



# **Eastbrook Primary Academy**

## **Overview of School Development Plan**

### **2019 -2020**

Headteacher	Mrs Julia Sherlock
Chair of Governors	Dr Louise Askew
Number on role	413 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

Embed a school curriculum which ensures a clear progression of skills and knowledge and allows children to make links in their own learning (developing long term memory).

Implement the curriculum effectively, to deliver outcomes that are above national standards (EXS and GD).

Demonstrate impact of curriculum through monitoring, self-evaluation and pupil attainment

Continue to aim for disadvantaged pupils to attain and progress in line with non-disadvantaged pupils nationally.

Invest in CPD to ensure teaching staff have strong subject knowledge and can sequence learning effectively to ensure learners are ready for the next stage of their education.

Continue to strengthen outcomes in phonics and reading by encouraging children to read a greater range of quality texts and by improving reading resources.

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

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

## Autumn Term 2019 – Summer Term 2020

## Behaviours and Attitudes Headlines

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

Ensure that pupils always 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

Ensure pupils have the opportunity to contribute to the life of the school and the wider community.

Improve attendance to 96%, with consistency across all groups  
Identify persistent absence pupils and ensure improvements in attendance

Ensure any incidents of bullying, discrimination or peer-on-peer abuse are dealt with effectively (with support for victim and perpetrator)

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

## Autumn Term 2019 – Summer Term 2020

## Personal Development Headlines

Embed the school's PSHE and RE schemes to ensure that they reflect the ethos of the school and promote British Values

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

Use the PE and Sports premium to make additional and sustainable improvements to the quality of PE provision (AIRC & Real PE)

Embed Forest School and the Trust's 11B411 to widen the pupils' experiences of learning across their time at Eastbrook

Full review of the PSHE/RSE curriculum to ensure it meets statutory requirements and is shared with all stakeholders ready for implementation for

Provide a wide range of extra-curricular activities to develop confident, resilient and independent learners.

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

Raise pupil voice through the use of the school council and regular interviews, questionnaires

## Autumn Term 2019 – Summer Term 2020

## Leadership and Management Headlines

Raise parent/carer voice by identifying further opportunities to explore issues and create a more active community

Improve attendance to 96%, with consistency across all groups  
Identify persistent absence pupils and ensure improvements in attendance

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

Review and update the plan for pupil premium to ensure funding continues to be used to support disadvantaged pupils effectively.

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

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

Increase parental/staff understanding of the role and impact of governors  
(Parent Questionnaire)

Provide further school to school support in order to broaden the impact of the school

Autumn Term 2019 –  
Summer Term 2020

Additionally –

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

## Early Years Headlines

Continue to resource a curriculum that allows all children to flourish regardless of their circumstances

Identify CPD opportunities to develop staff who can deliver exceptional learning opportunities for all, including those with specific needs

Continue to embed an engaging and challenging curriculum that ensures a progression of skills and allows **all** children to make links in their learning (developing long term memory)

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

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

Further enhance parental contribution to assessment, particularly where parents may be able to offer 'unique insights' into their child's knowledge and understanding.

Implement the curriculum effectively, to deliver ambitious outcomes, including the proportion of pupils achieving GLD

Ensure all staff are familiar with the new online learning journal which will help staff and families celebrate their children's learning and development.

## Autumn Term 2019 – Summer Term 2020

