



School Development Plan

Bradwell Village School

2023-2024

Priorities for 2023-2024

1. Curriculum Subjects

To raise attainment and progress by securely embedding the foundation subjects.

2. Attendance

To raise attendance to 95% across the school and reduce Persistent Absence to 10%.

3. Behaviour

To further improve the quality of behaviour within school.

Improvement Priority 1	Actions What we are going to do	Success Criteria How do we know it is successful	Evidence	Who	By when	Cost	Status and Impact RAG
Foundation Subjects To raise attainment and progress by securely embedding the foundation subjects	Use monitoring tools to monitor foundation subjects ½ termly	<ul style="list-style-type: none"> ➤ Triangulation of evidence complete ½ termly ➤ Assessment schedule completed ➤ Curriculum Leads ensure time allocation is appropriate 	<ul style="list-style-type: none"> ▪ Curriculum Lead files ▪ Insight 	Curriculum Leads	On-going		
	Curriculum leads will review achievement and progress in their subject area ½ termly	<ul style="list-style-type: none"> ➤ Assessment schedule completed ➤ All subjects taught in line with National Curriculum requirements ➤ Triangulation of evidence complete ½ termly ➤ Head of School /Executive Headteacher meet termly with the Curriculum Lead to monitor the consistent delivery of the foundation subjects 	<ul style="list-style-type: none"> ▪ Curriculum Lead files ▪ Insight ▪ Learning Walks ▪ Book scrutinies ▪ Pupil testimony ▪ Observations ▪ Moderations ▪ Audits ▪ Action Plans ▪ Budget spreadsheets 	Curriculum Leads	On-going	12 X supply days	
	Curriculum leads will identify pupils below expectations and set targets with strategies for improvement	<ul style="list-style-type: none"> ➤ Assessment schedule completed ➤ Triangulation of evidence complete ½ termly ➤ Head of School /Executive Headteacher meet termly with The Curriculum Lead to monitor the consistent delivery of the foundation subjects 	<ul style="list-style-type: none"> ▪ Curriculum Lead files ▪ Insight ▪ Interventions 	Curriculum Leads HOS/EH The Curriculum Lead	On-going		
	Curriculum leads will monitor the delivery of their subject ½ termly	<ul style="list-style-type: none"> ➤ Assessment schedule completed ➤ Triangulation of evidence complete ½ termly ➤ Head of School /Executive Headteacher meet termly with the Curriculum Lead to monitor the consistent delivery of the foundation subjects 	<ul style="list-style-type: none"> ▪ Curriculum Lead files ▪ Insight ▪ Learning Walks ▪ Observations ▪ Planning monitoring 	Curriculum Leads HOS/EH The Curriculum Lead	On-going	Internal release time	
	Teachers will enable pupil testimony ½ termly to improve the delivery of the subject	<ul style="list-style-type: none"> ➤ Assessment schedule completed ➤ Triangulation of evidence complete ½ termly ➤ Pupil testimony 	<ul style="list-style-type: none"> ▪ Pupil testimonies 	Teachers	On-going		
	SLT will report to Governors foundation subject attainment and progress at the Standards meetings in line with core subjects	<ul style="list-style-type: none"> ➤ Standards reports to governors show progress and attainment of foundation subjects 	<ul style="list-style-type: none"> ▪ Curriculum Lead files ▪ Insight 				

Improvement Priority 2	Actions What we are going to do	Success Criteria How do we know it is successful	Evidence	Who	By when	Cost	Status and Impact RAG
Attendance To raise attendance to 95% across the school and reduce Persistent Absence to 10%	Continued development of Attendance Lead	<ul style="list-style-type: none"> Internal and external training 	<ul style="list-style-type: none"> CPD records 	<ul style="list-style-type: none"> Attendance Lead / HoS 	On-going	£300	
	Identify persistent absence early	<ul style="list-style-type: none"> Regular meetings with Office Staff to monitor whole school attendance Children identified and interventions put in place, to improve attendance / lates, and the impact measured Profile of good attendance raised 	<ul style="list-style-type: none"> Attendance Records Meeting records Parent Communication logs – Edukey 	<ul style="list-style-type: none"> Attendance Lead 	Autumn Term / on-going		
	Class Teachers to work with pupils and families to encourage good attendance	<ul style="list-style-type: none"> Attendance Lead to regularly meet with class teachers to enable them to monitor attendance Class teachers to engage with parents to address poor attendance (<95%) Children identified and interventions put in place, to improve attendance / lates, and the impact measured Parental meetings where necessary and referrals made and monitored Profile of good attendance raised 	<ul style="list-style-type: none"> Standards Reports Attendance Records Meeting records Parent Communication logs 	<ul style="list-style-type: none"> Class Teachers 	Autumn Term / on-going		
	Upper Key Stage / Lower Key Stage Leads to work with pupils and families not showing improvement after Class Teacher intervention	<ul style="list-style-type: none"> Attendance Lead to regularly meet with Upper Key Stage / Lower Key Stage Leads to enable them to monitor attendance Children identified and interventions put in place, to improve attendance / lates, and the impact measured Parental meetings where necessary and referrals made and monitored Children identified and interventions put in place, to improve attendance / lates, and the impact measured Profile of good attendance raised 	<ul style="list-style-type: none"> CPD Records Standards Reports - GovernorHub Attendance Records Meeting records Parent Communication logs – Edukey Rewards records 	<ul style="list-style-type: none"> Upper Key Stage / Lower Key Stage 	Autumn Term / on-going		

	Attendance lead to work with pupils and families not showing improvement after Upper Key Stage / Lower Key Stage Lead intervention	<ul style="list-style-type: none"> • Regular meetings with Office Staff to monitor whole school attendance • Children identified and interventions put in place, to improve attendance / lates, and the impact measured • Regular meetings and contracts issued • Parental meetings where necessary and referrals made and monitored • Children identified and interventions put in place, to improve attendance / lates, and the impact measured • Profile of good attendance raised 	<ul style="list-style-type: none"> • Meeting records • Parent Communication logs – Edukey • Attendance Records 	<ul style="list-style-type: none"> ▪ Attendance Lead 	Autumn Term / on-going		
	Head of School to work with pupils and families after the intervention of Attendance Lead	<ul style="list-style-type: none"> • Attendance procedures further developed to raise the profile of good attendance • Regular meetings and contracts issued • Children and families identified and interventions put in place, to improve attendance / lates, and the impact measured 	<ul style="list-style-type: none"> • Attendance Records • Meeting records • Parent Communication logs – Edukey 	<ul style="list-style-type: none"> ▪ Head of School 	Autumn Term / on-going		
	Fines administered for those not showing improvement and those taking unauthorised holidays	<ul style="list-style-type: none"> • Formal procedures followed and fines issued by the Local Authority. • Attendance percentage improved • Persistent Absence figure improved 	<ul style="list-style-type: none"> • Attendance Records • Meeting records • Parent Communication logs – Edukey • Standards Reports - GovernorHub 	<ul style="list-style-type: none"> ▪ Attendance Lead 	Autumn Term / on-going		
	Impact of work with children and families reported to Governors in the Standards reports	<ul style="list-style-type: none"> • Reports to Governors show analysis and strategies for improvement. 	<ul style="list-style-type: none"> • Attendance Records • Standards Reports - GovernorHub 	<ul style="list-style-type: none"> ▪ 			

Improvement Priority 3	Actions What we are going to do	Success Criteria How do we know it is successful	Evidence	Who	By when	Cost	Status and Impact RAG
Behaviour To further improve the quality of behaviour within school	Class Teachers regularly reinforce expectations and Code of conduct	<ul style="list-style-type: none"> Pupils behaviour reflects Code of Conduct 	➤ Pupil testimony	▪ Class Teachers	On-going		
	Positive behaviour is rewarded daily, weekly and ½ termly	<ul style="list-style-type: none"> Reports reflect engagement with Class Charts 	➤ Class Charts	▪ All staff	End of Sept then on-going		
	Positive behaviour is modelled by all staff and pupils with responsibilities	<ul style="list-style-type: none"> Adults engaging with children at playtime and equipment used and regularly replaced Increased play between pupils MKSSP involvement promoting co-operation and positive play Pupil testimony/input on how we can improve the playgrounds further 	<ul style="list-style-type: none"> ➤ Pupil testimony ➤ Class Charts ➤ Assemblies ➤ CPD records ➤ Learning walks 	▪ All staff	On-going	£2500	
	Negative behaviour is recorded accurately and sanctioned consistently	<ul style="list-style-type: none"> Behaviour lead checks weekly that behaviour is recorded accurately Behaviour lead analyses behaviour ½ termly and gives strategies / support to class staff 	<ul style="list-style-type: none"> ➤ Class Charts ➤ Weekly, ½ termly reports by Behaviour Lead ➤ CPD records ➤ Standards report to Govs 	▪ All staff	On-going		
	Pupils struggling to display positive behaviour are given strategies by class staff	<ul style="list-style-type: none"> PMPs reflect concern, action and impact. Pupils not showing improvement are referred to Upper / Lower Key Stage Leads 	<ul style="list-style-type: none"> ➤ Class Charts ➤ PMP's ➤ Records 	▪ All staff	On-going		
	Pupils not showing improvement are given strategies from the Upper Key Stage / Lower Key Stage Leads	<ul style="list-style-type: none"> Pupils not showing improvement are referred to Behaviour Lead PMPs reflect concern, action and impact. 	<ul style="list-style-type: none"> ➤ Class Charts ➤ PMP's ➤ Records 	<ul style="list-style-type: none"> ▪ All staff ▪ Upper / Lower Key Stage Leads 	On-going		

	Pupils not showing improvement are given strategies from the Behaviour Lead	<ul style="list-style-type: none"> • Pupils not showing improvement are referred to SENCO • PMPs reflect concern, action and impact. 	<ul style="list-style-type: none"> ➤ Class Charts ➤ PMP's ➤ External visits and feedback 	<ul style="list-style-type: none"> ▪ Upper / Lower Key Stage Leads ▪ Behaviour Leads 	On-going		
	Pupils not showing improvement are given strategies from the SENCO	<ul style="list-style-type: none"> • SENCO to assess any pupils referred and provide inside support and strategies to staff • Any pupils still struggling in main stream class after SENCO strategies are referred for external assessment 	<ul style="list-style-type: none"> ➤ Class Charts ➤ PMP's ➤ External visits and feedback ➤ SEND records 	<ul style="list-style-type: none"> ▪ SENCO 	On-going		
	Pupils will engage with the online shop	<ul style="list-style-type: none"> • Children will know how many positive points they have and exchange those for rewards 	<ul style="list-style-type: none"> ➤ Class Charts ➤ Pupi testimony 	<ul style="list-style-type: none"> ▪ All staff ▪ Pupils 	End of Autumn Term 23		

There is an ongoing focus on the core subjects to raise both attainment and progress.