# Eastbrook Academy
# School Development Plan
# 2022-23

## Great Schools
### 'Remarkable places, remarkable people, remarkable learning'

# Quality of Education

| Key Priorities: |
| --- |
| • Implement new Phonics programme (Little Wandle) to strengthen outcomes in phonics (ensure non-negotiables are embedded and consistent use of resources), and maintain standards in reading, by developing staff and encouraging children to read a greater range of quality texts. |
| • 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 ensuring that a greater % of children achieve combined RWM scores in all year groups. |
| • In order to do this the school will continue to: |
|     o Provide opportunities for children identified as greater depth (across the school curriculum) by enhancing their knowledge and skills through challenge |

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

o    Continue to develop pupils' recall of times tables (MTC Year 4) through a structured programme, and reinforced by consistently have regular access to appropriate software/devices

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

- Use catch up funding to target children identified throughout the year to receive specific interventions which ensures any academic gaps are rapidly addressed
  *Further narrative:*
N/A

| | Key Issue | Actions/Next Steps | Required Resources | Responsible Person | To be completed on/by | Monitoring |
|---|---|---|---|---|---|---|
| 1 | Phonics | Set up new Little Wandle phonics programme, ensure all staff are trained and follow phonics action plan from August-December | Little Wandle packs, sufficient Collins Reading books | Helen Shoebridge | Key dates in action plan. Full implementation by 31.10.22 | Paul Wade, Natalie Naylor |
| 2 | White Rose Maths | Complete full programme implementation including compliance in Y5 and Y6 | None | Vicki Witham | 1.10.22 | Paul Wade, Natalie Naylor |
| 3 | Curriculum progression | - All curriculum leaders to ensure that learning and vocabulary paperwork is in place<br>- Teachers to implement all changes in planning and delivery<br>- Vocabulary rainbow books to be set for 'curriculum' in each year group | Spare books for creation of vocab books | Nick Owen | Rolling programme to be fully embedded for each term by: 1.10.22 1.2.23 and | Paul Wade |
| 4 | MTC Outcomes | - Boost profile of times table learning in Y2-4<br>- Action daily practice of target times tables<br>- Follow up with additional practice in Y5 and y6 on a targeted basis<br>- Introduce corridor chants and daily mini-quizzes for all target times tables | None | Vicki Witham | From 5.9.22 | Natalie Naylor, Nick Owen |
| 5 | RWM across Y1-6 | - Teacher to focus on key children to move up for RWM combined<br>- PPMs to increase RWM focus | None | Paul Wade | From PPMs in week commencing 3.10.22 | Paul Wade, Govs |
| 6 | SEND provision & closing the gap | - Key focus on raising attainment for SEN and lower attaining children ('bottom 20%) | None | Allan Trower | From 5.9.22 | Paul Wade |

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| | | - QFT profile boost<br>- New single page profiles for SEN pupils | | | | |
| 7 | Greater depth learning | - Increased challenge in all lessons<br>- New 'Exceptional Learning' focus<br>- Greater depth opportunities to be identified in wider curriculum | None | Curriculum leaders | From 5.9.22 | Paul Wade, Natalie Naylor, Nick Owen |

| Success Criteria | Summary of discussions/Evidence |
|---|---|
| • 1. Internal and external reviews indicate that new phonics programme is fully underway. Mid and end of year assessments show boost in number of children meeting national expectations.<br>• 2. Internal and external reviews indicate that all staff are following WRM closely, with full adherence to programme of study and progression. Outcomes for maths in all YGs improve.<br>• 3. Internal and external reviews indicate that progression mapping for knowledge and skills is complete and appropriate. Pupil voice indicates greater level of knowledge and confidence in talking about learning in all subjects.<br>• 4. Profile of times table learning clearly boosted across the school. Improved MTC outcomes in mid and end of year Y4 testing. Better outcomes at end of Y6 due to more embedded TT knowledge and recall.<br>• 5. Pupil progress meetings indicate more children meeting RWM combined expectations in all year groups, every term. Target 75%+ in Y1-6 by end 2023.<br>• 6. Individual progress of SEN and lower 20% improves. 5-10% of group meeting expectations in any given subject area in YR-Y6 by end 2023.<br>• 7. Increased % of GD learning reported in RWM and developmental dives in individual foundation subjects indicate boosted presence of DG learning. | • |

| Evaluation and Next Steps | |
|---|---|
| Autumn | • |
| Spring | • |
| Summer | • |

# Behaviour and Attitudes

| | **Key Priorities:** |
|---|---|
| • | Continue to develop a shared language for learning by embedding the school's Learning Values (children to see learning as active not passive) |
| • | Strengthen the ethos of the school by embedding our Community Values at all levels (children display these positive behaviours by example) |
| • | Continue to build a positive, inclusive and respectful school culture, where staff know the children well and all children have equal opportunities |
| • | Refine recording and responses to Peer-on-Peer abuse, especially race/ ethnically/ culturally and sexual/ gender-based abuse, leading to greater analysis |
| • | Work with families to return attendance levels to pre-pandemic % targets |
| • | Work with families to ensure a common understanding and supportive stance towards behaviour expectations at our school |
| • | Ensure pupil well-being is central to school decisions and they have access to support through our Family School Link Assistant/ELSA/ Mental Health First Aider, special focus on anxiety |

| | Key Issue | Actions/Next Steps | Required Resources | Responsible Person | To be completed on/by | Monitoring |
|---|---|---|---|---|---|---|
| 1 | Active learning | - Create class-based sets of active learning rules to be followed every lesson<br>- Encourage all children to adhere to rules<br>- Recognise and encourage | None | Natalie Naylor | 31.3.23 | Paul Wade |
| 2 | Respectful ethos | - Demonstrate our stated values throughout the school e.g. modelled behaviour by adults, curriculum, initiatives, pupil responsibilities, peer to peer support<br>- Recognise and celebrate children's achievements through praise-based reward systems that are appropriate for all pupils | None | Natalie Naylor, Nick Owen | Ongoing | Paul Wade |
| 3 | Inclusivity | - Build practice that includes all pupils without reliance on 'integration' model<br>- Ensure that all staff adhere to approach | None | Allan Trower, Paul Wade | Ongoing | Paul Wade |
| 4 | POP abuse | - Gain more precise picture of POP abuse through more detailed analysis<br>- Put in place training for staff on race/ ethnicity/ cultural and sex/ gender-based abuse and inclusive practice | Training | Natalie Naylor, Nick Owen | 16.12.22 | Paul Wade |
| 5 | Attendance | - Set up weekly attendance meetings with office staff<br>- Chase individual attendance on a daily basis – financial penalties reinstated<br>- Reward high attendance on a class and individual basis | None | Paul Wade | Ongoing | Paul Wade |
| 6 | Parental support | - Proactively engage parents to agree goals and expectations for behaviour and learning.<br>- Seek and respond to parents' feedback | None | SLT | Ongoing | Paul Wade |

| | | - Make reasonable adjustments to the school behaviour policy for identified pupils | | | | |
|---|---|---|---|---|---|---|
| 7 | Pupil well being | - Share vision with all staff that every child needs to feel safe to succeed<br>- Build shared culture of nurturing wellbeing and recognising signs of anxiety<br>- Agree shared set of actions to address anxiety and poor wellbeing in the classroom and wider school | Possible training around anxiety-based behaviours | SLT | Ongoing | Paul Wade, safeguarding gov. |

| Success Criteria | Summary of discussions/Evidence |
|---|---|
| • 1. More active learning observed in class and indicated by pupil voice | • |
| • 2. Pupil voice, displays, parents' and visitors' feedback show our values are instilled. | • |
| • 3. Pupil voice, learning walks and external reviews report higher levels of inclusive practice; lower levels of behaviour and out of class incidents; higher levels of academic and pastoral success for SEN & other children needing inclusive practice | • |
| • 4. More precise mapping and better staff response leads to lower levels of POP abuse in target areas. | • |
| • 5. Attendance returns to pre-pandemic target levels of 96.5% +. | • |
| • 6. Fewer incidents of parents challenging school decisions relating to behaviour and attitudes. More positive feedback from parents e.g. report slip, survey | • |
| • 7.Pupil voice reports lower anxiety levels. Reduced out of class incidents, higher attendance, higher academic outcomes for children experiencing anxiety. | • |

| Evaluation and Next Steps | |
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| Autumn | • |
| Spring | • |
| Summer | • |

# Attendance Action Plan

## Barriers to Attendance

- Illness
- Covid delayed holidays
- Insufficient importance attached to attending school
- Transport to school
- School refusal; mental health, high levels of anxiety, separation anxiety (child and parent)
  *Further narrative:*

| | Key Issue | Actions/Next Steps | Required Resources | Responsible Person | To be completed on/by | Monitoring |
|---|---|---|---|---|---|---|
| 1 | Low overall attendance | • Weekly attendance reviews, morning phone calls for all absent children, reinstate financial penalties, hold attendance reward assembly for individuals, weekly 'best class' attendance reward. | None | Paul Wade, Judi Hayward | From 12.9.22 | Paul Wade |
| 2 | Term time holidays | • Reinstate financial penalties, call all term time holiday parents to school for a meeting on return, publish regular breakdown of how much school is missed through holidays etc, highlight the issue in school newsletter, offer online learning access for anyone going away during term time for 'genuine' reasons. | None | Paul Wade, Judi Hayward | From 12.9.22 | Paul Wade |
| 3 | Missed Friday and Monday sessions | • Analyse absence for Monday/ Friday patterns, write to individual parents, chase up. | None | Paul Wade, Judi Hayward | From 12.9.22 | Paul Wade |
| 4 | Reception attendance for over 5s | • Pre-warn parents of children about to turn 5 that their attendance is due to become statutory, reinstate financial penalties, highlight issue of multiple individual days off in terms of amount of learning missed. | None | Paul Wade, Judi Hayward, Debbie Miller - Barlow | From 12.9.22 | Paul Wade |
| 5 | Y6 post SATS attendance | • High priority to transition and end of year activities. Reward best attendees at end of year. | None | Paul Wade, Judi Hayward, Natalie Naylor | From 12.9.22 | Paul Wade |
| 6 | School Refusal and mental health | • Close support from identified staff to children/ parents with regular separation anxiety<br>• On call support for children with occasional school refusal, separation anxiety<br>• Extra time for school arrival for identified children<br>• Specific school arrival plans for identified children and families<br>• Link officer to collect children from home | None | Allan Trower, Nick Owen, Angie Thompson | From 5.9.22 | Paul Wade |

| Half Term | Att | PA | Evaluation |
|---|---|---|---|
| End of 2021/22 | 93.48% | 19.63% | |
| Autumn 1 2022 | | | • |
| Autumn 2 2022 | | | • |
| Spring 1 2023 | | | • |
| Spring 2 2023 | | | • |
| Summer 1 2023 | | | • |
| Summer 2 2023 | | | • |

# Personal Development

| Key Priorities: |
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| • 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. |
| • Continue to embed 11B411 within the curriculum leading to new opportunities for pupils and to support their personal development |
| • Boost forest school profile and impact in order to develop pupil confidence, sense of responsibility and inter-personal skills |
| • Develop opportunities for parents to engage in the learning of their child through organised workshops to ensure maximum benefit for pupils |
| *Further narrative:* |
| N/A |

| | Key Issue | Actions/Next Steps | Required Resources | Responsible Person | To be completed on/by | Monitoring |
|---|---|---|---|---|---|---|
| 1 | PSHE & RSE | PSHE team to continue review of curriculum, vocab and progression of learning; | None unless identified by PSHE team | K Button, L Sutcliff | Reviews in place and shared with staff 16.12.22, 31.3.23 & 20.7.23 | Nick Owen |
| 2 | Break time play | - SLT to lead on training around games and other activities during play time<br>- Duty staff to take part in development planning for better provision<br>- SLT to monitor play times and create feedback loop | None | Natalie Naylor | In place by 16.12.22 | Paul Wade, Nick Owen |

| 3 | 11B411 | - Review of relaunch of 11B411 during term 1<br>- Ensure that all activities are clearly planned in year group planners<br>- Get feedback on pupil experience | None | Nick Owen | All activities completed by 14.7.23 | Paul Wade |
| 4 | Forest School | - All children Y1-5 to have weekly slots<br>- Overall Forest School profile raised significantly<br>- At least on member of staff to complete Forest School leader training by end 22-23<br>- All staff to reach level 3 training by end 23<br>- Forest school to expand and take on local training centre status<br>- Add Beach school when ready | Training costs Beach school set up costs | Elaine Ross | End 22-23 and ongoing | Paul Wade |
| 5 | Parent engagement | - Run a series of workshops over course of the year<br>- Create regular 'read with your child in school events'<br>- Hold several open events for parents<br>- Assist PTA to run a wider range of events | None | SLT | Ongoing | Paul Wade |

| Success Criteria | Summary of discussions/Evidence |
|---|---|
| • 1. PSHE curriculum is judged to be providing a full and varied offer; outcomes for children in PSHE improve; pupil behaviour and voice indicates positive impact of improved curriculum offer | • |
| • 2. Break time behaviour significantly improves; pupil voice and parent feedback indicates that breaktime is more enjoyable and productive | • |
| • 3. All children complete school with a complete 11B411 experience; children talk about 11b411 with more enthusiasm and parents ask about and pursue pupil engagement in the experiences | • |
| • 4. Forest school has a significantly boosted profile; pupil independence and self-regulation improves; income from forest school training boosts school finances and allows for development of Beach School | • |
| • 5. Parent engage in a wider variety of school events; PTA report more members and helpers; pupil voice and parent voice more positive about parent involvement in school | • |

| Evaluation and Next Steps | |
|---|---|
| Autumn | • |
| Spring | • |

# Leadership and Management

| Key Priorities: |
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| • Further promote the school's model of distributive leadership by developing the curriculum leaders to lead their subjects successfully. |
| • Ensure staff well-being is central to decision making processes in the school. |
| • Ensure the school continues to be Financially Sustainable by ending the year in line with budget projection |
| • Ensure the Performance Management Cycle is used effectively to plan for high quality CPD for all staff. |
| • Develop a culture of exceptional teaching and learning at Eastbrook |
| • Work to ensure that Eastbrook embodies the four new pillars of REAch2 – Great Schools, Sustainability, Digital Transformation, Social Justice |
| *Further narrative:* |

| | Key Issue | Actions/Next Steps | Required Resources | Responsible Person | To be completed on/by | Monitoring |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Distributive leadership | - Ensure that all subject leaders have sufficient monitoring and leadership time<br>- Hold each subject leader to account for research beyond the school environment<br>- Give each leader training time to lead on staff CPD at different times<br>- Bring subject leaders into SLT on a rotating basis | None | SLT | Ongoing | Paul Wade |
| 2 | Staff well-being | - Continue to set weekly wellbeing events<br>- Provide some key ongoing wellbeing support and frameworks<br>- Engage staff in recognising when they need wellbeing support<br>- Build a culture where good mental health also involves acknowledging fragility and feeling comfortable to seek early support | None | SLT & Angie Thompson | Ongoing | Paul Wade |
| 3 | Financial sustainability | - Continue to seek savings<br>- Seek more additional sources of income<br>- Seek best value for all expenditure and challenge expectations of high outlays<br>- Seek to staff the school efficiently<br>- Review budget on a monthly basis | None | Graeme Miles & Paul Wade | Ongoing | Rob Milsom |
| 4 | CPD planning | - Develop a high quality monitoring programme to cover the whole school year | None | SLT | 31.10.22 | |

| | | - Create a school wide CPD plan based on individual staff needs<br>- Use PM and other staff feedback to plan for staff centred CPD<br>- Map CPD overview onto a an annual plan | | | | |
|---|---|---|---|---|---|---|
| **5** | Exceptional teaching & learning | - Set out vision for exceptional teaching & learning at Eastbrook<br>- Use agreed framework as basis for lesson planning and monitoring<br>- Continue to develop the plan, engage pupil and parent voice to refine & improve | None | Paul Wade | Ongoing | Govs |
| **6** | REAch2 Pillars | - Outline all pillars for all staff and devote CPD time to investigating these in greater depth<br>- Create working parties to take charge of each of these<br>- Share the vision with children and parents | None | Paul Wade + SLT | 20.7.23 | TBC |

| Success Criteria | Summary of discussions/Evidence |
|---|---|
| • 1 Internal and external monitoring indicated that all leaders take full responsibility for their leadership area; staff feedback demonstrates that all staff see themselves as leaders; staff voice indicates that staff feel trusted | • |
| • 2 All staff report better mental health and well being; fewer days lost of stress and other mental health related absence issues; generally happier staff | • |
| • 3 School budget balances and reserves grow | • |
| • 4 CPD and monitoring programmes are in place; all areas of teaching and learning improve and outcomes rise for all children | • |
| • 5 Outcomes rise for all children | • |
| • 6 School is fully aligned with REAch2 vision and academic and pastoral outcomes improve for all children | • |

| Evaluation and Next Steps | |
|---|---|
| **Autumn** | • |
| **Spring** | • |
| **Summer** | • |

# Early Years

**Key Priorities:**

- Embed practices that support children's personal, social and emotional development so that they feel safe, secure, stimulated and happy.
- Prepare children for the next stage of their education by securing a knowledge of phonics
- Implement the new EYFS curriculum, by further developing the outdoor environment
- Clearly target vulnerable children and SEND children, with specific strategies, to ensure progress is made from their starting points
  *Further narrative:*
N/A

| | Key Issue | Actions/Next Steps | Required Resources | Responsible Person | To be completed on/by | Monitoring |
|---|---|---|---|---|---|---|
| 1 | Embedding best practice | Continue to carry out targeted training; regular internal and external monitoring and feedback; celebrating best practice verbally and in writing; arrange visits to other settings for observation. Internal, targeted CPD. | None | Debbie Miller-Barlow | Ongoing | Paul Wade |
| 2 | EYFS Phonics | Complete all Little Wandle training; follow Little Wandle program; build parental engagement around phonics and early reading. | Cost of resources | Helen Shoebridge & Debbie Miller-Barlow | 16.12.22 | Paul Wade |
| 3 | Outdoor provision | Fine tune all outdoor provision; add sustainable high quality outdoor vocabulary solutions; create indoor: outdoor 'mirror' areas and curriculum zones; further visits to outstanding EYFS settings for inspiration. | None | Debbie Miller-Barlow | 31.10.22 & 20.7.23 | Paul Wade |
| 4 | SEND & vulnerable children | All staff study Makaton and apply this within the unit; continually monitor children's progress; work with external bodies; use of high-quality communication, sensory and visual aids to ensure the environment is accessible to all. | None | Debbie Miller-Barlow & Allan Trower | Ongoing | Paul Wade |

| Success Criteria | Summary of discussions/Evidence |
|---|---|
| • 1. Outcomes for EYFS children rise to significantly above national levels | • |
| • 2. End of year phonics outcomes indicate the Y1 outcomes will be well above national; children develop a early love of reading | • |
| • 3. Internal and external monitoring indicates that outdoor provision is outstanding; outcomes for all prime area are improved | • |
| • 4. Outcomes for SEND and other vulnerable pupils improve; gaps between SEBD and overall % attainment closes significantly. | • |

| | Evaluation and Next Steps |
|---|---|
| **Autumn** | • |
| **Spring** | • |
| **Summer** | • |

# Social Justice

## 'Relentless responsibility for dignity, fairness and fulfilment'

| | Key Issue | Actions/Next Steps | Required Resources | Responsible Person | To be completed on/by | Monitoring |
|---|---|---|---|---|---|---|
| 1 | Access to sports and high quality physical development opps | - Boost access to sports clubs<br>- Choose wide range of children to attend sporting events | None | SJ | Termly review | PW |
| 2 | Quality of housing | - School Link assistant member to chase council over poor housing | None | AT | From Oct 2022 | PW |
| 3 | Transport and 'getting to school on time' | - Link assistant collect children from home<br>- Boost profile of walking to school | None | AT & PW | From Oct 2022 | PW |
| 4 | Rights Respecting School status | - Range of children on school council & other responsibilities (SEN & PPG)<br>- Set up RRS working group | None | SLT | Dec 2022 | PW |
| 5 | Pupil premium children attainment and access to wider curriculum | - Pupil premium ambassadors/ mentors<br>- Targeted access to ASC<br>- Supplemented swimming lesson<br>- Trip subsidies (looking for sponsors for residential places)<br>- School council visit houses of parliament<br>- Boost forest school hours<br>- Extend forest school kit resources | None | SLT & AT & ASC team | Nov 2022` | PW |
| 6 | Having enough to eat | - Possible free breakfast club places for PPG children and other target children<br>- Larger portions for focus children at lunch<br>- Raise profile of food voucher availability | Additional food costs | AT, Breakfast club team, kitchen manager | From Oct 2022 | PW |
| 7 | Treatment of minority and socially vulnerable groups | - Black history month boost<br>- Pride month boost<br>- Engage with social justice charities | None | SLT & PSHE team | Oct 2022 onwards | PW |

| | | Actions | Required Resources | Responsible Person | To be completed on/by | Monitoring |
|---|---|---|---|---|---|---|
| 1 | | - Set up school uniform webshop using lost property to reduce costs<br>- More overt challenge to the use of homophobic language | | | | |
| 8 | Parent education | - Parent reading skills workshops<br>- Phonics workshops for parents<br>- After school reading club<br>- Input to feeder nurseries | None | SLT & early reading lead | Dec 2022 | PW |

| Success Criteria | Summary of discussions/Evidence |
|---|---|
| - 1 – greater number of PPG and other vulnerable groups recorded taking part in sports and engaging more positively in physical activity | - |
| - 2 – Lower rates of children reported living in uninhabitable housing | - |
| - 3 – Reduced % late arriving children from vulnerable groups | - |
| - 4 – RRS fully rebooted & children use RRS language more readily | - |
| - 5 – Greater numbers of children from vulnerable groups reported attending and accessing wider curriculum offer | - |
| - 6 – Fewer children report being hungry during and at end of school day | - |
| - 7 – reduced rates of PoP abuse against children in vulnerable groups based on race, ethnicity, language, sexuality, poverty, SEN | - |
| - 8 – Parents report feeling more confident in literacy skills and greater engagement with written publications by school | - |

# Sustainability
## 'Upholding responsibility for our shared future'

| | Key Issue | Actions/Next Steps | Required Resources | Responsible Person | To be completed on/by | Monitoring |
|---|---|---|---|---|---|---|
| 1 | Waste reduction | - Aim for each individual whole school event to be zero waste<br>- Work with site manager, kitchen and sustainability lead to move towards zero waste as a school<br>- Use composters more<br>- Appoint eco monitors | New composters at £160/ each | Helen Walker | Initial target December 2022. Consistent by July 2024 | PW |

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| | | - Change worksheet culture around printing – think before you print | | | |
| 2 | School site biodiversity | - Work with grounds staff to increase level of wild parts of site<br>- Apply for more sapling planting to LA<br>- Ask Lovell's to transplant any small trees found on development site<br>- Cut back brambles to encourage hawthorn and rowan growth<br>- Review meadow rewilding for need to sew further wild flowers and grasses | Offset costs in grounds maintenance<br>- Possible seed costs<br>- S106 offset | Paul Wade/ Sharon Morgan/ Elaine Ross | First phase by June 2023. Ongoing plan over time for at least 5 years. | PW |
| 3 | Energy Use | - Install lower energy boards across school<br>- Implement auto shut off for monitors etc<br>- Investigate costs of auto shut for lights in all areas<br>- Keep windows closed where possible<br>- Reduce pool temp to lower end of guidance<br>- Set heating to lower levels in winter<br>- Turn off heating completely when not needed<br>- Audit all areas of school for heat loss<br>- Maximise use of solar panels | 6 x new IWBs = £3000<br>All other costs should reduce | Graeme Miles | Immediate action, with quarterly checks on bills. Initial impact 2022 quarter 4. | PW |
| 4 | Parental engagement | - Publicise key sustainability changes<br>- Start a walk/ ride/ scoot to school campaign<br>- Ask PTA to investigate ride shares for children living out of catchment<br>- Start 'reduced packaging' campaign for school snacks and lunches | None | Helen Walker & Angie Thompson | Full in place by May 2023 | PW |
| 5 | Resources & maintenance | - Reuse as many resources as possible<br>- Source from responsible suppliers<br>- Try to resource locally as much as possible<br>- Use local suppliers for as many maintenance and upgrade works as possible | Possible increases for ordering sustainably. | Helen Walker, Val Blackmer, Sharon Morgan | First phase in place April 2023 | PW, GM |

| Success Criteria | Summary of discussions/Evidence |
|---|---|
| • Waste reduction: less waste in bins and more to recycling/ not created on a weekly basis. Ultimate aim to ensure zero waste in rubbish bins. | • |
| • School site biodiversity; visible increase in biodiversity. Feedback from grounds staff and FS that this has significantly increased. | • |
| • Energy use: reduction in bills (once energy costs stabilise) | • |

| | | |
|---|---|---|
| • Parental engagement: feedback from questionnaires, less packaging waste; school transport survey reveals cut down in car journeys | • | |
| • Resource management: List of suppliers mostly local, resource purchase costs/ frequency reduced | • | |

## Digital Transformation
### 'Creating a future where we learn, work and connect better'

| | Key Issue | Actions/Next Steps | Required Resources | Responsible Person | To be completed on/by | Monitoring |
|---|---|---|---|---|---|---|
| 1 | Web presence | - Complete website relaunch<br>- Include multiple links to meta sites and other sources of digital information | Website upgrade cost £700 | Micaela Comins | Sept 2022 | PW |
| 2 | Online safety | - More regular classes (1/2 termly)<br>- Add parent workshops<br>- Add video segments in website and social media about online safety<br>- Regular questionnaires to children and parents | None | Jason Button | Dec 2022 and ongoing | PW |
| 3 | Parent awareness | - Parent workshops<br>- Video segments | None | Digital engagement working group | Dec 2022 & ongoing | PW |
| 4 | Communication | - Add video content<br>- Increase use of Arbor and Forms for information gathering<br>- Reduce number of paper letters going out with ultimate target to be 99% digital in comms and returns from parents. | None | PW & Digital engagement working group | April 2023 & ongoing | PW |
| 5 | Digital tech in teaching | - Upgrade to touch screens<br>- Ensure all laptops are effective<br>- Build awareness of coding through club | £3000 | GM | Sept 2022 | PW |

| Success Criteria | Summary of discussions/Evidence |
|---|---|
| • Website has more hits per month; all comms via website are taken up and parents consistently better informed | • |
| • Fewer reports of online safety incidents; parents more proactive; fewer children report having inappropriate social media presence | • |
| • Parents report more accurate awareness in parents Qs; fewer children report having inappropriate social media presence | • |
| • Fewer parents report 'not knowing things'; reduction of use of WhatsApp informal comms groups; only 1% of outgoing and return comms uses paper | • |
| • Digital tech in teaching; boost in assessed outcomes in in computing | • |