



# **Eastbrook Primary Academy**

## **Overview of School Development Plan**

### **2021 -2022**

Interim Headteacher	Mrs Natalie Naylor
Chair of Governors	Dr Louise Askew
Number on role	410 pupils (YR – Y6)
Last Ofsted	July 2015
Overall Ofsted Grading	Outstanding
Email	<a href="mailto:office@eastbrook.w-sussex.sch.uk">office@eastbrook.w-sussex.sch.uk</a>
Website	<a href="http://www.eastbrook.w-sussex.sch.uk">www.eastbrook.w-sussex.sch.uk</a>



## Quality of Education Headlines

Provide opportunities for children identified as greater depth (across the school curriculum) by enhancing their knowledge and skills through challenge

Enhance the quality of core subjects and the wider curriculum by ensuring that knowledge and skills are known and understood by subject leaders, teachers and staff

**Implement** the curriculum effectively for all groups of learners, 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 (ensure non-negotiables are embedded), and maintain standards in reading, by developing staff and encouraging children to read a greater range of quality texts.

Continue to develop pupils' recall of times tables (MTC Year 4) reinforced by consistently have regular access to appropriate software/devices

Continue to improve outcomes in maths and writing (particularly GD) by revisiting planning (sequencing of lessons) and updating approaches to provide 'in the moment marking'.

*(REAch Forward) - Recovery funding to target children identified throughout the year to receive specific interventions which ensures any academic gaps are addressed in a timely manner- linked to missed learning from last year due to COVID*

Continue to strengthen the teaching of spellings and handwriting, leading to improved outcomes in writing

## Autumn Term 2021 – Summer Term 2022

## 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)

Revise the school's behaviour policy and implement a more effective way to record and resolve stage 1-3 behaviour incidents, leading to greater analysis

*Continue to build a positive, inclusive and respectful school culture, where staff know the children well and all children have equal opportunities*

Develop the role of pupil play leaders, during less structured times of the day, to introduce activities and ensure positive experiences for all pupils

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 school decisions and they have access to support through our Family School Link Assistant/ELSA*

## Autumn Term 2021 – Summer Term 2022

## Personal Development Headlines

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

Ensure all 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.

Continue to embed 11B411 within the curriculum leading to new opportunities for pupils and to support their personal development

Forest school curriculum to be further developed to provide opportunities for children to develop their confidence, sense of responsibility and inter-personal skills

Review and implement the RE curriculum to ensure it is in-line with the new West Sussex guidance and builds upon previous knowledge.

Develop opportunities for parents to engage in the learning of their child through organised workshops (online or in person) to ensure maximum benefit for pupils

Purchase RE resources to support the planning of the subject, leading to pupils having systematic knowledge and understanding of a range of religions and worldviews, enabling children to develop their ideas, values and identities

## Autumn Term 2021 – Summer Term 2022



## 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 Financially Sustainable by ending the year in line with budget

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

Implement new DfE pupil premium strategy, based on research, to ensure funding is used effectively to support the most disadvantaged pupils.

Provide CPD opportunities to staff who are new to the role (SLT and MLT). This will provide leaders with the knowledge and skills to continue to drive school improvement.

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

Provide opportunities for staff to be actively involved in monitoring their area of responsibility in school and is fully versed with the latest OFSTED framework and new EYFS framework

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

## Autumn Term 2021 – Summer Term 2022

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, modelling and sharing of good practice

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 and writing

Implement the new EYFS curriculum, by ensuring the indoor and outdoor provision reflects the new framework.

Clearly target vulnerable children and SEND children, with specific strategies, to ensure progress is made from their starting points

Implement the new EYFS curriculum, by ensuring all staff have up to date subject knowledge to successfully deliver this new framework

Complete the statutory Reception Baseline Assessment during Autumn 1 and use information gathered to plan appropriate next steps based on the new framework.

## Autumn Term 2021 – Summer Term 2022

## SEND Headlines

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

Provide specialist SALT and literacy support for KS2 staff to assess pupils and implement targeted programmes to boost outcomes

Develop the new SENCO, through CPD and professional qualifications in order to strengthen the Senior Leadership

Collaborate with other schools and universities to share and develop good inclusive practice, with a particular focus for children who have English as an Additional Language

To develop staff awareness of the Engagement Model assessment (replaces P-levels)

Improve outcomes and progress for lowest attaining pupils by implementing effective interventions

Provide CPD opportunities for staff to support all stakeholders, with their mental health, through the St John's mental health course and ELSA training

Update ILPs to Increase parental involvement and pupil voice

## Autumn Term 2021 – Summer Term 2022