

School Development Plan

Autumn 2024

Vision

To inspire and enable our school community to be great learners and great people.

Bringing out the best in everyone

Values

WE VALUE	WE AIM TO
LEARNING	<ul style="list-style-type: none">• Create nurturing, challenging and empowering learning opportunities for pupils, staff and parents
INCLUSION	<ul style="list-style-type: none">• Offer a broad, balanced curriculum that is relevant and accessible for all pupils
ACHIEVEMENT	<ul style="list-style-type: none">• Celebrate the achievements and successes of each individual
COMMUNICATION	<ul style="list-style-type: none">• Ensure everyone has a voice and their contribution is valued
RESPONSIBILITY	<ul style="list-style-type: none">• Secure the accountability of all through distributive leadership, rigorous monitoring and evaluation
REFLECTION	<ul style="list-style-type: none">• Improve future performance through the continuous evaluation of our practice
CREATIVITY	<ul style="list-style-type: none">• Try new ideas to continuously raise standards
COMMUNITY	<ul style="list-style-type: none">• Foster positive working relationships with parents, multi-agency professionals and the local community
DIVERSITY	<ul style="list-style-type: none">• Promote tolerance and respect for individual differences, abilities, needs and beliefs
WELL-BEING	<ul style="list-style-type: none">• Create a safe, caring environment in which everyone is healthy, happy and ready to learn
TRANSITION	<ul style="list-style-type: none">• Equip pupils and families with the knowledge, skills, independence and resilience to face future challenges
BRITISH VALUES	<ul style="list-style-type: none">• We promote democracy, the rule of law, individual liberty and mutual respect.

Ethos

We listen **actively**

We communicate **effectively.**

We respect each other.

We believe in 'High Challenge, Low Threat' (Myatt)

We enable each other.

We find the best in everyone.

We care about each other.

We notice and celebrate uniqueness and individuality.

We promote all our values and vision beyond the school day and into the daily lives of our whole community.

We enjoy our school.

Our school development plan relies on some straightforward broad objectives alongside smaller targets on an action plan. It builds on the success of the school over the past decade. All elements of our development rely on a spirit of creativity, respect, joy and dedication.

These important attributes breath life into everything we do and can be found all around the school from the start of the day to the end.

They underpin all that comes before us as we develop over the next few years.

SCHOOL CONTEXT					
Number of pupils on roll:	172 Autumn 2024	Number of pupils eligible for pupil premium:	40	Number of pupils with an education, health and care (EHC) plan:	100% of school

SCHOOL CONTEXT

Attainment is assessed in a variety of ways. We are preparing our pupils for adulthood and have used the professional judgement of our school staff to make broad assessments against our PfA categories and use this to focus on the skills that need developing as listed on our skills curriculum.

EHCP progress is measured and assessed at Annual Review but forms part of the general information gathering that we do all year round.

Data based attainment is based on a school system outlined in the document 'Achievement and Progress – A Practical Guide'.(updated Sept 2023) We use this data to evidence progress in subject areas and Progression and attainment is measured on a personalised and individualised online recording system known commercially as 'Earwig'. Current attainment information can be broken down in three ways:-

1. Achievement data for 2023-2024 based on progress towards exams, teacher judgement, PUMA Maths assessments, SALT assessments, Sounds-Write and reading age English assessments.
2. Achievement data for current year is the same as above starting with a baseline in September 2021.
3. 'Recorded and evidenced progress is being entered and evidenced and will use the criteria set out in the Pebble Brook document '*Achievement and Progress – A Practical Guide*'.

We categorise as follows:-

Good or better progress
Average or less.

Earwig assessment allows us to personalise 'expected progress'

General Cohort Attainment: Pebble Brook School maintains that progress is measured individually and that we track per pupil and not per cohort so this means we can implement interventions according to individual need. However, we do recognise that a broad view of certain cohort groups could potentially signal deficiencies in our practice and we maintain the following information:-

Cohort

Male

Female

Pupil Premium

ASD

EAL

Ethnicity (White British, Pakistani Muslim)

SCHOOL CONTEXT

Pupil intake information (% of pupils with low (L), middle (M), high (H) prior attainment)	L: 100% (because of the fact we are a SEND school where all pupils have an EHCP linked to achievement. M: H:	Most recent Ofsted grade:	Good	Staff turnover for the previous year:	As a percentage of all staff, turnover is extremely low
Overall absence	90%	Persistent absence	10% and all attended to and recorded on DSL spreadsheet		
Key Ofsted actions from last report	<div>1. Leaders use a variety of systems to record information. While these are well understood they are not streamlined, meaning trends or important details about pupils are not always easily identified. Leaders need to embed a clear, cohesive process to support sharper analysis and oversight of pupils’ wellbeing, attendance and behaviour.</div> <div>2. Currently, pupils do not always have opportunities to contribute their views regarding developments in the school. This means pupils do not always feel actively involved in the decisions made about aspects of their education. The school should continue to further develop and implement opportunities for pupils to contribute their ideas to the life of the school.</div>				
Key areas to improve	There are key objectives listed below. As a general guide, we need to look at capacity and expansion, senior staff restructure, staff training and role definition as well as governing board efficiency.				

SCHOOL CONTEXT

Key staffing areas of issue	School uses long term agency support. Agency teachers and staff are integrated into the full workforce and receive the same support and development as other staff.
Budget information (e.g. free reserves, in-year surplus or deficit, 3 year projections)	Confidential although we are running at a slight surplus. See <i>Three Year Budget Plan</i> available from the Headteacher or school Business Manager.
Key performance indicators for the next 3 years	See objectives below.

OBJECTIVES FOR 2024-2027

IMPORTANT	The successful achievement of the objectives are the school's priorities over the next three years.
Objective 1 Leadership and Management	Secure a leadership and management structure to see the school over the next three years. Induct the new governing board, appoint a Headteacher and redesign Senior Leadership Team. Priority
Objective 2 Quality of Education	To raise standards of teaching and learning across the whole school to a higher level of excellence. Develop and improve
Objective 3 Personal Development	Develop a staff training and development programme linked to objectives 2 on this plan Develop and improve
Objective 4 Leadership and Management	Research and implement a streamlined system for information collection and collation. Develop and improve
Objective 5 Leadership and Management	Establishing Governing Board as a fully compliant organisation and highly effective driver of excellence for all elements of the school. Develop and improve.
Objective 6 Leadership and Management	School building is extended to include up to six new classrooms, a new hall and dining area, new sport facilities, larger staff areas and two meeting rooms. Short term target is to manage place demand alongside Bucks SEND team. Develop a 'side by side' project with a local mainstream secondary school. PLANS IN PLACE AT BUCKS COUNCIL, AWAITING FUNDING. TWO NEW TEMPORARY CLASSROOMS ARRIVING AUTUMN 2024 Priority

Objective 7 Personal Development	To verify and develop good practice and approach to staff welfare and development SIGNIFICANT WORK COMPLETED SUMMER 2022 ONWARDS. REMAINS ONGOING PRIORITY Priority
Objective 8 Leadership and Management	To establish the financial strategy around the school café. NEW WORKING PRACTICE IN PLACE. FULLY ESTABLISHING IS A PRIORITY FOR SBM Develop and improve
Objective 9 Leadership and Management	To maintain high standard of practice in child protection and safeguarding and to develop a localised approach. ONGOING FROM THE CURRENT HIGH STANDARD Develop and improve.
Objective 10 Behaviour and Attitudes	Improving a sense of sharing our community by developing better systems and information around pupil voice. Develop and improve.

A culture of monitoring and evaluating progress takes place in the following ways:-

- Weekly core subject meetings.
- Weekly SLT meeting.
- Learning walks, book analysis, individual development meetings.
- Staff appraisals.
- Reports to governors.
- Governor visits.
- Governor meetings.

Action Plan for School Development (2024-2027)

Objective 1: Leadership and Management

Goal: Secure a leadership and management structure to see the school over the next three years. Induct the new governing board, appoint a Headteacher, and redesign the Senior Leadership Team (SLT).

Actions:

- **Appoint new Headteacher:** Recruit through an external search or internal promotion process by **December 2024**.
- **Restructure SLT:** Identify leadership gaps and appoint additional senior leaders (e.g., Curriculum Lead,) by **July 2025**.
- **Induct new governing board:** Organize a training program for the new governing board, focusing on roles, responsibilities, and strategic leadership by **September 2025**.
- **Develop a leadership succession plan:** Ensure the continuity of leadership by identifying and mentoring future leaders from within the school by **December 2025**.

Monitoring:

- Regular SLT meetings to track progress.
 - Reports to governors regarding leadership appointments and structure.
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Objective 2: Quality of Education

Goal: To raise standards of teaching and learning across the whole school to a higher level of excellence.

Actions:

- **Curriculum Audit:** monitor the new curriculum for INTENT and effectiveness. Broaden vocational activities.
- **Targeted CPD:** Implement a focused Continuing Professional Development (CPD) program for teaching staff, tailored to individual needs (e.g., working with pupils with Autism, strategies for challenging students) by **March 2025**.
- **Subject Lead Development:** Appoint Subject Leads (or equivalent) to take ownership of curriculum areas and pupil outcomes by **July 2025**.
- **Review and adapt assessments:** Regularly assess the effectiveness of EARWIG, PUMA Maths, SALT assessments, Sounds-Write, and other key assessment tools. Refine and enhance these tools as necessary by **December 2025**.

Monitoring:

- Regular progress reports from subject leads.
- Ongoing lesson observations and learning walks.

- Termly analysis of assessment data.
 - NB See SIP created by school staff September 2024
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Objective 3: Personal Development

Goal: Develop a staff training and development programme linked to objectives 2 on this plan.

Actions:

- **Needs Assessment:** Conduct a staff skills audit to identify development needs by **February 2025**.
- **Training Programmes:** Implement professional development pathways, including leadership training, subject expertise, and SEND-focused strategies by **March 2025**.
- **Regular feedback loop:** Set up a system for staff to give feedback on training effectiveness by **July 2025**.
- **Well-being focus:** Continue to prioritise staff well-being, ensuring resources are available for mental health support and work-life balance by **January 2025**.

Monitoring:

- Staff surveys and feedback on training impact.
 - Annual review of staff CPD activities and their effect on student outcomes.
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Objective 4: Information Systems

Goal: Research and implement a streamlined system for information collection and collation.

Actions:

- **Research Systems:** Research and trial software that integrates student data for better tracking of academic progress, attendance, and well-being by **March 2025**.
- **Pilot New System:** Pilot the new system in key areas (e.g., student progress, attendance) during **Autumn Term 2025**.
- **Staff Training:** Train staff to use the new system efficiently by **January 2026**.
- **Full Rollout:** Fully implement the new system school-wide by **July 2026**.

Monitoring:

- Regular SLT meetings to assess system implementation progress.
 - End-of-term audits to check data collection accuracy and accessibility.
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Objective 5: Governing Board Effectiveness

Goal: Establish the Governing Board as a fully compliant organisation and a highly effective driver of excellence.

Actions:

- **Induction & Training:** Provide a thorough induction and training for the new governors on their responsibilities, including safeguarding, performance monitoring, and financial management by **December 2024**.
- **Annual Evaluation:** Implement an annual self-evaluation process for the Governing Board by **June 2025**.
- **Regular Governor Visits:** Schedule regular visits from governors to observe school activities, with a focus on student well-being and academic performance by **April 2025**.

Monitoring:

- Annual review of governing board performance.
 - Regular reports from governors to staff on school progress.
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Objective 6: School Building and Facilities

Goal: To extend the school building to include up to six new classrooms, a new hall, new sports facilities, larger staff areas, and two meeting rooms.

Actions:

- **Place Demand Management:** Work with Bucks SEND team to manage the demand for places as temporary classrooms are installed by **Autumn 2025**.
- **Partner with Secondary School:** Formalize partnership with local mainstream secondary school for shared facilities by **March 2025**.
- **Ongoing Communication with Bucks Council:** Ensure funding is secured and project milestones are met by **September 2025**.

Monitoring:

- Monthly progress reports from the project manager.
 - Regular updates to governors and staff regarding building milestones.
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Objective 7: Staff Welfare and Development

Goal: Verify and develop good practice and approach to staff welfare and development.

Actions:

- **Review current staff welfare initiatives:** Audit current initiatives and identify areas for improvement by **December 2024**.

- **Develop clear welfare policy:** Draft and implement a staff welfare policy that includes mental health resources, flexible working practices, and peer support systems by **March 2025**.
- **Staff Survey:** Conduct an annual staff survey to assess welfare needs and gather feedback on support structures by **July 2025**.

Monitoring:

- Annual review of staff welfare practices.
 - Feedback from staff surveys.
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Objective 8: School Café

Goal: To establish the financial strategy around the school café.

Actions:

- **Assess Current Operations:** Review the existing café operations and their impact on the school community by **December 2024**.
- **Create a Financial Plan:** Develop a sustainable financial strategy for the café that includes budget projections, revenue targets, and cost management by **March 2025**.
- **Monitor Performance:** Implement a system for tracking café performance and student engagement by **July 2025**.

Monitoring:

- Monthly reviews of café financials.
 - Governor oversight and termly reports on progress.
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Objective 9: Safeguarding

Goal: To maintain a high standard of practice in child protection and safeguarding.

Actions:

- **Safeguarding Review:** Conduct an internal audit of current safeguarding practices and identify areas for improvement by **March 2025**.
- **Update Policies:** Review and update safeguarding policies in line with new regulations by **July 2025**.
- **Staff Training:** Ensure regular safeguarding training for all staff, including scenario-based exercises by **September 2025**.

Monitoring:

- Regular safeguarding audits.
- Feedback from staff and governors on safeguarding practices.

Objective 10: Behaviour and Attitudes

Goal: Improving a sense of sharing our community by developing better systems and information around pupil voice.

Actions:

- **Pupil Voice Initiatives:** Create more opportunities for students to contribute to school development, including surveys, focus groups, and a student council by **December 2024**.
- **Tracking Systems:** Develop a more structured system to track and respond to pupil feedback by **April 2025**.
- **Promote Positive Behaviours:** Reinforce a positive behaviour framework that encourages community spirit and inclusivity by **July 2025**.

Monitoring:

- Regular reports on pupil feedback and action taken.
- Termly reviews of behaviour data and pupil engagement.

Conclusion:

The action plan aligns with the school's long-term development priorities, ensuring each objective is clearly defined with practical steps for implementation. Regular monitoring through leadership meetings, assessments, surveys, and staff appraisals will allow the school to track progress and make adjustments as needed. Regular updates and engagement with the school community, including staff and governors, will ensure the objectives remain relevant and impactful.

