all class teachers continue to deliver high quality, adapted teaching to consistently maximise all pupils' opportunities to learn across all subjects</p> <p>(HD)</p>	<ul style="list-style-type: none"> <li>All pupils receive appropriate support or challenge in all subjects</li> <li>Books show high quality learning that is well adapted to each individual need</li> </ul>	<ul style="list-style-type: none"> <li>New staff (ECTs) well inducted into CH ethos</li> <li>Use of The Great Teaching Toolkit <a href="#">A Model for Great Teaching - Evidence Based Education</a> to support staff meetings, staff training and self-evaluation</li> <li>HT lesson observations</li> <li>Rolling program of staff meeting book scrutiny to identify adaptations made to pupil learning</li> <li>Pupil progress meetings to identify pupil needs and next steps</li> </ul>	<p>On going throughout staff meetings</p>	
<p>For staff to implement and embed strategies across all lessons to activate hard thinking in pupils</p> <p>(EW – maths focus)</p>	<ul style="list-style-type: none"> <li>Through lesson observations and book scrutiny, learning is appropriately challenging and children are highly engaged.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">A Model for Great Teaching Dimension 4 (website-files.com)</a></li> <li>Staff to utilise effectively concrete, pictorial abstract in maths</li> <li>Activities in all subjects are purposeful, exciting and engaging and promote thinking.</li> </ul>	<p>Ongoing</p>	

		<ul style="list-style-type: none"> <li>- No work sheets to be used in any subject</li> <li>- <a href="http://www.activelearningcenter.org">Active Learning   Center for Teaching &amp; Learning (berkeley.edu)</a></li> </ul>		
<p>To further improve effectively meeting the needs of our SEN children</p> <p>(CW)</p>	<ul style="list-style-type: none"> <li>- EHCP pupils' evidence good progress toward their individual targets in their blue folders and their insight records.</li> <li>- Class teachers show good knowledge of the needs of their EHCP children in their planning and when observed.</li> </ul>	<ul style="list-style-type: none"> <li>- inclusion frame work bid (see separate bid paperwork)</li> <li>- use ordinarily available document to support staff meetings and staff training across the school.</li> <li>- Focussed lesson observations by SENCo to ensure school expectations of meeting the needs of SEN/EHCP pupils are consistently met</li> <li>- Monitoring of learning environments using SEN checklist</li> <li>- Use of insight to keep high quality records of SEN support and interventions</li> <li>- Train staff and support through joined planning, observation and staff discussions on effective use of work stations for our EHCP / pending EHCP children</li> <li>- <a href="http://www.teachertoolkit.co.uk">Inclusive Teaching Checklist (teachertoolkit.co.uk)</a></li> </ul>	<p>Mid-September submit bid</p> <p>Inset and staff meetings – ongoing</p>	
<p>To raise the quality and consistency of handwriting and presentation, especially across EYFS and KS1</p> <p>(KH)</p>	<ul style="list-style-type: none"> <li>- Pupil books show high quality modelling, feedback and marking</li> <li>- Pupils respond to feedback in their books and practice mistakes as highlighted.</li> </ul>	<ul style="list-style-type: none"> <li>- Inset training to review scheme</li> <li>- Implementation of scheme reviewed and explicit handwriting lesson introduced weekly with short follow up sessions.</li> </ul>	<p>September inset then ongoing</p>	

		<ul style="list-style-type: none"> <li>- Staff meeting sessions to review pupil progress.</li> </ul>		
To successfully implement Pathways to write to further improve writing skills (KH)	<ul style="list-style-type: none"> <li>- Pupil books show a cohesive writing curriculum</li> <li>- Pupil books show high quality writing with a focus on writing skills, composition and SPAG</li> </ul>	<ul style="list-style-type: none"> <li>- New resources shared and introduced through inset</li> <li>- Books purchased</li> <li>- Staff to create resources and store centrally once completed</li> </ul>	Ongoing	

<b>Priority Two: Behaviour and attitudes</b>				
<b>To take pupil behaviour from good to outstanding</b>				
<b>Specific Objective</b>	<b>Success outcome and intended impact on pupil attainment and progress</b>	<b>Specific Actions and Person/s Responsible</b>	<b>Dates / Milestones</b>	<b>Monthly evaluation of impact</b>
To continue to improve pupils' knowledge of difference through specific work in PSHE/RSE lessons and through opportunities in the curriculum including developing pupils' knowledge of protected characteristics. (HD)	Pupils in KS2 will be able to speak articulately about protected characteristics and difference  PSHE books show a range of work linked to British values, protected characteristics and difference	<ul style="list-style-type: none"> <li>- Protected characteristics and British values woven through assembly timetable</li> <li>- Year 5/6 PSHE curriculum – specify links to protected characteristics through sessions delivered.</li> <li>- Subject leader staff meeting sessions to identify high quality work through book scrutiny</li> <li>- Link ERIC to British values</li> </ul>	Ongoing	
To develop pupils' emotional vocabulary to better allow them to express themselves (HD)	Pupils will be able to use a range of emotional vocabulary in discussions  Classrooms will have a clear working wall that has age appropriate vocabulary to refer to.	<ul style="list-style-type: none"> <li>- Emotional vocabulary display.</li> <li>- Pupil check in daily at start of day and after lunch</li> <li>- Staff to have emotional vocab on lanyards to support conversations.</li> <li>- Teaching staff use display to refer to across all lessons as opportunity arises.</li> </ul>	Ongoing	
To implement effectively the revised 'working together to improve school attendance.' (AH, HD)		<ul style="list-style-type: none"> <li>- <a href="https://assets.publishing.service.gov.uk/media/65f1b048133c22b8eecd38f7/Working_together_to_improve_school_attendance_applies_from_19_August_2024_.pdf">https://assets.publishing.service.gov.uk/media/65f1b048133c22b8eecd38f7/Working_together_to_improve_school_attendance_applies_from_19_August_2024_.pdf</a></li> <li>- Review attendance policy and procedures in light of document</li> </ul>	Ongoing	

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	Dates / Milestones	Monthly evaluation of impact
To support pupils to develop greater cultural capital by ensuring that all are able to talk with confidence about an example of important artists, musicians, historical figures, designers or scientists. (PG)	Pupils can name and discuss famous artists, musicians, historical figures and work linked to these is evident in their books.	<ul style="list-style-type: none"> <li>- Assembly timetable to incorporate weekly theme around famous musician, artist, designer etc</li> <li>- WR science scheme embedded and explicit links made to famous scientists</li> <li>- D&amp;T curriculum, art, music curriculum reviewed and links to musicians, artists and designers highlighted.</li> <li>- HT to seek enrichment opportunities</li> </ul>	Ongoing	

**Priority Four: Leadership and management: to continue to develop leadership across the school to effectively impact on high quality teaching and learning.**

<b>Specific Objective</b>	<b>Success outcome and intended impact on pupil attainment and progress</b>	<b>Specific Actions and Person/s Responsible</b>	<b>Dates / Milestones</b>	<b>Monthly evaluation of impact</b>
To further develop subject leaders at all levels to ensure high quality curriculum (All subject leaders)	<ul style="list-style-type: none"> <li>- Curriculum for each foundation subject is refined and clearly followed by all staff</li> <li>- High quality work in pupil books</li> <li>- Pupils evidencing remembering key facts from curriculum areas</li> </ul>	Trust network meetings  School staff meetings  Opportunities and time to monitor their subjects	Ongoing	
Subject leaders to all develop knowledge mats to better support pupil acquisition of key knowledge and vocabulary (All subject leaders)	<ul style="list-style-type: none"> <li>- Knowledge mats are in place and being used by all staff consistently</li> </ul>	Staff to use subject leadership time to develop knowledge mats each term for the topics in place.	Ongoing	
To develop new EYFS lead to ensure continuation of high quality EYFS provision (AH)	<ul style="list-style-type: none"> <li>- EYFS pupils make good progress relevant to their starting points and taking into consideration attendance</li> <li>- Learning journeys show high quality learning</li> </ul>	<ul style="list-style-type: none"> <li>- Develop classroom environment to meet the needs of the learners in EYFS</li> <li>- Attend Trust EYFS networks</li> <li>- Attend Basildon EYFS cluster group</li> <li>- CW to drop in and monitor provision and support new lead</li> </ul>	Ongoing	
To create a business plan for a nursery provision (CW)	<ul style="list-style-type: none"> <li>- Business plan in place</li> <li>- Quotes obtained</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Meet with Essex EYFS advisor Candice McPherson to seek advice regarding setting up a business plan</li> <li>- Meet with Sam Potter/ Josie Mallon to identify key</li> </ul>		

		spends, quotes, next steps etc - Liaise with families regarding need for nursery spaces and identify possible take up.		
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