

## The Brook School Development Plan – 2022/23

***Underpinning the whole of this SDP is the move towards formalising systems already in place and to address those areas highlighted by OFSTED as needing to be targeted. The SDP is rag rated at the end of every term and monitored by Governors to ensure that progress against the targets is being made.***

### Objective 1: Effectiveness of Leadership and Management (including Governance and Safeguarding)

Priority 1	Success Criteria	Autumn	Spring	Summer
1.1 To minimise the impact of financial constraints on effective budget setting by seeking support from LA  <i>Led by Governing Body, Duwan Farquharson and Maureen Duncan</i>	<ul style="list-style-type: none"> <li>Safe staffing levels are maintained</li> <li>Teaching and learning across the school continues to be effective</li> <li>The School estate is well maintained</li> </ul>			
1.3 To liaise effectively with the LA and contractors to ensure that the demolition of Estate buildings has minimal impact on the life of the school and that health and safety protocols are maintained  <i>Led by Maureen Duncan</i>	<ul style="list-style-type: none"> <li>Risk assessments identify and address potential issues</li> <li>Regular meetings with contractors and LA ensure that difficulties are addressed in a timely manner and disruption is minimal</li> <li>Stakeholders are kept fully informed and can contribute meaningfully through staff forum and health and safety committees</li> <li>Pupils are helped to keep themselves safe when outside of the school building</li> </ul>			

	<ul style="list-style-type: none"> <li>PHSCE and WOW sessions support pupils to understand the demolition process</li> </ul>			
<p>1.3 To implement the newly revised SNA job descriptions so that SNAs are cognisant of their roles and responsibilities and are fulfilling their job roles effectively.</p> <p><i>Led by Maureen Duncan and Lowri Banfield</i></p>	<ul style="list-style-type: none"> <li>Teachers work collaboratively with their SNA teams to set SMART targets in appraisals that build on colleagues' strengths</li> <li>Personalised CPD programme is implemented to upskill SNAs in areas of their job description</li> <li>SNAs are working effectively in relation to their job descriptions</li> <li>SNAs contribute to raising the standards of teaching and learning</li> </ul>			
<p>1.4 To work effectively with the newly appointed Chair of Governors, clerk and other members of the Board to ensure that Governance of the BILC is robust and rigorous</p> <p><i>Led by Maureen Duncan and Senior Leadership Team</i></p>	<ul style="list-style-type: none"> <li>Induction in place for new Governors so that they have a working knowledge of the BILC</li> <li>Governors understand how systems (ie curriculum delivery/assessment) differ between the two schools</li> <li>All members of the Governing Body develop their understanding of safeguarding through training, regular reporting and application</li> </ul> <p>The new clerk to the FGB:</p> <ul style="list-style-type: none"> <li>produces minutes that are accurate, robust and meet statutory requirements and</li> <li>ensures that updated policies are uploaded to the website</li> </ul>			

<p>1.5 To improve pupils' communication skills by developing staff and pupils' Makaton knowledge in line with the Makaton Friendly Award and to extend the CPD to members of the LNE hub <i>Led by Michele Williams and the Senior Leadership team</i></p>	<ul style="list-style-type: none"> <li>• Augmented Makaton vocabulary ensures pupils' range of communicative options increase</li> <li>• The website includes Makaton signing guidance</li> <li>• Parents and staff use this to refresh their skills</li> <li>• Signing is more widely used at home and at school</li> <li>• The Makaton CPD offer is expanded so that all three accredited levels are delivered (as appropriate) to staff, parents and external practitioners.</li> <li>• Minimum of 10% of staff and parents participate with positive feedback received from evaluations.</li> <li>• Makaton Friendly Status is awarded by the Awarding Body when criteria is appropriately met (by December 2022)</li> </ul>			
<p>1.6 To upskill designated colleagues' professional practice so that they can develop their management skills and make a wider contribution to the school community.  <i>Led by Senior Leadership Team</i></p>	<ul style="list-style-type: none"> <li>• DfE sponsored MBA programme successfully completed by UPS3 teacher</li> <li>• Delivery of expressive arts and associated global projects show evidence of improved organization and strategic thinking</li> <li>• DfE sponsored NPQL programme successfully completed by UPS2 BAME champion BAME delivery across the school shows greater awareness and higher quality teaching</li> </ul>			

	<ul style="list-style-type: none"><li>• Interim Assistant Head contributes to SLT and whole school development effectively</li><li>• His leadership shows impact of greater strategic and operational awareness.</li></ul>			
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### Objective 2: Quality of Education (Curriculum, Teaching, Learning and Assessment)

Priority 2	Success Criteria	Autumn	Spring	Summer
<p>2.1 To further develop the effective delivery and evaluation of the Humanities curriculum in light of the current OFSTED framework so that a consistent, systemic approach to planning is evident; the curriculum is meaningful and meets the needs of the school cohort and high quality teaching of humanities is evident.</p> <p><i>Led by Sukina Campos, Ivan van Wyk , Uche Ananwa</i></p> <p><b>OFSTED</b></p>	<ul style="list-style-type: none"> <li>• Strategic plan is in place to develop humanities curriculum further</li> <li>• Planning and implementation demonstrates that all staff are working to this</li> <li>• High quality teaching of humanities evident during learning walks, lessons visits and observations</li> <li>• Improved outcomes for pupils in Humanities</li> </ul>			

<p>2.2 To improve the delivery of our bespoke Pre phase 1 phonics programme to meet the needs of those pupils not yet operating at Phase 1 level. To continue to embed phonics in all aspects of teaching and learning; to embed the Little Wandle programme (after its launch in January 2022) and to introduce parents to the concepts and strategies they can use to support their children.</p> <p>Led by the Literacy Team and Senior Leadership Team</p>	<ul style="list-style-type: none"> <li>• Pilot scheme for grouping children according to phonics ability (not just in own class) is launched</li> <li>• Regular formal and informal assessment is in place and shows all children are making at least expected progress-</li> <li>• Stretch and challenge evident</li> <li>• Pre phase 1 phonics programme is embedded</li> <li>• Quality of teaching is at least good in all such sessions</li> <li>• Phonics tracker is adapted to ensure that it is in line with Little Wandle requirements.</li> <li>• Termly data capture provides overview of progress with Interventions being put in place for targeted children.</li> </ul>			
<p>OFSTED</p>	<ul style="list-style-type: none"> <li>• Literacy curriculum lead:             <ul style="list-style-type: none"> <li>• supports phonics teaching in each class and</li> <li>• provides critical friend input so that teaching of phonics is consistent and continues to be embedded and improve</li> </ul> </li> <li>• Parents report that workshops help them to support their children’s phonic development at home</li> <li>• Home support packs are created to support parents</li> <li>• The teaching of phonics is meeting the needs of the cohort effectively</li> </ul>			

<p>2.3 To continue to improve the systematic delivery and assessment of early reading across the school</p> <p><i>Led by the Literacy team and the Senior Leadership Team</i></p> <p><b>OFSTED</b></p>	<ul style="list-style-type: none"> <li>• The new reading scheme is embedded</li> <li>• Consistent and effective strategies for reading (in its widest sense including symbols, PODD) are being implemented effectively within each class as evidenced by observations, learning walks and 'pop ins'</li> <li>• Distinct reading sessions and reading for pleasure opportunities are embedded in each class's daily practice</li> <li>• Reading sessions are re-introduced into the Library with high quality books being available, enjoyed and accessed by all pupils</li> <li>• Termly audit on reading progress is carried out</li> <li>• Data capture is used to put appropriate interventions in place</li> </ul>			
	<ul style="list-style-type: none"> <li>• Termly Parent workshops take place (in conjunction with phonics) to encourage parents to support their child's reading ability and to increase their child's love of reading.</li> <li>• Home/School Reading for Pleasure records indicate that parents have 'bought into the scheme'.</li> <li>• Feedback shows that parents are more aware of what their children enjoy to read and what they can read.</li> </ul>			

<p>2.4 To further develop our bespoke assessment framework so that science forms part of the pupils' progress trails; external accreditation is gained for all pupils; data highlights gaps in learning for individuals and provides bases for targeted intervention.</p> <p><i>Led by Sukina Campos and Thibaut de Wolf</i></p> <p><i>OFSTED</i></p>	<ul style="list-style-type: none"> <li>• Science criteria are added to the assessment framework</li> <li>• Data capture provides an overview of whole school progress and areas for further development</li> <li>• Interrogation of individual pupils' data is used by teachers to adapt teaching and learning strategies for individual pupil needs more accurately</li> <li>• Quality assurance shows consistency and accuracy in assessment</li> <li>• Rigorous and regular internal and external moderation with other schools takes place</li> <li>• All pupils gain at least two AQA unit certificates this academic year</li> </ul>			
	<ul style="list-style-type: none"> <li>• DHT and interim AHT present our pre key stage assessment framework to LA mainstream schools</li> <li>• Ongoing support made available for mainstream schools</li> </ul>			



<p><b>2.5</b> To develop the Physical Development curriculum so that it is in line with the new EYFS framework and our spiral curriculum.</p> <p>To integrate the teaching of Physical Development more widely into all aspects of the curriculum so that all pupils make progress in the two areas (PD and PE).</p> <p><i>Led by Sukina Campos, Carlos Teixeira and the PHSCE team</i></p>	<ul style="list-style-type: none"> <li>• Aims, objectives and appropriate activities are produced as guidelines and shared with all staff</li> <li>• High quality CPD including share and inspire sessions improve staff understanding of PD</li> <li>• Staff understand the underlying principles of PD and The principles of PD are embedded in the day-to-day classroom routine.</li> <li>• Individualised targets set for all pupils</li> <li>• Targets and progress are shared with parents</li> <li>• Targets provide stretch and challenge.</li> <li>• Staff and parents understand that activities such as Yoga, soft play, play dough disco, funky fingers and rebound therapy contribute to children’s physical development.</li> <li>• Children’s individual PD needs as identified in EHCPs are being met</li> <li>• PE Quality Mark scheme is investigated</li> </ul>			
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<p>2.6. To increase pupil and parental expectations of future career prospects through expanding the delivery of the World of Work curriculum (in conjunction with myAFK) so that the whole school cohort is incorporated.</p> <p><i>Led by Maureen Duncan and Carlos Teixeira</i></p>	<ul style="list-style-type: none"> <li>• All KS1 pupils attend at least two ‘This is my job’ sessions from external providers and can identify these professionals when on educational visits outside of school</li> <li>• All Year 6 pupils attend two work taster sessions offsite and participate appropriately in the work provided</li> <li>• Parents are informed of pupil achievements in the world of work through workshops/on line sessions or assemblies</li> <li>• Effective collaboration with myAFK promotes the WOW to partner schools and supports WOW curriculum evaluation.</li> </ul>			
<p>2.7. To develop outdoor learning in all areas of the school so that sessions and the environment are more purposeful and provide stretch and challenge.</p> <p><i>Led by Thibaut de Wolf and Deirdre Henderson in conjunction with Play Leads</i></p>	<ul style="list-style-type: none"> <li>• Children access age appropriate multi sensory outdoor areas with growing independence.</li> <li>• Play leads provide training and role modelling to SMSAs so that higher quality lunchtime provision is provided</li> <li>• All staff provide appropriate role modelling to encourage collaborative. physical interactive play, experimentation and exploration</li> <li>• Fox Forest curriculum is launched</li> <li>• Participating children make progress against personalised targets</li> </ul>			

### Objective 3: Personal Development (Including Social, Emotional, Spiritual and Cultural Education (SMSC) Behaviour and Attitudes

Priority 3	Success Criteria	Autumn	Spring	Summer
3.1 To interweave BAME more effectively throughout all aspects of school life so that pupils' awareness of diversity and different cultures increases.  <i>Led by Maria Preftitsi</i>	<ul style="list-style-type: none"> <li>• All schemes of work highlight where BAME is an intrinsic part of their inception.</li> <li>• Black History/African heritage Month curriculum widens pupils' knowledge of aspirational figures within the Black community</li> <li>• Lessons are appropriately differentiated</li> <li>• Pupils are exposed to BAME and MFL through interchanges with peers abroad so that they develop a wider understanding and tolerance of differences</li> <li>• Pupils understanding of Fundamental British Values is enhanced</li> <li>• Pupils' work is showcased and shared with the school community and parents.</li> </ul> <p>Displays, assemblies and resources reflect diversity in light of the BAME pledge.</p>			

<p>3.2 To continue to improve staff's understanding of the reasons underpinning behaviour and well-being</p> <p>To provide training, in-class support and plenary sessions so that all children's wellbeing remains stable.</p> <p><i>Led by Ed Putman and the pbs team</i></p>	<ul style="list-style-type: none"> <li>• Behaviour for learning continues to improve</li> <li>• Strategies and operational practices developed and shared by the PBS team so that incidences of challenging behaviour are reduced and behaviour for learning improves</li> <li>• All staff adhere to the RESPECT mindset</li> <li>• Observations show that the principles are being carried out in practice</li> <li>• High quality CPD ensures that staff are cognisant of the legality and practicalities of Positive Handling and restraint</li> <li>• Whole school monitoring confirms that practice is appropriate</li> <li>• The recording of restraint used is accurate and timely</li> <li>• Parent workshops take place to introduce parents to different PBS strategies</li> </ul> <p>Parents report that their confidence in supporting the behaviour of their own children increases</p>			
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<p>3.3 To embed Sleuth and MyConcern across the school in order to monitor behaviour and safeguarding incidents more closely and to implement interventions when appropriate</p> <p><i>Led by Ed Putman</i></p>	<ul style="list-style-type: none"> <li>• High quality CPD ensures that all staff are able to use Sleuth and myConcern to record incidents.</li> <li>• Recording is both accurate and carried out in a timely manner.</li> <li>• Analysis of data shared with MDT and staff</li> <li>• Behaviour and safeguarding incidents reported to Governors each half term</li> <li>• Parents involved as appropriate</li> <li>• New pupils are closely monitored and individualised timetable put in place to enable them to transition into school and classroom routines effectively.</li> <li>• Regular contact with parents of new pupils to offer support and guidance is maintained.</li> <li>• All members of the PBS team are officially accredited by Summer Term 2023</li> </ul>			
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### Objective 4: The Brook as part of the Broadwaters Inclusive Learning Community and within the wider community

Priority 4	Success Criteria	Autumn	Spring	Summer
<p>4.1</p> <p>To complete Parent Partnership Award Scheme in order to improve communication and relationships with parents</p> <p><i>Led by Felicia Rock and the Senior Leadership Team</i></p>	<ul style="list-style-type: none"> <li>• The demographic of Brook parent population and levels of parental engagement are accurately recorded in the Portfolio of Evidence</li> <li>• The Portfolio identifies areas of future development</li> <li>• Newly appointed Parent Governor is actively involved in amassing evidence and being an ambassador for the award</li> <li>• Half termly workshops/SHARE sessions / coffee mornings provide information, support and networking opportunities for parents</li> <li>• Parents are helped to gain a greater understanding of their child’s disability and difficulties</li> <li>• Parents learn and share effective strategies to help their child thrive.</li> <li>• The LPPA award is gained by Summer 2023</li> </ul>			
<p>4.2</p> <p>To develop inclusion with Willow school and other provisions so that pupils can sustain more effective social interaction and learn</p>	<ul style="list-style-type: none"> <li>• BILC Pupils participate together in whole school religious and cultural festivals and shared learning events</li> <li>• A programme of paired class activities to develop mutual respect is in place</li> </ul>			

<p>alongside their mainstream peers.</p> <p><i>Led by Maureen Duncan and the Senior Management Team</i></p>	<ul style="list-style-type: none"> <li>• Timetabled inclusion sessions for high achievers take place on a regular basis and impact positively on their progress</li> </ul>			
<p>4.3 To further develop pupils' awareness of recycling, upcycling, conservation and sustainability so that they can transfer their understanding to other aspects of their lives</p> <p><i>Led by Carlos Teixeira</i></p>	<ul style="list-style-type: none"> <li>• Pupils Eco council established and contributing positively to maintaining the schools green eco flag status</li> <li>• Pupils develop an increased understanding of how to lead a sustainable life style</li> </ul>			