Honeybourne Primary Academy
School Development Plan 2023/2024

Domain 1: Understanding the Content

Objectives	Success criteria	Specific Actions	Evaluation
Develop and implement a revised EYFS curriculum offer to ensure all pupils make at least expected progress, with an increased % of pupils making accelerated progress.	Practitioners have a secure understanding of the subject content being taught. Learning is effectively sequenced, building on prior knowledge and linking to future learning. Learning activities are well suited to the content being covered. Lessons are well pitched to meet the needs of all learners.	• Leaders to create and implement detailed curriculum plans, with a key focus on key knowledge and sequence of learning. (In place from Sept 23) • EYFS practitioners to visit other settings to observe effective provision and incorporate into own practice. • EYFS practitioners to join the BPT EYFS Leads group to shape and develop the curriculum offer. • HPA and BPT leaders to provide coaching and mentoring as appropriate. • Develop pupil voice as a key mechanism for monitoring and evaluating the effectiveness of the curriculum offer. • High focus on YR for deep dives throughout the year to support with implementation of new curriculum.	Where outcomes are below national, is there clear evidence teachers are taking steps to secure accelerated progress? Does data and evidence in books show an improving trend? Do moderation processes evidence accurate assessments are in place? Are the agreed teaching sequences securing good levels of progress? Can leaders articulate the intent, implementation and impact for subjects they lead and can they evidence that agreed expectations are in place? Are areas for development in teaching being addressed effectively?

Develop and implement revised foundation curriculum offer in KS1 and KS2. Continue to develop the core curriculum offer to raise outcomes at all key stages.	Practitioners have a secure understanding of the subject content being taught. Learning is effectively sequenced, building on prior knowledge and linking to future learning. Learning activities are well suited to the content being covered. Lessons are well pitched to meet the needs of all learners.	• Work with BPT leaders and engage with subject leader networks to further develop curriculum plans and own subject knowledge. • Revisit reading offer, agree and implement structure, informed by effective provision in mathematics and writing. Consider implementing expert tips. • Revisit English unit plans and identify the crucial knowledge for GPS elements that need to be the focus of teaching during the rehearse stage of the process. • Continue to focus on core subjects through deep dives/book looks throughout the year. • Implement BPT curriculum plans for history, geography, DT, art, computing, music and RE. • Work alongside BPT leaders to further develop science and computing. Work with BPT IT team to ensure that all software and hardware fully supports the delivery of an effective computing curriculum. Provide appropriate PD to ensure that staff have the subject knowledge required to lead teaching and learning. • Faculty teams to further develop how we monitor and evaluate the foundation curriculum offer through deep dives, lesson visits, book looks and pupil voice. • High focus on foundation subjects for deep dives throughout the year. • Use HPA Great Teaching Framework audits to inform professional development opportunities.	Can children articulate their learning, identifying the progress they have made? Can they make links to previous and future learning? Can they recall the key knowledge for units taught? Are areas for development in teaching being addressed effectively? Does curriculum documentation clearly articulate the intent, implementation and impact for each subject? Do planning documents provide staff with appropriate levels of support/information to ensure that NC expectations are met and that key knowledge is being taught effectively?

Develop leadership of foundation subjects.	Leaders have a secure understanding of the intent, implementation and impact for the subjects they lead. Leaders are actively involved in monitoring and evaluating the subjects they lead and can articulate strengths and areas for further development.	• Subject leaders to engage in BPT network days. • Subject leaders to engage in coaching/mentoring sessions each half-term with DD/REC focused on developing leadership and securing intent, implementation and impact process for their subjects. • Faculty teams to review books/pupil voice/assessments at least termly and provide feedback for practitioners. • Deep dives for 23/24 to focus on key foundation subjects, with leaders actively involved in monitoring and evaluating provision for their subject.	Does curriculum documentation clearly articulate the intent, implementation and impact for each subject? Do planning documents provide staff with appropriate levels of support/information to ensure that NC expectations are met and that key knowledge is being taught effectively? Can leaders articulate the intent, implementation and impact for subjects they lead and can they evidence that agreed expectations are in place? Are areas for development in teaching being addressed effectively?
Further develop assessment in foundation subjects.	Assessment shows pupils where they are in relation to objectives/expectations. Assessment is used by practitioners to adapt teaching sequences to meet the needs of all learners.	• Agree the 'crucial knowledge' that pupils need to retain in each unit. BPT plans include this. Leaders to add to HPA unit plans for PE, PSHE and science. Further develop planning for reading and writing to emphasise this aspect with greater precision. • Develop exemplification materials that support moderation, standardisation and assessment for foundation subjects. • Focus on 'crucial knowledge' during deep dives and other monitoring activities, particularly pupil voice. • Insight to be updated termly, providing evidence that assessments are being carried out for foundation subjects. Explore adding key knowledge for each unit to assessments in Insight. • Agree and begin to implement approaches to moderation to validate judgements being made by practitioners for foundation subjects. • Teachers to adapt lessons to meet individual needs, evidencing how	Are teachers and leaders using assessment to identify gaps and plan effectively? Are teachers and leaders engaging in moderation, making accurate judgements and clearly planning next steps to ensure expectations are met? Are teachers and leaders robustly scrutinising evidence to inform developmental steps? Can teachers and pupils accurately articulate the learning that is taking place, strengths and areas for development? Can pupils make links to previous and future learning?

		learning is matched to IEP's and other external reports.	
Develop practitioner knowledge of progression in English and mathematics to support adaptation strategies.	Teachers demonstrate secure awareness of the prior learning required. Lessons/tasks are well pitched to build on prior knowledge. Activities are well suited to the material being covered and the pupil's needs.	• REC to work with CSPs and teachers to plan programmes of study/units/sequences of lessons for pupils with an EHCP or other significant needs. • Develop practitioner knowledge of scaffolding so that pupils can access learning with their peers where appropriate. • Develop additional guidance in English units, specifying the grammar and punctuation to be covered. These can then be used to 'track back' where appropriate.	Are teachers and leaders using assessment to identify gaps and plan effectively? Are teachers and leaders engaging in moderation, making accurate judgements and clearly planning next steps to ensure expectations are met? Are teachers and leaders robustly scrutinising evidence to inform developmental steps? Can teachers and pupils accurately articulate the learning that is taking place, strengths and areas for development? Can pupils make links to previous and future learning? Where outcomes are below national, is there clear evidence teachers are taking steps to secure accelerated progress? Does data and evidence in books show an improving trend? Do moderation processes evidence accurate assessments are in place? Are the agreed teaching sequences securing good levels of progress?
Monitoring			
Pupil voice, book looks, lesson visits, video evidence, peer reviews, SIA Visits, Pupil Progress meetings, Insight, curriculum documents			

Domain 2: Creating a Supportive Environment

Objectives	Success criteria	Specific Actions	Evaluation
Further develop pupil agency as a key driver for school improvement.	Pupils are eager and willing to engage with learning. Pupils work well together in pursuit of a shared goal. Pupils are provided with opportunity to develop autonomy.	• Establish an agreed approach for learning partners and implement this across the school. • Develop pupil voice to focus on pedagogy and executive functions. Link this with work alongside Newman University and Inclusive Vision. • Carry out action research on metacognition and explore how this could be implemented ready for 24/25. • Continue to develop established pupil groups – School Council, Eco Club, play leaders, RRSA. • Establish additional pupil groups – children's safeguarding board and peer mentors, ambassadors for subjects.	Can leaders evidence that pupil voice is leading to appropriate and meaningful change to improve experiences and outcomes across school? Can pupils accurately articulate the learning that is taking place, strengths and areas for development? Do lessons visits or video evidence show that pupils are working collaboratively?
Improve attendance to at least 96%	Persistent absence continues to reduce at least in line with national data for primary schools. Overall attendance continues to improve towards 96%. Where attendance concerns are identified, there is clear evidence of the actions taken and the impact these are having to secure improvements.	• Continue to implement attendance strategies introduced in 22/23. These are informed by DfE guidance. • Implement new guidance for pupils absent from education, using lessons learned from lockdown to inform provision. • DR and KR to engage with DHT group from BPT, with attendance being a key focus. Implement agreed actions that result from this process.	How effective are current systems of communication with parents about attendance? What support is available for pupils with low attendance, particularly for those with persistent absence? Is there evidence that actions taken are leading to improved attendance? Where data is below national, is there an improving trend?
Develop knowledge of executive functions to improve	Pupils are eager and willing to engage with learning. Pupil-pupil interactions are positive and successful.	• Work alongside Inclusive Vision to develop leaders' knowledge of executive functions. • Leaders to engage with online training to further develop understanding.	Can leaders evidence that pupil voice is leading to appropriate and meaningful change to improve experiences and outcomes across school?

| | | • Begin to use executive functions as a framework for developing pupil voice and exploring how we can more effectively meet the needs of vulnerable pupils.
• Monitor provision in each domain with a focus on Domain 1, 2 and 3 in Autumn and Domain 4 in Spring and Summer. Adapt PD programme to address needs identified. | Can pupils accurately articulate the learning that is taking place, strengths and areas for development?

Do lessons visits or video evidence show that pupils are working collaboratively? |
| collaborative learning and motivate learners. | Pupils are willing to and capable of helping each other to learn.

Practitioners set ambitious but achievable goals for pupils.

Pupils are provided with opportunity to develop autonomy. | | |

Monitoring
Pupil voice, book looks, lesson visits, video evidence, peer reviews, SIA Visits, Pupil Progress meetings, Insight, curriculum documents, attendance data, attendance tracking record, IEPs and class profiles.

Domain 3: Maximising Opportunity to Learn

Objectives	Success criteria	Specific Actions	Evaluation
Implement a revised structure for learning in YR to maximise learning time.	Resources used support learning. Pupils are actively engaged in learning through the lesson. Pupils know, understand and can verbalise what is expected of them. Practitioners communicate expectations clearly and checks for understanding. At least 80% of pupils make expected progress from previous key stage starting points. At least 20% of pupils make accelerated progress from previous key stage starting points.	• Implement the new curriculum offer, informed by BPT planning and expectations. Work with BPT leaders to support this process. • Using visits to other settings and revised plans for lessons structures and expectations, implement the agreed approach for phonics, English and mathematics. • Continue to develop pupil voice to enable pupils to articulate their learning, strengths and areas for improvement, using the 'I am…' 'I can…' and 'I need…' model.	Where outcomes are below national, is there clear evidence teachers are taking steps to secure accelerated progress? Does data and evidence in books show an improving trend? Do moderation processes evidence accurate assessments are in place? Are the agreed teaching sequences securing good levels of progress? Are areas for development in teaching being addressed effectively?

Monitoring
Pupil voice, book looks, lesson visits, video evidence, peer reviews, SIA Visits, Pupil Progress meetings, Insight, curriculum documents

Domain 4: Activating Hard Thinking

Objectives	Success criteria	Specific Actions	Evaluation
Implement the agreed strategies for effective learning.	Practitioners prioritise the retention of the most crucial knowledge. New ideas are presented clearly, concisely and in small steps. Explanation of new content is supported by effective modelling. Practitioners plan opportunities for extended practice and overlearning of key knowledge. The design and format of questions is appropriate to the content being taught. Pupils are supported to recognise strengths and areas for improvement, interacting with feedback received.	• Share the revised 'principles for securing effective learning' document with all staff during initial TED. This is focused on accessing prior knowledge, modelling, practice and retrieval, questioning, feedback and assessment. • Agree and implement overarching lesson structure guidance to support the development of accessing prior knowledge, retrieval, feedback and assessment. • Use community pedagogy, peer reflection and instructional coaching to develop provision for these areas, using evidence informed strategies. • Use video to evidence improvements in pedagogy and to build exemplification materials to support further development. • Engage with experts where appropriate to provide bespoke support for practitioners. • Actively engage with research to ensure that evidence informed strategies are implemented. • Use peer review to evaluate the impact of strategies implemented, identifying strengths and areas for development.	Are the agreed strategies in place and leading to good levels of progress? Are areas for development in teaching being addressed effectively? Are leaders and teachers engaging in coaching and mentoring? Can they show the impact of actions taken?
Research metacognition strategies to inform implementation for 24/25.	Practitioners demonstrate a commitment to pupils becoming increasingly independent over time.	• DD to work alongside colleagues from partner MATs and individual settings, supported by Billesley Research School, to develop understanding of metacognition and begin to create exemplification materials to support the professional development of practitioners across our settings. • Create an implementation plan for 24/25.	Can leaders evidence an improved understanding of metacognition? Do leaders have robust plans for how metacognition will be developed? Can they articulate the intended impact of these plans?
Monitoring			
Pupil voice, book looks, lesson visits, video evidence, peer reviews, SIA Visits, Pupil Progress meetings, Insight, curriculum documents, records of coaching and mentoring, peer reflection records, notes from community pedagogy sessions.			

Professional Development

Objectives	Success criteria	Specific Actions	Evaluation
Develop and implement the HPA Professional Development framework	Practitioners are given opportunities to build knowledge. Practitioners are motivated to develop knowledge and implement agreed strategies. Practitioners and leaders work collaboratively to develop teaching techniques and embed these in practice.	• Establish a timeline for community pedagogy sessions, peer reflection and instructional coaching, based on continuing diagnosis and evaluation of need. • Provide professional development opportunities that are bespoke to the needs of individual practitioners, informed by the GTF audits. • Engage with external partners where needs cannot be met internally. • Work alongside BPT leaders to provide additional development opportunities (for example subject leadership) as appropriate. • Continue to develop the Great Teaching Framework (GTF) alongside key partners and use this to inform diagnosis of need and ongoing professional development. • Create clear links between the GTF, professional development and performance management processes. • Work alongside external partners to evidence the impact of coaching on improving pupil outcomes. • Monitor provision in each domain with a focus on Domain 1, 2 and 3 in Autumn and Domain 4 in Spring and Summer. Adapt PD programme to address needs identified.	Are leaders and teachers engaging in coaching and mentoring? Can they show impact from actions taken? Are areas for development in teaching and leadership being addressed effectively? Can teachers and leaders articulate the support they engage with and how this is impacting positively on pupil outcomes? Where outcomes are below national, is there clear evidence teachers are taking steps to secure accelerated progress? Does data and evidence in books show an improving trend?
Develop exemplification materials to support professional development and self-study.	Practitioners are given opportunities to build knowledge. Practitioners are motivated to develop knowledge and implement agreed strategies. Practitioners and leaders work collaboratively to develop teaching techniques and embed these in practice.	• Use VEO platform for practitioners to record practice and use this to reflect on strengths and areas for development. • Practitioners and leaders to identify video examples of effective practice that exemplify the Great Teaching Framework. • Collate effective learning resources, for example how scaffolds are used. • Make clear links between strategies used across school and evidence-based research.	Are leaders and teachers engaging in coaching and mentoring? Can they show impact from actions taken? Are areas for development in teaching and leadership being addressed effectively? Can teachers and leaders articulate the support they engage with and how this is impacting positively on pupil outcomes?

		• Begin to create a 'learning depository' that will support self-study and can also be used during coaching/mentoring sessions.	Do practitioners have access to resources and exemplification materials to support their own professional development?
Maximise the impact of support staff	Classroom Support Professionals are given opportunities to build knowledge. CSPs are motivated to develop knowledge and implement agreed strategies. CSPs, teachers and leaders work collaboratively to develop teaching techniques and embed these in practice.	(See separate implementation plan)	Where outcomes are below national, is there clear evidence teachers are taking steps to secure accelerated progress? Does data and evidence in books show an improving trend? (See separate implementation plan)

Monitoring
Pupil voice, book looks, lesson visits, video evidence, peer reviews, SIA Visits, Pupil Progress meetings, Insight, curriculum documents, records of coaching and mentoring, peer reflection records, notes from community pedagogy sessions.

Safeguarding

Objectives	Success criteria	Specific Actions	Evaluation
Safeguarding is judged as effective	Safeguarding audits/reviews show that safeguarding is effective. All safeguarding expectations are in place and systems/processes are compliant with DfE and Ofsted regulations. All members of the school community can articulate the systems and processes in place.	• Deliver whole school and governor safeguarding training in September 2023. • All staff to sign a register to say they have read and understood KCSIE 2023. • Implement the agreed safeguarding training programme. • Safeguarding is a standing agenda item on all SLT and SMT meetings. • Regularly use 7-minute briefings to ensure that staff are kept up to date on expectations and they know what to do if they have concerns. • DD and REC to regularly review My Concern and review open cases. • DD and EC to regularly review SCR to check for accuracy.	Are safeguarding processes and systems effective? Can all members of the school community articulate safeguarding processes and systems, including what to do if they have concerns? Do governor minutes show that safeguarding is effectively monitored and evaluated? Are actions taken checked and reviewed?

		• Leaders to work with BPT to implement any agreed actions. • Ensure that safeguarding link governor visits take place each term and that outcomes are reported to the FGB. • Ensure that all DSLs are appropriately trained and are accessing additional training as required. • To audit safeguarding procedures termly.	
Safeguarding is taught effectively across the curriculum	Pupils are well informed about how to keep themselves and their peers safe. Pupils can articulate what to do if they are concerned. Curriculum documentation clearly shows where safeguarding is taught and the expectations in place.	• Implement the agreed safeguarding training and curriculum programme. (See separate document) • Establish the new Children's Safeguarding Board and peer mentors. • Safeguarding Board to drive awareness raising of key safeguarding aspects, such as online safety.	Can all members of the school community articulate safeguarding processes and systems, including what to do if they have concerns?