## School Development Plan 2023/24
**West Blatchington Primary and Nursery School**
**Our Vision**

*At West Blatchington Primary and Nursery School, we take pride in creating memorable experiences through our rich curriculum built on kindness, curiosity and confidence. In our community, we celebrate, inspire and nurture each individual.*

*Together, we aim high, dream big and champion all.*

**TPA Curriculum Intent**

*The curriculum in TPA schools is designed to inspire and motivate children. Our aim is for every child to experience 'an extraordinary school day' every day. We place children at the heart of the learning process through a bespoke 'Teaching and Learning Model.' The Model, which is rooted firmly in research and analysis of effective learning and teaching, translates the Trust's Expectations into classroom practice. This Model has been developed and embedded to provide consistency and continuity for all children.*

**West Blatchington Primary and Nursery School Curriculum Statement.**

*Our curriculum is at the heart of our school and is carefully designed to support the learning journey of the whole West Blatch child to enable them to achieve success. We will ensure that our curriculum ignites a love of learning. Children at West Blatch will access the curriculum through inspiring, relevant and inclusive experiences. We know that children learn best when they want to learn. We will plan for children to understand how each topic is relevant for children in West Blatch, Brighton and Hove and then globally.*

*Threaded through our curriculum is the teaching of the International Primary Curriculum (IPC) personal goals, (thinker, adaptable, resilient, ethical, communicator, empathetic, collaborator, respectful), the five British values, (democracy, rule of law, individual liberty, respect, tolerance), and compassion. These are interwoven into our School Learning Heroes: Resilient, Resourceful, Relating, Reflective and Responsibility.*

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| **School Improvement Foci** |
| **Focus 1: To improve reading, writing & maths outcomes for all children.**<br>**A) To increase percentage of children reaching ARE in writing by the end of each key stage**<br>**B) To close the gap for vulnerable pupils so they make at least good progress**<br>**C) To ensure QFT is graded at least good in all school and trust monitoring audits**<br>**D Our new curriculum meets the needs of all learners through progressive and well sequenced lessons**<br>**E) Ensure all learning environments are inclusive, and of the highest standard and showcase children's work** |
| **Focus 2: Adopt TPA teaching model – focus on adaptation and variation so that all children are meeting their potential** |
| **Focus 3: To develop active wellbeing initiatives** |
| **Focus 4: Ensure Safeguarding, H&S, risk management and GPDR are compliant.** |
| **Focus 5: To ensure future financial stability within current climate of financial instability** |
| **Focus 6: To reduce the level of persistent absence within the school** |

| Priority Focus 1: To improve reading, writing & maths outcomes for all children | | | |
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| **Area of Development** (Link this back to SEF pg) | **Actions (what needs to be done)** **Outcomes Expected Each Term (KPI's linked to targets)** | | |
| | **End of Aut** | **End of Spr** | **End of Sum** |
| **A) To increase percentage of children reaching ARE in writing by the end of each key stage** *Schools (less than 3 years) to achieve individual targets for combined outcomes plus internal targets for KS1 and phonics* | -Performance Management Cycle to include aspirational class targets for each teacher/class<br><br>-Interventions are tightly matched to gaps in key knowledge, skills & understanding<br><br>-Introduction of assessment week (20.11.23)<br><br>- Class teacher to identify technical vocabulary mapping alongside skeleton plans for IPC lessons. Vocabulary displayed on working walls<br><br>-Phonic Screening during assessment week in Autumn term<br><br>-Phonics lead to work with Y1 team to change and adapt provision to ensure phonic coverage met by end of Spring term<br><br>-EYFS opportunities to support phonics are maximized both through direct teaching and opportunities to apply their phonic knowledge in the environment | - Evaluate progress of key cohorts against targets and revise interventions and support using Insight and Edukey<br><br>-Pupil Progress Meetings to look at outcomes and identify clear next steps in learning<br><br>-Increasing % of children working at ARE/ ARE+ for writing<br><br>-Provision is effective and reflective of precisely what children need to remove barriers to learning | - Evaluate progress of key cohorts against targets and revise interventions and support using Insight and Edukey<br><br>-Pupil Progress Meetings to look at outcomes and identify clear next steps in learning<br><br>-Increasing % of children working at ARE/ ARE+ for writing<br><br>-Provision is effective and reflective of precisely what children need to remove barriers to learning<br><br>**- Achieve individual targets for combined KS2 outcomes plus internal targets for KS1 and phonics** |
| **B) To close the gap for vulnerable pupils so they make at least good progress** | -Launch of Edukey to monitor and track SEND progress and targets and track all interventions | - Interventions for pupils not on track are monitored frequently for impact<br><br>- An increasing % of SEND children are working at ARE or ARE+ in each class | -An increasing % of SEND children are working at ARE or ARE+ in each class<br><br>-Pupil Progress Meetings identifies clearly how children made accelerated progress; Interventions delivered by |

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| | -SMART targets set up for all SEN pupils using Edukey and shared with all teaching staff based and tracked from Summer '23 data harvest<br><br>-Wave 1 teaching to ensure variance supports the learning journey for SEN pupils<br><br>- Interventions have the maximum impact in relation to the progress of vulnerable pupils<br><br>- Ensure tutoring fund is used to match learning to needs and gaps of children<br><br>-Use of central team to support key year groups to achieve targets | -Using Edukey, identify and track interventions based on Autumn Data | support staff are accelerating progress and evidenced by outcomes<br><br>-Ensure tracking of progress reflects learning of children working significantly below age-related expectations<br><br>-Ensure consistency of approach to supporting learning of children with identified SEND and that practice is in line with TPA SEND Handbook<br><br>**-Class targets met for children with SEND** |
| **C) To maximise learning opportunities in all lessons**<br><br>T&L Inspections and SHL Review's overall grade for teaching for schools (less than 3 years) shows an improving picture from the Summer 2023 benchmark | -Benchmark exercise with RD. End of Summer 80% teaching graded as good<br>-Weekly Learning Walks by SLT<br>-Weekly progress check ins with RD<br>-HT work with RD to link central TPA support with where it is needed.<br><br>-Monitoring week: observe all teachers<br>-Regular learning walks across all areas<br>-Findings from monitoring week and learning walks (including book looks), fed into Autumn 2 PDMs, as well as additional support package drawn up for where teaching is not good<br><br>-Working with both ECT induction providers, ensure ECTs are fully supported, through weekly mentor meetings, as well as additional support from TPA central team | -Weekly Learning Walks by SLT<br>-Weekly progress check ins with RD<br>-HT work with RD to link central TPA support with where it is needed.<br><br>-Monitoring week: observe all teachers<br>-Regular learning walks across all areas<br>-Findings from monitoring week and learning walks (including book looks), fed into Autumn 2 PDMs, as well as additional support package drawn up for where teaching is not good | -Weekly Learning Walks by SLT<br>-Weekly progress check ins with RD<br>-HT work with RD to link central TPA support with where it is needed.<br><br>-Monitoring week: observe all teachers<br>-Regular learning walks across all areas<br>-Findings from monitoring week and learning walks (including book looks), fed into Autumn 2 PDMs, as well as additional support package drawn up for where teaching is not good |

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| **D) To refine our broad curriculum using IPC, in order that the well planned, carefully sequenced teaching and learning approach meets the needs of all pupils and secures strong progress for all**<br><br>*All schools ensure the standardised curriculum is school specific, addressing the needs of all pupil groups*<br><br>*TDP 9a Teaching variation enables pupils to feel confident* | - All staff trained on the teaching model to ensure that it is further embedded into every lesson (20.09.23)<br><br>-The TPA Teaching Model is used in all lessons<br><br>-Complete IPC training 4.10.23<br><br>-Weekly learning walks to sense check IPC progress<br><br>-PDM time to support development of IPC<br><br>-Staff development in Autumn 2 to support subject leaders<br><br>-IPC planning and book look on rolling fortnight cycle<br><br>- Maximise the opportunities in relation to each learning hero across the curriculum linked to IPC learning goals | -Staff requiring additional support are identified and PDM is in place and regularly reviewed<br><br>-Ensure lessons include carefully crafted recall and recap quizzes to ensure no child is being left behind<br><br>-Ensure SEND children receive scaffolding/differentiation when appropriate – challenge<br><br>-Monitor to ensure PP children are being provided with challenging scaffolding.<br><br>- Through SHL pupil interviews, all pupils feel confident in their learning | -Review the model and identify the need for amendment, additional exemplification and CPD<br><br>--Monitoring to ensure variation for pupils' challenges and supports confidence in their learning<br><br>**T&L Inspections and SHL reviews grade teaching and learning as at least Good** |
| **E) Ensure all learning environments are inclusive, of the highest standard and showcase children's work**<br><br>*Trust Development Plan (TDP) link: 14a Ensure all schools and classrooms meet the environment* | -Teachers establish purposeful and inclusive classroom environments<br><br>-Outdoor learning spaces, support best EYFS practice enabling learners to achieve their best<br><br>-SHL environment checks completed and action plan developed | -Teachers review and refine classroom learning environments to ensure continued standards of excellence and inclusivity SHL action points completed | -Teachers review and refine classroom learning environments to ensure continued standards of excellence and inclusivity<br><br>-SHL action points completed Through budget setting, each school has adequate budgets to order resources for classroom environments |

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| *expectations, as set out in the Business Plan* | -All new staff are trained on TPA classroom environment expectations | | |

| Priority Focus 2: Adopt TPA teaching model - focus on adaptation and variation so that all children are meeting their potential | | | |
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| TDP 11a All teaching staff are given the opportunity to enhance and develop their professional practice | Identify training opportunities for all staff using TPA resources.<br><br>Working with RD to ensure Trust is fully supporting staff | Strategic overview in place for current staff and any foreseeable staffing changes<br><br>Ensure all teaching staff have been offered CPD within a two-year cycle<br><br>Ensure all staff have received some form of in-school CPD or participation in forums | Update staffing structure in light of any staffing changes<br><br>Using TPA resources, future leaders are identified and provided with advanced training opportunities |

| Priority Focus 3: To develop active wellbeing initiatives | | | |
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| TDP 10a Further strengthen the child-focussed ethos across the Trust | -HT meet with School council to share school vision and talk through the school being a Safe, Happy, Learning environment<br><br>-The child focussed ethos is further embedded through staff training bespoke to their roles<br><br>-Pupil school questionnaires show that at least 90% of pupils are happy at each school | -All subject leaders to pupil conference their subjects<br><br>-SHL reviews focus on the child focussed ethos at each school | SHL review actions relating to child-focussed ethos are completed<br><br>Pupil school questionnaires show that at least 90% of pupils are happy at each school |
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| TDP 10b Further strengthen parent/school relationships | -Launch new Arbor App (09.09.23)<br><br>-Grow additional comms between teachers and classes using the app, in order to share the key information for each class<br><br>-Set up Tapestry for all EYFS classes and Jays. Share expectations with staff around content and frequency of updates (04.10.23)<br><br>-Through the use of Parentview surveys, schools identify current issues<br><br>-Schools create an action plan to improve parent/school relationships | Action plan is implemented | At least 90% of parents would recommend the school |
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| TDP 10c Further enhance wellbeing for all staff | School to ensure that current staff wellbeing opportunities are embedded and further developed<br><br>Ensure HT and DHT are allocated a professional coach (different to line manager) and all coaching sessions are booked and fulfilled | Through the staff survey, at least 80% of all TPA staff are happy and committed to their roles/schools<br><br>Action plan is created at all school to improve staff wellbeing in light of the staff survey | SLT to look at wellbeing and improvements for future years<br><br>Looking at TPA coaching model for the next academic year |

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| TDP 6a All ICFP guidelines are followed and understood by all School Leaders | Head Teacher and Business Manager are trained together to understand ICFP and how its metrics ensure financial stability | All school leaders understand the procedures and protocols for recruitment in line with the ICFP metrics, prior to recruitment<br><br>All Head Teachers and finance teams to review their staffing structures in line with the ICFP metrics to ensure future year budgets are balanced | Any potential restructures are commenced to ensure ICFP metrics are followed for future years |
| TDP 6b All Head Teachers efficiently manage their school budgets | Training is developed for Head Teacher in understanding monthly management accounts<br><br>Metrics are developed to assist Head Teacher in understanding monthly management accounts<br>Training is provided to Head Teachers | Head Teachers are able to articulate their understanding of school budgets<br><br>Head Teachers are able to use metrics and training to ensure school budgets are balanced | Head Teachers are able to use training and metrics in meetings to plan future year budgets |
| TDP 15a Secure finances to enable all children, regardless of background, to access cultural capital activities | Plan trip overview and Pioneer Passport<br><br>Money allocated for Pioneer Passport activities<br><br>Trip impact statement kept up to date | Trip impact statement kept up to date | To review Pioneer Passport activities and plan for next year |
| TDP 24a All identified School leaders run recruitment campaigns to increase pupil numbers | Open days are widely promoted; numerous and varied in term sof days and times<br><br>Strong links established with local nurseries<br><br>Schools use social media (including local groups) and target information frequently on these channels. | Evaluate the use of social media<br><br>Develop video tour of provision and circulate | Schools plan and share date for pre admission events and communications<br><br>Evaluation received of pattern of school numbers<br><br>School numbers stabilise or improve |

| | Engage with local conversations and decision making re PANs in the city | | |
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| Support the ASC facility to ensure financial stability at present and in the future | SLT to meet with SEND governor to discuss financial model and business continuity plans<br><br>SLT to meet with TPA to discuss model<br><br>SLT to meet with LA to discuss admissions<br><br>SBM to Share budget forecast with ASCL and HT<br><br>Research additional funding streams to support provision | Review current provision and plan for next cohort | Review current provision and plan for next cohort |

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| To ensure persistent absence levels are below those of B&H average<br><br>*Trust Development Plan (TDP) link: 23c Attendance procedures are effective and consistent* | -To align WBPN's strategy with that of Pioneer as a whole and develop cross school working to develop robust working practices to support emotional health and wellbeing; academic attainment and to support our most vulnerable groups of pupils in achieving at least 96% attendance<br><br>-Using comparative data each fortnight from the LA in relation to National and Local attendance | -RDs review attendance and plan further actions<br><br>-RDs share effective practice across the trust & exemplar resources<br><br>-SLT have met with parents whose children's attendance are causing concern | -Attendance procedures are effective and consistent<br><br>-School attendance data is in line with local or national data<br><br>-Persistent absence is falling and punctuality is improving |

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| | data, ensure attendance strategy is effectively reducing numbers<br><br>-Analyse data to identify potential trends around absence and explore targetted support options for key families<br><br>- Persistent absence is falling and punctuality is improving | -Further action taken for those parents who are not engaging with improving their children's attendance/ punctuality<br><br>-Children's attendance is at least 95%<br><br>-Persistent absence is falling and punctuality is improving | -Ensure early targeting of children's poor punctuality and identify barriers and potential support for children to achieve good punctuality and attendance<br><br>-Ensure robust, simple systems in place for all stages of attendance proceedings & documented in strategy<br>-Frequently monitor impact of attendance strategy |