Academy Development Plan 2023-24

Strategic Summary: EASTWOOD COMMUNITY SCHOOL

Northern Star Academies Trust

Building Brighter Futures Together

Outstanding safeguarding underpins all priorities.

Education Recovery following Covid-19 Pandemic
Eastwood's approach to post-Covid recovery continues to be rooted in our vision statement: championing children and prioritising consistency, challenge, community, collaboration and care through everything we do. Only by addressing these core principles do we believe we will be able to 'build back better'. We continue to be relentless in our drive for excellence and show 'restless' leadership at all levels searching for ways to refine our practice (following EEF guidance) and enhance the outcomes for our young people and community. We will nurture each learner as an individual with unique, bespoke needs, and will plan ways to support and develop all our learners emotionally, socially and academically through a combination of Quality First Teaching, individual / small group intervention and high quality pastoral and family support.

Building stronger and sustainable Trust, Civic and Community Partnerships
Our commitment and planned contribution to our NSAT Trust partnership: • Attendance at partnership networks: HT groups, Business Management & Hub management groups, Governance forums, Wellbeing working parties, SENDCo network, DSL network, EYFS Network, Professional Learning (subject) Communities (PLTs), STEM Enthuse partnership (amongst others beyond our Trust partnership across our town and district) • To support Trust schools by sharing our strengths and expertise Our commitment to wider System Leadership: • HT BSIP Co-Chair 2023-25 supporting all BSIP member HTs and schools as required and leading the work of the strategic board • ECS a hub school for providing support to other LotC schools nationwide • HT key partner in Keighley Schools Together partnership brokering support for Keighley schools (including Linking Communities events and Keighley Heritage project) • HT and LLEs to support work of Northern Star Foundation to develop a CPD offer bespoke to Keighley and beyond • LLE deployment according to need and as directed by NLE • SLEs x2 available for deployment as directed • Champion Support school for Learning Outside the Classroom

Implementation: September 2023-July 2024

Priority One **ASPIRE SUSTAIN** **NSAT Priority 1, 3**	**Clear, concise, coherent curriculum:** Focus terms = Autumn 1 & Spring 2 • To ensure our curriculum intent is well matched to the needs of individual pupils and groups, particularly the disadvantaged and those with Special Educational Needs and Disabilities, to enable all groups of children to make strong academic progress. • To ensure our teaching is clear, concise and coherent across all phases and that appropriate and good use is made of assessment linked to our bespoke curriculum. • To ensure our curriculum is consistently implemented by reflective, skilled practitioners through a clear approach to teaching and learning at Eastwood • To ensure our curriculum reflects the knowledge, skills and understanding our pupils will need for their futures. • To continue to improve attainment at national averages and above in core subjects across all phases, and particularly in writing, through a consistent, challenging approach to teaching and learning. • To raise attainment at Greater Depth in all core subjects, across all phases through a consistent, challenging approach to teaching and learning. • To develop, in particular, the following curriculum areas: PE, RE and writing		**Key SLT/ leading:** **Suzanne Carter & Helene Herrington**
Priority Two **NURTURE ASPIRE** **NSAT Priorities 1, 3**	**Culturally responsive curriculum:** Focus terms = Autumn 2 & Summer 1 • To ensure our curriculum intent is well matched to the needs of individual pupils and groups, particularly the disadvantaged and those with SEND to enable all groups of children to make strong academic and pastoral progress. • To ensure our provision enables Brighter Futures to be built through the provision of an 'Eastwood Adventures' core offer. • To continue to embed and enhance our curriculum and Learning Outside the Classroom offer so it reflects the cultural and local knowledge, skills and understanding of relevance and importance to our community. • To future proof our curriculum through embedding careers and aspirations throughout • To support the physical wellbeing and health of our pupils so they are able to learn effectively.		**Key SLT / Leading:** **Mark Whittaker**
Priority Three **NURTURE THRIVE SUSTAIN** **NSAT Priorities 1, 2, 4, 5**	**Community, care & collaboration:** Focus terms = Spring 1 & Summer 2 • To effectively enable learning for all pupils, particularly the most disadvantaged and those with SEND, through the provision of effective wellbeing, pastoral and academic support for pupils and families in our community. • To support families to enable effective, supportive relationships between home and school, for the benefit of the pupils and the community working in partnership with a range of external agencies. • To engage even more widely with community and Trust partners to ensure our curriculum, pastoral, health, wellbeing, community and professional development offers effectively meet our mission to 'Build Brighter Futures Together'. • To enhance our Governance team • To further enhance our Personal Development offer through achieving the 'School of Sanctuary' accreditation • To further embed and enhance awareness of environmental issues and sustainability across our curriculum offer.		**Key SLT/ leading:** **Rizwana Saleem & Zaibun Khan**

Priority 1: CLEAR, CONCISE, COHERENT CURRICULUM
(Autumn 1 & Spring 2)   SLT Lead: Suzanne Carter & Helene Herrington

Tasks

1.1--To review & revise our **teaching & learning policy** to ensure it provides clarity & consistency for all.

1.2 – To enhance our **curriculum maps** for all subjects to outline key knowledge, vocabulary, people, places and events (including chronology) which enables pupils to 'know more and remember more'

1.3 – To review and revise our **assessment policy**

1.4 – To develop a **bespoke assessment tracker**, fully matched to our bespoke curriculum

1.5 – To develop our **RE provision** to provide more clarity and opportunities for visits

1.6 – To enhance our **PE provision** through a new scheme (REAL PE) and new subject leader

1.7 – To achieve the '**School Games Mark**' for PE

1.8 – To effectively implement SEND **Provision Mapper software** to more effectively track progress.

1.9 – To implement new **pupil voice** monitoring formats which incorporate book looks alongside conversations.

1.10 – To refresh approaches to the teaching of **oracy** to ensure it remains high profile and impacts positively on writing

1.11- To further embed and enhance **writing across the curriculum** to ensure consistency of teaching approaches and stronger data outcomes across all year groups.

Embed & enhance:

1.12– To further develop our curriculum approach: **local, national, global** by enhancing and altering themes

1.13- To continue to engage with the **Heritage England** project.

1.14- To continue to engage with the **STEM Enthuse Partnership** project.

1.15- To continue to develop our **science curriculum** including the addition of key scientists

1.16- To continue to develop our **Art, DT, Computing and IT** curriculums including use of Purple Mash.

1.17- To embed the **I do, We do, You do** and **think aloud** approach to modelling.

1.18- To embed approaches to **responsive precision teaching** including flexible groupings

1.19 – To continue to ensure learning is **sticky** so pupils know more and remember more.

1.20- To ensure learning is **challenging** and attainment at Greater Depth continues to rise .

Review Criteria:

1.1 - T&L policy reviewed, revised and reissued

1.2 – curriculum maps renewed for all subjects & on website

1.3 Assessment policy reviewed, revised and reissued

1.4 – Bespoke assessment tracker completed, issued and completed.

1.5 – RE provision reviewed and all year groups visit a place of worship annually

1.6 –PE provision enhanced through the use of new scheme, enhanced staff knowledge, skill and confidence to deliver PE through the scheme.

1.7 – School Games Mark (at least bronze) achieved

1.8 -SEND Provision mapper in use for all pupils on SEND register, staff confident to use to log SEND needs.

1.9 -New pupil voice & book sharing format in place and being used effectively.

1.10-Oracy high profile through school and daily in lessons. Pupils making good progress, recorded on tracker. Positive impact on writing.

1.11– Writing across the curriculum evident in all subjects and all year groups across school. Consistency of teaching writing improved. Teacher confidence in teaching writing improved. Higher profile of writing across school. Writing attainment increases by 5% minimum in all year groups.
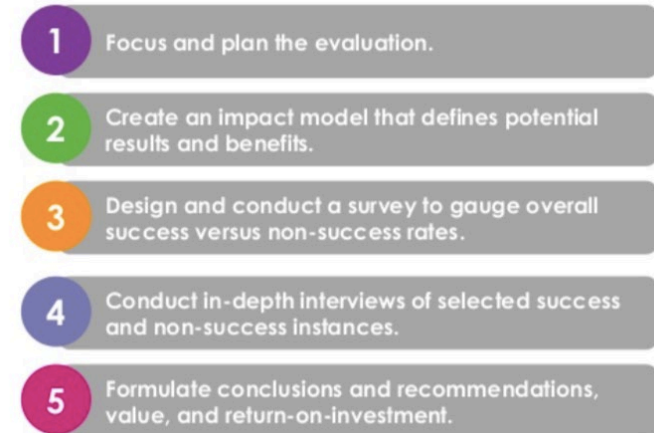
Embed & enhance:

1.12– local, national, global evident; pupils aware

1.13– Heritage England project in progress; improved local history resources and knowledge in place & use

1.14– STEM Enthuse resources, activities and events in place and impactful

1.15- Refreshed science curriculum completed and in place, consistency of practice, increased experiments in place, high profile through school

1.16– ART, DT, Computing curriculums enhanced and in place. High profile subjects through school, good progress evident, pupil knowledge strong, teacher confidence high

1.17– I do, we do, you do approach to modelling consistently applied. Positive impact on attainment and outcomes as a result.

1.18-Evidence of flexible groupings in all classes, in response to formative / summative assessment

1.19– pupil's retention and application of learning is strong resulting in positive outcomes in assessments

1.20–evidence of greater depth activities for all pupil attainment levels in all lessons resulting in attainment at GD increasing by around 5-10%

Research evidence:

- Ofsted research reviews (science, art, DT, RE, Computing)
    - https://www.gov.uk/government/collections/curriculum-research-reviews

- Mastering Modellling (Durrington Research School)
    - https://researchschool.org.uk/durrington/news/mastering-modelling

- Gov.uk: Thinkaloud study
    - https://www.gov.uk/guidance/think-aloud-study-qualitative-studies

- EEF: Embedding Formative Assessment
    - https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment

- Greater Depth & Challenge, Aiden Severs and Focus Education
    - https://www.aidansevers.com/post/greater-depth-general-principles-of-challenge-for-higher-prior-attaining-pupils

- Assessment research: NFER
    - https://www.nfer.ac.uk/key-topics-expertise/assessment/research-into-assessment/

- Cambridge Assessment Network
    - https://www.cambridgeassessment.org.uk/the-network/

- British Council Assessment Research Group
    - https://www.britishcouncil.org/exam/aptis/aptis-expertise

- Rosenshine's Principles: Tom Sherrington
    - https://www.futurelearn.com/info/courses/early-career-teachers/0/steps/164331
    - https://www.amazon.co.uk/Rosenshines-Principles-Action-Tom-Sherrington/dp/1912906201/ref=asc_df_1912906201/?tag=googshopuk-21&linkCode=df0&hvadid=255744056313&hvpos=&hvnetw=g&hvrand=4978816230566001394&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9046589&hvtargid=pla-746519392699&psc=1&th=1&psc=1

Evaluative methodology:

- Brinkerhoff's Success Case Method

1. Focus and plan the evaluation.
2. Create an impact model that defines potential results and benefits.
3. Design and conduct a survey to gauge overall success versus non-success rates.
4. Conduct in-depth interviews of selected success and non-success instances.
5. Formulate conclusions and recommendations, value, and return-on-investment.

Priority 2: CULTURALLY RESPONSIVE CURRICULUM
(Autumn 2 & Summer 1) SLT Lead: Mark Whittaker

Why: Following extensive work on developing a bespoke, creative, blocked approach to delivering our curriculum last year, we want to refine and embed the approaches adopted and evaluate their impact. We need to continue to ensure reading is a high priority whilst developing cultural capital and as broad a curriculum offer to prepare our pupils for their next steps and futures.

Tasks	Review Criteria:
1.1--To develop a core offer of '**Eastwood Adventures'** for all year groups. 1.2 – To **enhance Outdoor Learning offer** through additional places, experiences and activities. 1.3 – To enhance **residential visits** offer. 1.4 – To participate in the **Natural England Nature Parks** DfE pilot. 1.5 – To embed **careers related learning** across the whole curriculum, mapping out on curric docs 1.6 – To continue fundraising to finance the purchase of a 2nd **minibus** to facilitate the above. 1.7 – To enhance curriculum mapping to embed **cultural references** wherever possible. 1.8 – To continue supporting **dental health** toothbrushing programme in Reece. & expand to year 1 1.9 – To introduce a **Daily 10 / Daily Mile** exercise programme at breaks 1.10 – To enhance weekly time allocation of **physical activity.**	1.1 Eastwood Adventures booklet written, on website and issued to families 1.2 At least 3 new places and 2 new activities in OL offer 1.3 At least 1 new residential experience planned to a new location 1.4 Participating in NENP pilot 1.5 Careers related learning opportunities on curriculum maps and evidence of coverage / visits / visitors in learning journals 1.6 Additional fundraising enables purchase of new minibus. 1.7 Additional cultural references made onto curriculum maps 1.8 Daily toothbrushing taking place in N, R & yr 1 1.9 Daily 10 / daily mile / daily physical activity taking place in all year groups. 1.10 Additional time allocated to weekly physical activity building to 2 hrs per week where possible)
Embed & enhance: 1.11– To embed **SCARF PHSCE** scheme and integrate use of key texts as drivers for themes. 1.12 – To embed **creative** activities across the curriculum, including outside of the classroom where possible 1.13 – To continue to run termly **Brighter Futures Days** (Aut = community, Spr = Enterprise, Sum = Careers) 1.14 – To continue developing **money management** lessons into the curriculum esp in KS2 1.15 – To continue to offer **first aid** lessons to all pupils in KS2	**Embed & enhance:** 1.11 SCARF scheme effective in delivery of PHSCE curric. Additional texts well used to support delivery of key themes. 1.12 Evidence of creativity in lessons (eg Stonehenge out of pink wafer biscuits etc..) as much as possible to ensure learning is 'sticky' 1.13 3xBrighter Futures Days taken place over the course of the year. 1.14 Money management lessons taken place in KS2 & pupils can articulate learning and reason for learning. 1.15 First aid lessons taken place in KS2 – pupils can articulate learning & reason for learning.

Research evidence:

- Teaching a culturally responsive curriculum:
  - https://www.staffordglobal.org/articles-and-blogs/education-articles-and-blogs/culturally-responscurriculum/#:~:text=A%20culturally%20responsive%20curriculum%20is,it%20also%20encourages%20intercultural%20understanding

- Benefits of Outdoor Learning:
  - https://ltl.org.uk/news/5-key-benefits-of-outdoor-learning/
  - https://www.englishoutdoorcouncil.org/benefits.of.outdoor.learning.html
  - https://www.lotc.org.uk/

- Impact of physical health and activity on learning:
  - https://www.literacyplanet.com/blog/how-physical-activity-affects-school-performance/#:~:text=According%20to%20the%20US%20Center,components%20of%20improved%20academic%20performance.
  - https://www.ncbi.nlm.nih.gov/books/NBK201501/
  - https://www.youthsporttrust.org/media/zyyo133r/pe-and-attainment-evidence-paper-january-2022.pdf

- Culturally responsive teaching:
  - https://www.edweek.org/teaching-learning/culturally-responsive-teaching-culturally-responsive-pedagogy/2022/04#:~:text=culturally%20responsive%20teaching%3A%20a%20pedagogy,as%20belonging%20in%20academic%20spaces
  - https://www.understood.org/en/articles/what-is-culturally-responsive-teaching
  - https://www.prodigygame.com/main-en/blog/culturally-responsive-teaching/

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Priority 3: COMMUNITY, CARE & COLLABORATION
(Spring 1 & Summer 2) SLT Leads: Rizwana Saleem & Zaibun Khan

Why? As a community school, our community is at the heart of everything we do. We recognise the importance of effective collaboration, pastoral support and a focus on wellbeing in securing strong outcomes for our pupils, their families and our staff team.

Tasks:	Review Criteria:
1.1 To develop use of **outdoor spaces** and increase engagement with these across school (community flower beds, allotment overhaul and upkeep, Cliffe Castle and other local places of interest upkeep etc.., parental engagement with Outdoor Learning sessions.) 1.2 To embed and map out **climate change and sustainability** across curriculum mapping 1.3 To ensure a whole school commitment to reducing, re-using and recycling and all **sustainability** activities 1.4 To plan in regular **intergenerational activities** to support mental health and wellbeing of community ad pupils eg Wellbeing Wednesdays group, reading buddies and outreach community work through Brighter Futures weeks 1.5 To enhance **Linking Communities** activities and widen participation (links with other Trust schools as well as KST) 1.6 To enhance **governance** provision through the appointment of additional governors to vacant roles 1.7 To support **community projects** and challenges (Safe/warm space offer, charity collections, food bank donations 1.8 To work towards and secure **School of Sanctuary** Accreditation.	1.1 – Increased use of on-site outdoor spaces: ECS maintaining community outdoor space allotment overhauled (Participate/Vneturists project) parents & carers involved in Outdoor Learning activities. 1.2 – climate change & sustainability mapped out across curriculum maps 1.3 – staff, pupils (and families as much as possible) demonstrate commitment to re-using, recycling and reducing waste through everyday actions (lights off, recycling lunch packaging, sustainable transport options, fabric display backing etc…) 1.4 – Regular intergenerational activities taking place in school, pupils talk positively, impact evident under Personal Development criteria 1.5 – Linking communities activities take place with other KST schools plus at least.1 other Trust school (Starbeck / Greatwood) over the curse of the year 1.6 – Local governing body has a full complement of governors in place 1.7 - ECS support community by facilitating projects: Warm/ safe space at least twice weekly in FC Wellbeing Wednesday group Parent & toddlers at least twice weekly Other support as needed through FC Basic Eng/Ma/IT classes and/or enhanced classes eg. Teaching assistant course 1.8 – School successfully awarded School of Sanctuary status
Embed & Enhance: 1.9 – To embed and enhance **subject leader development** – subject specific CPD offer and in-house leadership CPD 1.10 – To continue to offer **School to School support** through NLE / LLE deployment 1.11 – To enhance knowledge of **relational poverty and toxic stress** to aid understanding of pupil, family and staff **ACES** 1.12 – To train all relevant staff in **Team Teach** approaches in response to pupils experiencing the above. 1.13 – To enhance **mental health & wellbeing** support through accreditation of 2 further Mental Health First Aiders and Trust Mental Health Ambassadors.	**Embed & Enhance:** 1.9 – Subject leaders clear about roles, report well supported, impactful in their roles, action plans written and evaluated, termly monitoring taken place, clear subject developments identifiable 1.10 – NLE / LLEs active in deployment of school to school support, income generated for school funds and impact of support evident through supported schools KPIs / action plans etc… 1.11 – Staff knowledge of ACES, toxic stress and relational poverty evident through application of relationships and behaviour policy, CPOMS and in low numbers of behavioural incidents 1.12 – At least 6 staff across all phases in school trained in Team Teach and deployed once trained to support emotional dysregulation situations across school as appropriate 1.13 2 additional Mental Health First aiders trained and active in roles, Trust Wellbeing Ambassadors active in roles across school and Trust partnership

Research evidence:

- ACES, toxic stress & relational poverty:
  - https://www.cdc.gov/violenceprevention/aces/index.html
  - https://www.acesaware.org/wp-content/uploads/2019/12/2-What-is-Toxic-Stress-English.pdf
  - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4928741/
  - https://www.wordonthestreets.net/Articles/610528/Relational_poverty.aspx

- Impact of school to school support:
  - https://schoolsweek.co.uk/school-to-school-support-is-more-important-than-ever/
  - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803916/What_works_in_delivering_school_improvement_through_school_to_school_support_May2019.pdf
  - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1084465/School_to_School_Support_Project_Evaluation_Bradford.pdf

- Benefits of connected school activities:
  - https://schoolbox.com.au/blog/6-benefits-of-a-connected-school-community/
  - https://schools.cityofsanctuary.org/

- Intergenerational learning:
  - https://generationsworkingtogether.org/about/intergenerational-practice#:~:text=It%20is%20an%20important%20part,cohesion%20in%20our%20ageing%20societies.
  - https://blog.thegoodmangroup.com/benefits-of-intergenerational-programs

- Climate change education:
  - https://www.unesco.org/en/climate-change/education
  - https://www.un.org/en/climatechange/climate-solutions/education-key-addressing-climate-change
  - https://www.gov.uk/government/news/education-secretary-puts-climate-change-at-the-heart-of-education--2
  - https://educationhub.blog.gov.uk/2022/11/10/what-is-the-national-education-nature-park-and-how-are-we-working-with-the-natural-history-museum-to-teach-children-about-climate-change-your-questions-answered/

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