



Eastbrook Primary Academy

Overview of School Development Plan

2020 -2021

Headteacher	Mrs Julia Sherlock
Chair of Governors	Dr Louise Askew
Number on role	410 pupils (YR – Y6)
Last Ofsted	July 2015
Overall Ofsted Grading	Outstanding
Email	office@eastbrook.w-sussex.sch.uk
Website	www.eastbrook.w-sussex.sch.uk



Quality of Education Headlines

Deliver a Catch Up Strategy which ensures any academic gaps are identified in a timely manner and addressed within the academic year.

Embed a creative and challenging curriculum that ensures a progression of skills and knowledge and allows children to make links in their learning (developing long term memory).

Implement the curriculum effectively, to deliver outcomes that are either above national standards (EXS and GD) or demonstrate outstanding progress from starting points.

Continue to strengthen outcomes in phonics, and maintain standards in reading, by developing staff and encouraging children to read a greater range of quality texts.

Continue to strengthen outcomes in maths by developing pupils' recall of times tables (MTC Year 4) and the systematic development of reasoning skills

Continue to improve outcomes in writing (particularly GD) by revisiting planning (sequencing of lessons), updating approaches to feedback and strengthening the teaching of grammar.

Clearly target vulnerable children, with specific interventions which indicate rapid progress and reduce the impact of absence due to Covid-19

Demonstrate **impact** of curriculum, including remote learning, through monitoring, self-evaluation and pupil attainment.

Autumn Term
2020 –
Summer Term
2021



Behaviours and Attitudes Headlines

Continue to develop a shared language for learning by embedding the school's Learning Values (children to see learning as active not passive).

Ensure that pupils continue to demonstrate excellent behaviour (at all times of the day) by embedding the Community Values.

Continue to build a positive and respectful school culture, where staff know the children well and genuinely care for them

Develop the playground resources to ensure positive experiences for all pupils at less structured times of the day (providing equipment for different bubbles).

Ensure pupils have regular opportunities to contribute to the life of the school and the wider community (including on-line school council meetings)

Work with families to maintain high attendance levels during a time of uncertainty and additional absences due to self-isolation.

Categorise prejudiced based incidences to deal with them effectively and determine the best course of support.

Ensure pupil well-being is central to decision making processes in the school.

Autumn Term 2020 – Summer Term 2021

Personal Development Headlines

Full review of the PSHE curriculum (including Sex and Relationships) to incorporate new guidance and reflect the needs/interests of current pupils

Ensure adults see play (time) as an integral part of the school day, and an opportunity for children to flourish and learn.

Use PE and Sports Premium to embed REAL PE to ensure an holistic approach to health and well-being through sport.

11B411 to be embedded in curriculum to support personal development of pupils.

Forest school to be developed in-line with current risk assessments to maintain this opportunity for all pupils.

Staff to be trained on the new RSE legislation and to have confidence in delivering the updated guidelines. Parents to be consulted about the changes and the policy updated.

Opportunities for parents to engage in the learning of their children will be reviewed and organised more strategically to ensure maximum benefit (on-line)

Review RE curriculum to ensure it is in-line with West Sussex guidance, reflects the ethos of the school, and promotes British values.

Autumn Term 2020 – Summer Term 2021



Leadership and Management Headlines

Further promote the school's model of distributive leadership by developing the curriculum leaders to lead their subjects successfully.

Ensure the school continues to be Financial Sustainable by ending the year in line with budgeted outcome.

Ensure staff well-being is central to decision making processes in the school.

Develop a three-year plan for pupil premium to ensure funding continues to be used to support disadvantaged pupils effectively.

Provide further school to school support to broaden the impact of the school.

Ensure the Performance Management Cycle is used to support the key areas for development as identified by school leaders.

Develop links with governors to ensure governing body is fully versed with the latest OFSTED framework, understanding the implications for inspection.

Work with families to maintain high attendance levels during a time of uncertainty and additional absences due to self-isolation.

Autumn Term 2020 – Summer Term 2021

Additionally –

Ensure Safeguarding remains a key priority and central to the culture of the school

Early Years Headlines

Embed practices that support children's personal, social and emotional development so that they feel safe, secure, stimulated and happy.

Continue to build capacity by developing staff through CPD opportunities and modelling.

Continue to embed an engaging and challenging curriculum that ensures a progression of skills and allows all children to make links in their learning – leading to ambitious outcomes.

Prepare children for the next stage of their education by securing a knowledge of phonics and developing a love of reading.

Develop the use of Tapestry to further enhance parental contribution to assessment and to support home-learning.

Clearly target vulnerable children, with specific interventions which indicate rapid progress and reduce the impact of absence due to Covid-19.

Demonstrate impact of EYFS curriculum, including remote learning, through monitoring, self-evaluation, and pupil attainment (GLD).

Continue to resource indoor and outdoor environments to promote 'playing and exploring' and 'active learning'.

Autumn Term 2020 – Summer Term 2021

SEND Headlines

Develop staff understanding of vulnerable pupils by providing relevant, timely whole school CPD

Provide specialist SALT and literacy support to assess pupils and devise targeted programmes to boost outcomes

Develop the new SENCO, in order to strengthen the Senior Leadership Team

Collaborate with other schools and universities to share and develop good inclusive practice

Develop the skills of School Link Assistant through CPD, shadowing and co-working to enhance Early Help support

Improve outcomes and progress for lowest attaining pupils

Provide counselling to support pupils' mental health

Update ILPs to Increase parental involvement and pupil voice

Autumn Term 2019 – Summer Term 2021