



SCHOOL DEVELOPMENT PLAN 2023 - 2024

The School Development Plan is a live working document that focuses on monitoring progress towards improving pupil outcomes. Sections will be updated in time to present at each of the AAG Governing Body Meetings and other Meetings as appropriate

Spring Common Academy

Excellence in all we do

School Vision, Values, Aims, and Objectives

We want our pupils to:

- develop their independence to the best of their ability, have a sense of personal responsibility for themselves and their actions and to be mindful of the needs of others.
- be excited about learning.
- be happy and confident people through a focus on developing their communication and social skills.
- know how to find support and be able to make safe relationships.



To achieve our vision for all our pupils, we will:

- create a happy, healthy and safe learning environment in which pupils can enjoy their curiosity for learning.
- ☐ ensure our pupils are safe and can learn to keep themselves and others safe.
- ☐ listen to the views of children and young people and their parent/carers
- ☐ deliver quality education that offers a broad and balanced curriculum to meet the needs of our pupils with special needs and disabilities with effective SEND provision
- ☐ promote spiritual, social, cultural understanding so our pupils are prepared for adulthood in multicultural global society
- ☐ support our pupils over time to develop personal and emotional resilience and character to enable them to deal with the challenge of deepening relationships over time as adults
- ☐ value the dedication, expertise and experience of staff and enable them to pursue additional training to enhance their capacity to support the development of the school
- ☐ share our special educational needs expertise and practice with others as a Teaching school as part of the Discovery Teaching School Alliance

External Partners

Ofsted "This school continues to be outstanding" - 10th December 2018

External Partner	Area for development/Even Better If	School Improvement Plan objective
Ofsted	The school continues to support other schools in developing strong practice in the leadership of SEND to raise standards	
27.11.18	The admirable quality of education continues for pupils at the school	
School Improvement Partner	Sharpen the focus on teaching declarative and procedural skills in PE lessons, taking into account the communication needs of pupils.	
9.3.22	Ensure the curriculum is appropriately sequenced	
15.7.22	Explore how to develop executive functioning in the EYFS provision and beyond	
	Continue with development of foundation Subject progression map	
20.6.23	Think about how the school environment will reflect the curriculum offer the pupils are experiencing	

The School Development Plan is structured around four key priorities for school development – these are drawn from our School Evaluation Report which is guided by the Ofsted areas

To support this SDP to be achieved there is a 'Emerging Priorities Plan' which runs underneath this document and tracks ongoing aims and objectives to keep the quality of education outstanding

School Development Priorities

By the end of 2024...Spring Common Academy will be:

A school that has a reviewed Early years and semi formal curriculum

ensuring our curriculum stays relevant, up to date and has an outstanding impact on our cohorts' outcomes

A school where teachers understand their position, expectations and impact they have on their subject

The whole school has a wide and relevant curriculum with sustainable support and guidance

A school that uses Earwig to display a detailed journey of learning for each pupil

To ensure the evidence recorded on earwig can be used to describe a child's learning and reduce workload for teachers

Excellence in all we do

A school that is rooted on therapeutic practice

The school to move over the Therapeutic Thinking and ensure its principles are embedded in practice and recording

A school that has reflective enquiry at the heart of learning

To empower staff to use their professional expertise to support others and develop new knowledge, which can be shared.

Detailed Plan 2023-24

A school that has a reviewed early years and semi formal curriculum
ensuring our curriculum stays relevant, up to date and has an outstanding impact on our cohorts' outcomes

		Objectives	Planned budget cost	£3000 (taken from consultancy fee income)							Workload test: Refinement/ Replacement or New	Resources Cost/ Implications
		Actions/steps	Success Criteria/ Impact expected.	Lead	By when	STARTED	PROGRESS	COMPLETE	BEHIND SCHEDULE	Governance monitoring		
	1	Our curriculum is clear and available to key stakeholders	New and experiences staff feel confident in knowing the curriculum	AT	Dec 2023						Refinement	
	1.1	Current curriculum is recorded together in bounded 'book'	Bounded book developed and shared with school	AT	Oct 2023	✓	✓				New – but no expectation to extra planning	SMT time
	1.2	Curriculum is available to read/use on the school website	Uploaded to website in readable format	AT/AS	Nov 2023	✓	✓				Refinement	TLR time
	1.3	A process of auditing documents occurs, from a range of viewpoints	Gaps, aspects to review are identified and action plans developed	HT	Spring 2024						New	Some cover
	2	The Early years curriculum evolves to child initiated/free flow environment of learning	The quality fo the Early years department/ T&L improves and is relevant to our current cohort	SP	July 2024						New	
	2.1	Department to have new focus/culture seeing themselves as one	Teachers to visit other EYs settings for inspiration Staff to speak positively about changes	SP	July 2024	✓					New	Time
	2.2	The curriculum docs/planning/timetables to be reviewed	Clear expectations on T&L and organisation of department	SP	Dec 2024	✓	✓				New	Time
	2.3	The curriculum to use the full spaces and offer all areas of learning throughout the day/week	LWs to have clear evidence of development of the EYS space	SP	June 2024	✓					New	£3000 for resources
	3	The semi formal curriculum map/topics to be reviewed with preparing for adulthood/next steps knowledge	The curriculum is agreed by teachers and others and staff can explain why they teaching certain topics etc	LA/TD	April 2024						New	
	3.1	Current topics are reviewed by working group – to include parents, TAs, teachers across the school	Thoughts on current topics are shared and discussed – strengths and weaknesses shared with SMT	LA	Dec 2023	✓	✓	✓			Refinement	
	3.2	Reflection on Semi formal learners next steps – completed with whole teacher team, used to inform new topics	Inset led to explore outcomes for semi formal learners post school – reflection to offer good ideas for topics further back in school	TD	Jan 2024						New	

SCHOOL DEVELOPMENT PLAN 2023 - 2024

A school where teachers understand their position, expectations and impact they have on their subject

The whole school has a wide and relevant curriculum with sustainable support and guidance

			Planned budget cost									
		Objectives	Success Criteria/ key performance progress indicators.	Lead	By When	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Governance monitoring	Workload: Refinement? Replacement? New?	Resources Cost/ Implications
		Actions										
	4	Teachers who lead foundation subjects to have a clear expectation of this role	Foundation subjects are able to scrutinised and ensure a quality provision in offered in the school	HT	May 2024						New	
	4.1	A clear 'Task plan' developed for subject leads of expectations for the academic year	Task plan to developed and shared/followed	AT	Oct 2023	✓	✓	✓			New	
	4.2	Each subject to framework of skills to be developed in teaching occuring around the school	Frameworks to developed and used in school	SL	Noc 2023	✓	✓				Refinement	Inset time
	4.3	Each subject to have an intent and policy for its role and purpose in the school curriculum	Policies to be reviewed	SL	Dec 2023	✓					Refinement	Inset time
	4.4	Where appropriate curriculum maps for foundation subjects are reviewed , with 'why' in mind	Curriculum maps reviewed and clear	SL	Feb 2024	✓					Refinement	Inset time
3.3	New topics are threaded into curriculum maps	Curriculum maps are tweaked as necessary to support new curriculum	LA	April 2024							Refinement	

A school that uses Earwig to display a detailed journey of learning for each pupil

To ensure the evidence recorded on earwig can be used to describe a child's learning and reduce workload for teachers

			Planned Budget cost									
			Success Criteria/ key performance progress indicators.	Lead	When	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Governance monitoring	Workload: Refinement? Replacement? New?	Resources Cost/ Implications Resources Cost/ Implications
		Objectives										
		Actions										
	5	Annual report template for Earwig developed and used this academic year	Template used this year – reduces paperwork and ties together app and report writing	MW	Jul 2024						Reduces workload for teachers	
	5.1	Template developed/agreed and explained to staff	Template shared and used	MW	Oct 2023	✓	✓	✓			New	SMT Time
	5.2	Template used in July 2024 reports – feedback gained for parents	Used for end of year reports, feedback gathered from parents – via survey	MW	July 2024	✓					New	Reduced printing costs?
	6	The quality of evidence on earwig improves and is consistent across the school	Evidence on app is able to show progress for key stakeholders	MW	Spring 2024						New	
	6.1	Expectations on quality of evidence shared with class staff	Inset session to be run with follow up guidance	MW	Oct 2024	✓	✓	✓			New	Inset
	6.2	Moderation of evidences impact to occur each half term – to ensure quality evidence is part of culture	To occur – but also to see quality to improve 'naturally' over year	MW	Termly	✓	✓				New	Inset
	7	Earwig used in LWs by leads in the school	Earwig to offer a fully knowledge of T&L impact	HT	Spring 2024						New	
	7.1	Earwig to become part of explaining practice and impact in the classroom	Middle leads to know to use Earwig when completing LWs with others	AT	Nov 2023	✓	✓				New	LWs time
	7.2	LW paperwork to include section on Earwig evidence shared	Paperwork updated and used	AT	Sep 2023	✓	✓	✓			Refinement	SMT meeting

A school that is rooted on therapeutic practice

The school to move over the Therapeutic Thinking and ensure its principles are embedded in practice and recording

			Planned budget cost	STEPS training cost for key staff (£1000)								
			Success Criteria/ key performance progress indicators.	Lead	When	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Governance monitoring	Workload: Refinement? Replacement? New?	Resources Cost/ Implications Resources Cost/ Implications
		Objectives										
		Actions										
	8	Classes use therapeutic approaches to manage behaviour	Pupils have approaches used with them that encourage their emotional development	SP	July 2024						Refinement	
	8.1	An audit is completed to capture methods used in supporting pro-social behaviour in class	Audit	SP	Jan 2024						New	
	8.2	The development of behaviour champions to support classes in developing their practice	Identified behaviour champions	SP	April 2024						New	
	9	Staff use therapeutic tools when trying to understand the causes of child's behaviour	Teachers can describe the potential causes of behaviour	SP	March 2024						New	
	9.1	A new structure of tools/processes is developed and introduced that classes use if they need to focus on changing a behaviour	Structure used by staff	SP	March 2024						New	
	10	To develop an understanding of trauma our young people may have and impact this can have	Classes begin to understand how trauma can impact behaviour and potential to learn	SP	July 2024						Refinement	
	10.1	To follow up on training and explore the impact trauma can have on our pupils	CPD sessions on subject	SP	June 2024						New	

A school that has reflective enquiry at the heart of learning

To empower staff to use their professional expertise to support others and develop new knowledge, which can be shared.

			Planned budget cost	Thinking Matters membership (3K)								
			Success Criteria/ key performance progress indicators.	Lead	When	STARTED	PROGRESS	COMPLETE	BEHIND SCHEDULE	Governance monitoring	Workload: Refinement? Replacement? New?	Resources Implications
		Objectives										
		Actions										
	11	Problem solving groups are set and used by staff in the school	PSGs can describe the impact they have had to T&L	HT	Spr 2024						New	
	11.1	PSGs are known to staff in the school, through posters and email mailboxes	Posters, mailbox, journal set up	AT	Sep 2023	✓	✓				New	Dir time
	11.2	PSGs are used and feedback is gained that these are useful	Statistics of use	HT	Jan 2024						New	
	11.3	PSGS have specific training for their roles	Each team to have training to support their knowledge	AT/HT	Nov/Feb 23/24						New	Dir time
	19	Trust metacognition project has a impact on teacher knowledge and traching strategies in the classroom	Teaching to understand how our learners learn and use strategies in the classroom, that have impact	HT	All year	✓					New	
	19.1	Training utilised by teachers	Teachers able to describe how metacongition stragties have an imapct on learning	HT	Spring 2024	✓	✓				New	Inset
	19.2	LWs completed to record the impact of startegies and traning in the school	LWs with trust leaders show baseline and impact of project	HT	Sum 2024						New	
	20	Term long lesson study project completed in school – focus on ‘true learning and memory’	T&L improves, with a greater focus on learning that sticks	HT	Spring 2024						Refinement	
	20.1	Training and logisitics planned before xmas break	Project set up to roll in Jan 2024	AT	Dec 2023	✓	✓				New	
	20.2	Project completed with planned reflection and feedback of impact	Feedback shared shows impact of project	HT	April 2024						New	

Codes = (AT) Alex Tomkins, (HT) Headteacher (SP) Simon Paynter (LA) Leigh Aitken (MW) Mandy Walker (AS) Amy Spittle, (TD) Tom Dougherty (SL) Subject leaders