

School Development Plan

September 2022- July 2023

Overarching Aim: Good teaching and progress, throughout the school

Introduction

This plan has been devised to incorporate actions to address the improvement priorities identified by school staff and Ofsted in October 2018, The School Development Plan sets out milestones up to July 2023 by which time it is anticipated the school will be judged at least good; the action plan included is focused on the required actions to bring about improvement up to the end of this summer term. A programme of self-Review and next steps and regular internal and external monitoring will lead to further revisions and updates for this plan, including feedback from parents/carers and other stakeholders.

The results of these actions, in conjunction with our termly assessment monitoring, will enable us to identify areas for further work and where success in one area can be applied in new areas.

Progress towards achieving the expected outcomes and addressing the priorities raised through the Ofsted Inspection Report will be monitored against the school's milestone benchmarks (below).

Amended – 7th October 2022

The following priorities form the basis of Brooke Hill Academy's work over the coming year.

Priority 1: To improve standards and outcomes for all children across all subjects

- 1.1 Ensure the quality of teaching is at least good across the school
- 1.2 Learning environments are inviting for all children, useful and celebrate work
- 1.3 Maths progress is at least good for all learners and groups of learners
- 1.4 New curriculum is implemented and reviewed regularly
- 1.5 SEND provision/practice to transition smoothly to new SENDCo
- 1.6 Literacy/Reading including early reading is of a high quality and fit for purpose

Priority 2: Ensuring high expectations for all pupil's behaviour and attitudes to learning

- 2.1 All children have high expectations of themselves
- 2.2 Behaviour and behaviour for learning are good across the school

Priority 3: Senior and middle leaders work effectively together to move the school forward

- 3.1 Monitoring, evaluation and performance management drive improvement
- 3.2 Work effectively with the Governing body to drive school improvement
- 3.3 Whole school attendance to be kept above 96%
- 3.4 Continue to work with staff on improving staff well being
- 3.5 Assessment supports attainment and informs future planning

Priority 4: Market Brooke Hill Academy to secure future increased numbers and security of the school

- 4.1 Marketing Campaign
- 4.2 Ensure Budgets stay within caps

Priority 1: To improve standards and outcomes for all children across all subjects

1.1: Ensure the quality of teaching is at least good across the school

<u>Key actions</u>	<u>Lead Person</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Evidence and date</u>	• <u>Review and next steps</u> (incl suggested Gov validation activities)
High expectations set in September for all staff	RM		First week in September	SDP created from initial staff meeting together	31 st August staff meeting (SDP created from	
Work is made accessible for all children through adaptive teaching/scaffolding	AO	Chris Quiggley folders. New schemes of work. Meeting time	Medium term planning ready before the following term. Folder on desks by 16 th September	Learning walks, book looks. Planning scrutiny in teams/moderation.		
Give opportunities for teachers to observe colleagues within the MAT and further afield to further their own practice.	RM	Time and cover	By end of term 2	Schedule of visits kept by RM. Coaching conversations about what has been learnt.	All teachers have this as part of their performance management targets	
Put opportunities in place for coaching in place from term 2	RM	Time	Every 2 nd term	RM to keep records of monitoring in central file. SLT meetings to focus areas for development across the school.		

Create a program of moderation to ensure consistency of standards	RM/AO	Meeting time, books	Termly	Schedule Notes from moderations		
1.2: Learning environments are inviting for all children, useful and celebrate work						
<u>Key actions</u>	<u>Lead Person</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Evidence and date</u>	<u>Review and next steps</u> (incl suggested GOV validation activities)
Displays changed at least termly	RM	Backing paper, border roll, card, photocopying, pupil work	By the end of first week pupil work should start to be up.	SLT through learning walks with RM	Wk of 5 th Sept learning walk looking at learning environments	
High expectations shared in regard to displays.	RM	Time	Within first week in Sept	RM/SM	Staff meeting wk 5 th Sept – staff meeting sharing SDP expectations	
Good examples shared with all staff	RM/AO	Time, ipad, email	½ termly	RM	Friday 9 th Sept – Queens Wreath example from Acer class shared	
Communicate with staff about maintenance work that needs completing across the school	RM	During weekly walk around	weekly	RM to track works sheet created for JS with timescales	Time scale sheet created wk 5 th Sept	
1.3: Maths progress is at least good for all learners and groups of learners						
<u>Key actions</u>	<u>Lead Person</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Evidence and date</u>	<u>Review and next steps</u> (incl suggested GOV validation activities)
Audit Maths resources to ensure they are widely available and relevant	BW	Time	October ½ term	RM to meet BW		
Manipulatives available in all lessons to ensure	BW	Maths manipulatives,	Christmas	Learning walks, maths big books, pupil voice	In most but not all lessons	

challenge suitable for all learners.						
Effective maths interventions are put in place	BW	Space, planning, manipulatives	23/9/2022	Planning scrutiny, observations, book looks. data	JC – started yr 6 interventions wk 5 th Sept MB – started yr 3 rd interventions wk 5 th Sept	
Gifted and Talented maths opportunities put in place	BW	Manipulatives, higher level questioning	Feb ½ term	RM during SL's meeting		
Strategic plan put in place to support year 4 in run up to Multiplication check	BW	Time, ipads, purple mash	Feb ½ term	RM during SL's meeting		
Re-introduction of big maths	BW	Big maths resources, manipulatives	By Christmas	RM, AO through learning walks and planning.		
Use KS1 data to support level of challenge in KS2	BW	Data, time	By Christmas	RM though SL meetings		
1.4: New curriculum is implemented and reviewed regularly						
<u>Key actions</u>	<u>Lead Person</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Evidence and date</u>	<u>Review and next steps</u> (incl suggested GOV validation activities)
Curriculum timetables are adapted to ensure no room for slippage	RM/AO/SB	Teachers time	Before the beginning of each term	AO to collect timetables in	AO and RM met with yr 3 rd and 5/6 teams in July 2022 to help adapt timetables. SB met with yr ½ team in July to adapt their timetables. AO asked all teachers to send new term timetable on Friday 2 nd September	
Curriculum Mapped across the year groups	AO and SL's	Chris Quiggley and schemes of work	By September 2022	RM and SM		- SL's to look at Cycle A themes and topics, starting to look at next year. - SL's to prioritise resourcing topics

						- AO to review coverage and refine planning
Curriculum leaflets shared with parents termly via website, Seesaw/Tapestry	AO	Template. Access to website	First week of each term	AO/RM	AO asked all teachers to send out of 5 th Sept. All on class pages on the website for term 1.	
Put training in place for new schemes and policies – including Purple Mash	AO/SL's	Meeting time	Autumn term	AO/RM	31 st August – Purple Mash training Music and MFL new scheme training CD.	
Staff meetings to review curriculum so far and any amendments needed	AO	Time, books, planning	Autumn term	AO		
Cultural Capital to be a thread through all planning	AO	Planning time	Autumn term	AO		
1.5 : SEND provision/practice to transition smoothly to new SENDCo						
<u>Key actions</u>	<u>Lead Person</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Evidence and date</u>	<u>Review and next steps</u> (incl suggested GOV validation activities)
Provision maps put in place on new formats	LH	Teacher time and support from SENDCo	Ready within one week of the new term	LH to chase teachers RM to ensure all in place	31 st August – initial training looking at new format 10 th October – all teachers reminded to send final copies to LH	
Provision map meetings and drop in sessions for parents created.						
All provision maps to be added to Scholar Pack	LH	Teacher time and support from SENDCo	Ready within one week of the new term	LH to chase teachers RM to ensure all in place		

Appoint a new SENCo	RM	Time, TLR, movement of staff, advert, job description.	By end of Autumn 1		12 th Sept RM asked DS for advert and job description previously used. 13 th Sept – RM conversation with LH	
New SENCo to spend time for handover with current SENCo.	LH	Time, possible cover in class	Before Christmas	RM through conversations		
Track and check quality of SEND interventions	LH	Time	By Feb ½ term	Observation notes		
Case studies for individual children showing impact of interventions and support in place.	LH/new SENCo	Time, case study template, data	May Half term	RM - Case studies completed		
Put in place ASD and dyslexia refresher training for all staff	LH	Time	Feb ½ term	RM through conversations		
1.6: Literacy/Reading including early reading is of a high quality and fit for purpose						
<u>Key actions</u>	<u>Lead Person</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Evidence and date</u>	<u>Review and next steps</u> (incl suggested GOV validation activities)
Implement RWI lessons and structure	VR/SB	Books WRI resources Time Training Computer subscription	Training before Autumn 1 Start teaching 5 th Sept 22	RM/AO	All training completed in Summer 1 and 2 Resources purchased and sorted for all over the summer All children started phonics 5/9/22. Monitoring evidence shows this.	Teething problems are corrected immediately as the floating teacher works with everyone to do this
Literacy and reading interventions put in place	AO/LH	Time, writing resources	Autumn term	AO to monitor interventions through observations and planning.	Literacy/writing mostly in place term 1.	Reading/literacy leads to check that all children are reading books at the correct level for them and that interventions are in place where needed.

Relaunch raving readers	AO	Prizes, books, notice boards, displays.	Relaunch in first week. Weekly assemblies. Notice board updated by 16/9/2022	Teachers to look at reading records weekly. AO to spot check reading records, especially for vulnerable groups.		Needs to be launched with parents so they are aware and can support.
Reading books match the level of ability of all children	AO, SB, VG	RWI books and resources, assessments, reading records.	WRI launch in lessons Sept 2022. ½ termly assessments and spot checks.	AO, SB, VG through assessing children and listening to children read.	Assessments for KS1 and reception in place term 1.	
Training in place to support teachers with implementation of Pie Corbett Reading spine	AO	Reading spine books, display space, time	Training by the end of September. Books to be started within the first 2 wks of term 1			
All children given literacy targets. Children can tell you what these are and know how to achieve them (younger children may need to be guided)	AO	Time, laminate sheets, treasury tags	Autumn 1	AO	Shared in staff meeting by AO wk 5 th Sept	Work with children around knowing their targets and verbalising them.

Priority 2: Ensuring high expectations for all children- behaviour and attitudes to learning

2.1 : All have high expectations of themselves

<u>Key actions</u>	<u>Lead Person</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Evidence and date</u>	• <u>Review and next steps</u> (incl suggested Gov validation activities)
High expectations of uniform set with children and staff.	RM	Spare uniform for families that may struggle.	Checks on the first day of each half term.	Teachers to check each morning. RM to observe on the playground	- Shared with staff 1st and 2 nd September.	

2.2 : Behaviour and behaviour for learning are good across the school

<u>Key actions</u>	<u>Lead Person</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Evidence and date</u>	<u>Review and next steps</u> (incl suggested GOV validation activities)
All staff to follow the behaviour and consequences charts.	RM	Meeting time.	Autumn term	RM, AO, SB Policy reviewed as reminder.		
Relaunch home school agreements	RM	Letter	End of Term 1			
Early communication with parents in regard to poor behaviour	AO/SB	Phone calls, time, scholar pack	Day of behaviour event	RM staff briefings Scholarpack		
Charts and school rules to be on display around the school.	RM	Laminated charts, printing	Beginning of term	Learning walk		
High expectations of work in books set by all teachers	RM/AO	Modelled examples shared	First full week	Book looks		

Priority 3: Leadership and management

Ensure Senior and middle leaders work effectively together to move the school forward

3.1 : Monitoring, evaluation and Performance Management drive improvement

<u>Key actions</u>	<u>Lead Person</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Evidence and date</u>	• <u>Review and next steps</u> (incl suggested Gov validation activities)
SLT work collaboratively across the MAT	SM	Time	Weekly HT meeting Biweekly Trust SLT meetings	SM	HT meeting 7/9/22	
Robust monitoring and evaluation schedule in place, including SLT and middle leaders.	RM	Time Leaders for monitoring	Schedule created for each half term	As per schedule. SM checks if RM has completed. - SL book scrutinies and learning walks	Schedule shared wk 5/9/22 Learning walks wk 5/9/22 12 th Eng/maths learning walk 19 th Sept – hums and science 26 th Sept – Eng/maths	Add in coaching to term 2 and allocate SLT members
Performance management targets specifically linked to the school priorities.	RM	Time, SDP	In Term 1	RM/SM	AO – 13/9/22 LH – 13/9/22	
Pupil progress meetings looking at every child ½ termly for Yr 1, 2 and 6. Termly for everyone else.	RM	Time, data, books	½ termly for Yr 1, 2 and 6. Termly for everyone else.	Schedule on calendar Notes kept and used to hold teachers to account.		

Venn diagram created with all children in year 6. Interventions put in place to target specific areas.	RM	Meeting time	Each term after testing	Venn diagram created as a working document		
Program of events to help parents support their children	RM/SL's	Time, staffing	Autumn term for RWI, phonics and maths	Presentations	RWI event – 8 th Sept Reading evening 15 th Sep Maths evening 29 th Sept	
Vulnerable groups to be tracked and overview sheets created for teachers	RM	Time	By 23 rd sept			
Program of Gifted and Talented events across all subject areas. Including the wider Trust	SL's	Time Transport Subject specific.				
3.2: Work effectively with the Governing body to drive school improvement						
<u>Key actions</u>	<u>Lead Person</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Evidence and date</u>	<u>Review and next steps</u> (incl suggested GOV validation activities)
Look at the structure of Governor monitoring visits ensuring core subject leaders have monitoring visits.	RM/SF	Time, meetings	Set on first meeting 26 th Sept.	Governor minutes and notes from meetings.	Agreed format of Governor visits 26 th Sept at Governors meeting	
Work with the COG and DCOG to set longer term priorities for BHA	RM/SF	Time, SDP	By Easter			
Work with the governors and Trustees on the strategic direction of the Trust	SM	Meetings	Autumn term first meeting		Strategy meeting 7 th Sept	
3.3: Attendance - Whole school attendance to be kept above 96%						

Weekly attendance checks	RM	Time, letters, Rewards	weekly	RM/SM		
Attendance information and expectations shared with parents	RM	Newsletter	By 16/9/2022	RM/SM		
Opportunities in place for conversations about attendance with teachers.	RM	Time	Weekly briefing	RM/SM		
Attendance plans created for PA pupils with declining attendance and no/little medical reason	RM	Time	As need arises from weekly checks.	RM/SM	Sept - MARF completed for ER parents. Along with sensory circuits and ELSA to support ER.	
3.4: Continue to work with staff on improving staff well being						
Work with staff to set up a well being team. With the aim of organising events and activities to support.	RM, well being team	Time, budget	Termly meetings	RM through conversation	First meeting 16/9/2022 Christmas do x2 organised	
Create opportunities for open forums where staff can speak honestly	RM and well being team	Time	Termly	Through calendar		
Suggestion box reinstated	Well being team	Time, box, slips	By Oct half term	RM		
3.5: Assessment supports attainment and informs future planning						
Complete Trust assessment spread sheet with foundation subjects	RM/SL's	Time, planning. Chris Quiggley resources	By 30 th Oct			
Implement Assessment system	RM	Time, staff meeting	Oct half term			

Priority 4: Market Brooke Hill Academy to secure future increased numbers and security of the school						
4.1 : Marketing campaign						
<u>Key actions</u>	<u>Lead Person</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Evidence and date</u>	• <u>Review and next steps</u> (incl suggested Gov validation activities)
Create a Marketing campaign targeting Pre-school age children (Little Explorers)	RM, VG	Staff time, refreshments, cover	Started before Sept 2022	RM/SM	Wk 5 th Tappy toes Wk 12 th Stay and play	
Meet weekly with DS and JS to ensure school site looks as good as it can	RM	Time, maintenance materials	Weekly	SM		
Put plan in place for the frontage of the school, Preschool and the school reception area	VG	Signage, budgets, paint	Term 1	RM through conversation		
Add in more opportunities for Pre – School age children and their families to look around the school.	RM, VG	Time, calendar, leaflets, posters, social media	Term 1 dates out for up to Christmas			
4.2 : Ensure Budgets stay within caps						
<u>Key actions</u>	<u>Lead Person</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Evidence and date</u>	<u>Review and next steps</u> (incl suggested GOV validation activities)
All Subject leaders to keep a log of budget spending. CS to support.	RM	Budgets Budget/spending request forms	½ termly checks	RM		

Any additional hours to be agreed by RM before being out in place	RM	Time sheets, email	As and when needed	SM	31 st August – shared with all staff	
Meet with PFA to look at funding opportunities and support .	RM	Time, PFA budget	By Christmas	Meeting notes		

Term 2 Priorities

- Coaching in term 2
- Pupil progress meetings term 2
- Finance – subject leaders budgets
- Gifted and Talented program – Maths and English in place before Christmas.
- Ensure work is accessible for all children – Provision maps will support this
- Provision Maps all to have a set place on Scholar pack
- Implement assessment system.