

The Brookfield School  
School Development Plan 2018/2019

The plan is continually updated to reflect improvements, changes etc and where priorities change these are noted.

SLT – Senior Leadership Team; SC: Subject Coordinator; Asst: Assistant Head; DH: Deputy Head; HT: Head Teacher; NAC: No additional cost; D: directors ; T: teachers; CoD: chair of directors; BM: Business Manager; SO: Safeguarding Officer; AM: Arrow Manager

RAG assessment: **Red** – No impact yet; **amber** - some impact; **green** – strong impact

Priority 1: Improve outcomes for pupils		Success criteria for priorities					
1a All pupils have access to a bespoke, broad, balanced curriculum		<ul style="list-style-type: none"> <li>All pupils engaged – feedback from pupils, parents/carers/staff/lesson observations/book trawls</li> <li>All pupils make appropriate levels of progress</li> </ul>					
1b All pupils participate in a wide range of enrichment activities		<ul style="list-style-type: none"> <li>THRIVE shows appropriate SEMH development</li> </ul>					
1c Primary pupils’ reading levels continue to improve as a result of new reading programme		<ul style="list-style-type: none"> <li>Pupils meet or exceed their reading targets</li> <li>Improved access to curriculum</li> </ul>					
1d Primary pupils’ writing programme introduced		<ul style="list-style-type: none"> <li>Individual pupil writing targets met or exceeded</li> </ul>					
Active learning opportunities – see priority 2a							
Differentiated learning opportunities – see priority 2b							
<p>Jan 2019 SLT are focusing on how best to develop enrichment for KS3/4 pupils in light of the funding reduction. Currently reduced to one afternoon per week. The reading programme is having a very positive impact with significant progress across Key Stages. The writing programme has not started because of funding constraints. HT is investigating offer of sponsorship from parent for primary programme.</p>							
Actions	Led by	Timeframe from	Resource and cost implications	Monitoring progress and impact	RAG		
					Autumn	Spring	Summer
Priority 1a All pupils receive a broad and balanced curriculum							

Primary play based curriculum embedded	Pri Asst	September 2018	n/a	Pri Asst/HT Strong initial impact Classes developing bespoke approaches based on need	Play curriculum being delivered to yr3&4 – Sept 2018		
Secondary reading programme embedded	English Coordinator	From September 2018	Cost to be partially met through PP	DH/HT All secondary pupils have made appropriate level of progress by end of academic year	Scheme implemented. Pupil progress being monitored – Nov 2018		
Development of Vocational/individual learning at KS3	SENCo	From Sept 18	?	SENCo/HT Pupils able to engage in alternative curriculum. Pupils will show greater engagement in alternative learning and show re engagement with core subjects	Individual curricula introduced for two pupils. Too early to gauge success Sept 2018		
Embed Gatsby Strategy across KS3&4 <ul style="list-style-type: none"> <li>• Careers lessons</li> <li>• Employability skills</li> <li>• Careers embedded in curriculum subjects</li> <li>• Industry visits</li> <li>• STEM Days</li> </ul>	DH	From September 2018		DH/HT All KS4 and subsequently KS3 pupils have informed consideration based on high quality programme.	Careers lessons started & KS4 industry visits ongoing. Nov 2018		
<b>Priority 1b All pupils participate in a wide range of enrichment activities</b>							
All secondary pupils provided with enrichment programme from September 2018. Secondary whole term programme published	DH ?	September 2018	Programme curtailed due to financial restraints. Jan 2019.	SENCo/DH/HT All pupils will participate in a range of social activities Pupil feedback will be positive Pupils will show improvement in social skills	All pupils currently participate in programme – Sept 2018		

				THRIVE used to gauge individual pupil progress		
Provide an outdoor learning environment	AM/ BM/HT	From September 2018	£65 per day	All pupils take part in outdoor learning November 2018: primary pupils participating weekly Arrow pupils participating	Contract for Dinedor Centre secured. Sept 2018	
Priority 1c Primary pupils' reading levels continue to improve as a result of new reading programme						
Continue to develop implementation of reading programme for all primary pupils	Pri Asst	From September 2018	Already paid for	Pri Asst Extent to which pupils have made appropriate level of progress	Embedded and pupils making good progress Nov 2018	
1d Primary pupils' writing						
Introduction of OUP Writing programme	Pri Asst	From November 2018		Pri Asst /HT Significant improvement in pupils' writing skills by end of academic year	Waiting to be funded – Jan 19	

Priority 2: Improve the effectiveness of Teaching and Learning	Success criteria for priority
2a Differentiation is evident in all lessons	<ul style="list-style-type: none"> <li>All pupils can access the curriculum because work is matched to ability and individual needs</li> </ul>
2b Regular active learning opportunities	<ul style="list-style-type: none"> <li>All pupils are engaged in their learning because a range of approaches provides variety</li> </ul>
<p>Jan 2019 The recent review of exercise books showed that differentiation is inconsistent; at its best it is done well but not all pupils' book in all subjects evidenced differentiation. Lesson observations scheduled for the end of January will provide further coverage. All staff have received feedback on quality of exercise books.</p>	

Active learning is being promoted; primary teaching involves active learning throughout the week built into the curriculum. The secondary curriculum is developing in this area. Scheduled lesson observations are focusing on this area and it was discussed at a recent secondary teachers' meeting. It is a target for performance management for all teachers.

Actions	Led by	Timeframe from	Resource and cost implications	Monitoring progress and impact	RAG		
					Autumn	Spring	Summer
Priority 2a Ensure that lessons are appropriately differentiated							
Differentiation fully embedded in all lessons		From September 2018	Nil	DH/HT (evidenced through learning walks, exercise books, marking audit, assessment audit and planning records) HT/DH	Differentiated on observed in many lessons – Nov 2018		
Priority 2b Regular active learning opportunities							
Active learning is provided regularly across all subjects		From September 2018	Nil	DH/HT (evidenced through learning walks, photographic records, exercise books) HT/D	Observed in some lessons – Nov 2018		

Priority 3: Improve the effectiveness of Personal Development, behaviour and welfare	Success criteria for priority
3a Improve attendance across all year groups	<ul style="list-style-type: none"> <li>Attendance is above 90% for the academic year for all year groups</li> </ul>
3b Incidence of violent behaviour is significantly reduced	<ul style="list-style-type: none"> <li>Significant reduction in exclusion as a result of violent behaviour – data target to be added September 2018</li> </ul>
3c Introduction of Price Training to support 3b	<ul style="list-style-type: none"> <li>Significant reduction in incidents of staff injury during holds</li> <li>Pupils managed more effectively prior to, during and after holds</li> </ul>

				<ul style="list-style-type: none"> <li>Greater focus on positive handling plans driving bespoke staff responses to individuals' behaviours</li> </ul>			
<p>Jan 2019 Attendance, at 84% across the whole school last year, is a very important focus this year. A whole school strategy is under way. Initial results show signs of improvement</p>							
Actions	Led by	Timeframe from	Resource and cost implications	Monitoring progress and impact	RAG		
					Autumn	Spring	Summer
Priority 3a Improve attendance across all year groups							
Introduction of new attendance policy and process	HT	From September 2018	Nil	SLT/Attendance staff EWO	Draft completed Nov 2018. Awaiting director approval		
Introduction of attendance reward programme	SLT	From September 2018	£200 per term?	Attendance staff/SLT	Implemented Sept 2018		
Daily attendance report to HT for all pupils	HT	From September 2018	Nil	HT Immediate initiation of attendance process	Received daily from secondary and primary. Being used to challenge attendance of individual pupils – Nov 2018		
Tutor programme on attendance Tutors meet with pupils whose attendance falls below 95%	Pastoral leads	From September 2018	Tutor time	DH/HT			
Introduction of SLT/parent attendance meetings	SLT	November 2018	Nil	HT	Started Sept 2018		
Introduction of parent/director attendance meetings	Directors	November 2018	Director time	HT/D			

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Introduction of home visits	SO/DH	From September 2018	Staffing cost	SO/DH/HT/EWO	Visits taking place – Nov 2018		
Increased use of penalty notices	HT	From September 2018	Administrative staff time	HT/EWO Reduction in absence of persistent absentees Greater participation of parents	5 pre warning notices, 2 warning notices		
Priority 3b Incidence of violent behaviour is significantly reduced							
Bi monthly director exclusion checks introduced (part of director monitoring programme)	CoD	September 2018	Nil	CoD/HT			
Identification of and interventions for pupils who exhibit violent behaviour	SLT	Term 1 identification Term 2 interventions	Intervention costs to be identified	SLT Impact beginning to show by Dec 2018	Pupils referred to counsellor/ Mentor/ Ed Pysch/CAMHS		
Ensure individual education plans and risk assessments are implemented and all individual pupil behaviour management is based on these documents	KS leaders SENCo		Nil	DH/HT In place but updates will be needed in light of Price Training	In place but some updating required in light of Price		
Priority 3c Introduction of Price Training (to support 3b)							
All teaching and classroom support staff retrained in Price Handling	HT	From end October 2018	£1638 + 660 + certificate costs	HT/SLT Part 1 delivered September. Part 2: 5 <sup>th</sup> October	Training completed		
Price ethos built in to TBS ethos. All staff fully conversant and practising de-escalation techniques	HT	From end October 2018	“	HT/SLT	Training revisited Jan 19 INSET		

<b>Priority 4: Improve the effectiveness of leaders and managers</b>	<b>Success criteria for priority</b>
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4a Leadership training programme developed		<ul style="list-style-type: none"> <li>• Provide leadership training opportunities at all levels</li> <li>•</li> </ul>					
4b Implementation of Governance Review		<ul style="list-style-type: none"> <li>•</li> </ul>					
4b Ensure that there is a clear MAT governance structure following removal of LGB		<ul style="list-style-type: none"> <li>• Clear Trustee – director – governor – school leadership structure in place with appropriate scheme of delegation for all levels of leadership. All stakeholders understand functions of each level of leadership. Representatives of each layer accessible to stakeholders</li> </ul>					
4c Directors continue to develop provision of appropriate level of challenge to head teacher		<ul style="list-style-type: none"> <li>• Director meeting minutes show that in pupil outcomes; teaching and learning; pupil welfare, behaviour and attendance and leadership, a rigorous level of challenge is recorded ensuring that post Ofsted issues are addressed and school continually improves in all areas</li> </ul>					
4d Directors embed website compliancy		<ul style="list-style-type: none"> <li>• New website is fully DfE compliant with all appropriate information and policies.</li> </ul>					
4e Directors continue to ensure that recruitment of all staff is appropriate and meets requirements of safeguarding (Keeping Children Safe in Education 2018)		<ul style="list-style-type: none"> <li>• All appointments follow rigorous recruitment process Impact and monitored by CoG in monthly meetings</li> </ul>					
4f Directors continue to embed monitoring of all progress and attainment data/PP/sports premium/year 7 catchup etc		<ul style="list-style-type: none"> <li>• Directors minutes show that progress and attainment data is scrutinised and that rigorous challenge is provided to the HT in all meetings</li> <li>• A continuous cycle of identification, strategy, implementation, review, challenge ensures that all pupils meet or exceed expected outcomes by July 2019</li> </ul>					
4g Directors ensure that attendance, exclusion, medication, physical handling are all monitored and challenged		<ul style="list-style-type: none"> <li>• through monitoring/sampling and through directors' meetings</li> </ul>					
Actions	Led by	Timeframe from	Resource and cost implications	Monitoring progress and impact	RAG		
					Autumn	Spring	Summer
Priority 4a Leadership Training							

Create leadership training opportunities: Women into leadership NPQH etc	HT	Develop from September 2018	Training allocation not set due to funding freeze	HT directors	Funding issues have limited opportunity		
Priority 4b Ensure that there is a clear MAT governance structure							
Recommendations of external governance review implemented	Direct ors	November 2018	Cost of external reviewer	External review meetings	Final meeting delayed by change to board of directors. Meeting scheduled for February 19		
Publish new governance structure	Direct ors	By end October 2018	Nil	HT 11/18 Directors	Structure confirmed; awaiting publication	Board of Directors confirmed and published	
Priority 4c Directors provide appropriate level of challenge to head teacher - embedding							
Directors continue to attend training to ensure challenge and rigour is built in to all LGB functions	Extern al revie wer	Ongoing	Training costs	External reviewer Directors	New directors to identify relevant courses/ school gaps		
Priority 4d Directors ensure that the website is DfE compliant - embedding							
			Nil		Ongoing – regularly updated by HT		
Priority 4e Directors ensure that recruitment of all staff is appropriate and meets requirements of safeguarding (Keeping Children Safe in Education 2018) - embedding							
New scheme of delegation produced and agreed	Direct ors	November 2018	Nil	Directors	New SoD approved by directors; awaiting publication	Complete d	



Scrutiny of processes and appointments by CoD	CoG	Ongoing	Nil	CoD Directors	CoD scrutinises processes termly. Actions being addressed		
Priority 4f Senior leaders ensure that progress and attainment for all groups is monitored and steps taken to close gaps - embedding							
Termly data for all groups is collected and analysed for trends. Subsequent strategies implemented for individual pupils and groups: PP; low, middle and high achievers; LAC; FSM. Data, strategies, impact reported to directors at every meeting	HT SLT	Ongoing	Nil	Pri Asst/DH/HT Directors	Done. Termly data provides basis for teacher discussion/ subsequent interventions		
Regular pupil progress meetings with all teachers to discuss individual and group progress, gaps, interventions and impact	SLT SCs T	Ongoing	Nil	SLT HT	Weekly teacher meetings used to discuss pupil progress		