



Bringing out the Best in Everyone™

Pebble Brook School

School Improvement Plan (SIP)

Updated Spring 2023

Updated Autumn 2023

Spring 2024

SCHOOL CONTEXT

Number of pupils on roll:	164 (Spring 2023) 172 Autumn 2023	Number of pupils eligible for pupil premium:	40	Number of pupils with an education, health and care (EHC) plan:	100% of school
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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 2022-2023 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
Percentage of pupils with English as an additional language (EAL)		Pupil achievement for whole cohort (e.g. average progress scores for Key Stage (KS) 2)		Pupil achievement by characteristic (e.g. disadvantaged pupils, EAL, gender)	
Overall absence	90%	Persistent absence	10% and all attended to and recorded on DSL spreadsheet		
Key Ofsted actions from last report	Leaders and those responsible for governance should ensure that: <ul style="list-style-type: none"> • Governors increase their strategic challenge to leaders. • Leaders use a systematic approach to demonstrate the impact of additional funding on pupils' progress. • Teaching and learning continue to develop so that all is as strong as the best. 				
Key areas to improve	See Vision, Values, Ethos and Strategic Planning document. See objectives within SIP. UPDATED AUTUMN 2023				
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.				

SCHOOL CONTEXT

Budget information (e.g. free reserves, in-year surplus or deficit, 3 year projections)

Confidential. See *Three Year Budget Plan* available from the Headteacher or school Business Manager.

Key performance indicators for the next 3 years

See first 6 objectives.

- School Leadership and Governors note the position of the school regarding Academy status in the light of SEND Green paper. Academy status will be added to our agenda in Autumn 2023

OBJECTIVES FOR 2021-2024	
IMPORTANT	The successful achievement of the first six objectives are the school's priorities over the next three years. KPI's are contained within the 'Evaluation' section.
Objective 1	Embed the school vision and values into all our work and share the message with the whole school community. ONGOING AND A PRIORITY FOR 2023-2024
Objective 2	Review the school curriculum, including intent, teaching and learning and development of learning skills to ensure all elements drive our values and vision. COMPLETED MARCH 2023 To raise standards of teaching and learning across the whole school to a higher level of excellence. Analysing vocational subjects for national standards. Moderate alongside eg AQA. Personalised input for all teachers via appraisal but also week by week concerns or celebrations as they arise. Monitoring of paperwork, in particular assessments.
Objective 3	To implement and use a record keeping system that offers clear, personalised information about the pupil, evidence of progress and supports the key concept of Assess, Plan, Do, Review. COMPLETED SPRING 2023
Objective 4	All staff fulfil all objectives effectively on their appraisal including their own personal achievement objective. PRIORITY 2023-2024
Objective 5	Establishing Governing Board as a fully compliant organisation and highly effective driver of excellence for all elements of the school. ONGOING AND PRIORITY 2023-2024
Objective 6	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. PLANS IN PLACE AT BUCKS COUNCIL, AWAITING FUNDING. TWO NEW TEMPORARY CLASSROOMS ARRIVING SPRING 2024
Objective 7	To verify and develop good practice and approach to staff welfare and development SIGNIFICANT WORK COMPLETED SUMMER 2022 ONWARDS. REMAINS ONGOING PRIORITY

Objective 8	To establish the financial strategy around the school café. NEW WORKING PRACTICE IN PLACE. FULLY ESTABLISHING IS A PRIORITY FOR SBM
Objective 9	To maintain high standard of practice in child protection and safeguarding and to develop a localised approach. ONGOING FROM THE CURRENT HIGH STANDARD

Additional priorities established with Education SLT Autumn 2023

- To improve breadth of post 19 opportunities and establish clear exit strategies for all students.
- To use information on progress to plan next steps for all pupils.
- Implement a 'Pebble Brook' inhouse accreditation (Diploma)
- Review subjects without accreditation and cross reference to our life skills curriculum.
- Promote reading for pleasure.

QUALITY OF EDUCATION

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	UPDATE
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<p>Review the school curriculum, including intent, teaching and learning and development of learning skills to ensure all elements drive our values and vision. (The three 'i's': Intent, Implementation and Impact). (Objective 2)</p>	<p><u>2021/2022</u> Full curriculum review to answer the following:- Is our curriculum well defined? Are we teaching the right things? Is there a strong rationale (does it support our vision and values?) Is it sequenced appropriately to allow maximum progress? Is it fully accessible? Development and implementation of a strategy for Literacy, numeracy and GLGP Is the curriculum implemented to a high standard (see good/outstanding criteria) throughout the school? Establish plans and strategy to ensure above within Literacy, numeracy and GLGP.</p> <p><u>2022/2023</u> Review previous objectives. Analyse closely the effectiveness of science, PE, ICT and vocational subjects across all year groups. Science earmarked for new curriculum September 2024 based on skills curriculum. Aim to embed new PfA and skills into curriculum.</p> <p><u>2023/2024</u> Curriculum is broadened to include new vocational subjects and further use of local resources. Consistent review by all staff as peer moderators.</p>	<p><u>2021/2022</u> We know that changes have been made that make all our lessons and experiences effective drivers of personalized progress.</p> <p>Staff are skilled and apply the principles of our curriculum intent.</p> <p><u>2022/2023</u> Curriculum is a strong and appropriate promoter of personalised learning across all subjects leading to a fulfillment of our vision.</p> <p><u>2023/2024</u> The hard work pays off and we know that less effort is now required yet effectiveness is as high as it has ever been.</p>	<p>All staff</p> <p>All staff</p> <p>All staff</p>	<p>Easter 2022</p> <p>Spring 2023</p> <p>Spring 2024</p>	<p>Curriculum review in place. All teachers providing statement of intent and updated knowledge and skills list as well as exam pathways. Deadline 8 July 2022.</p> <p>Key developments Autumn 2022:-</p> <p>Schemes of work with intent are complete and published.</p> <p>Removal of GLGP replaced by PfA with new, broader approach.</p> <p>Introduction of skills curriculum.</p> <p>One page key information document produced.</p>
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QUALITY OF EDUCATION						
TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	UPDATE
<p>To implement and use a record keeping system that offers clear, personalized information about the pupil, evidence of progress and supports the key concept of Assess, Plan, Do, Review</p> <p>(Objective 3)</p>	<p><u>2021/2022</u></p> <p>Implement and train staff on 'Earwig' an online program that fully enables the demands of Objective 3.</p> <p>Ensure 100% understanding and use amongst staff.</p> <p>Monitor half termly for use and effectiveness (ie is it fulfilling this objective?).</p> <p>Support where shortcomings occur.</p>	<p><u>2021/2022</u></p> <p>Evidence based record keeping system.</p> <p>Clear and enhanced personalised progress.</p> <p>Standards and achievement driven higher.</p>	EDSLT Teachers	Spring 2022		<p>Complete. Earwig data scheduled for completion 17 June then analysis by SLT to begin.</p> <p>Autumn 2023</p> <p>Introduction of one page key skill document.</p>
	<p><u>2022/2023</u></p> <p>Develop a system for all staff to review and support each other through a staff moderation process.</p> <p>Earwig fully embedded in school practice.</p> <p>Introduction of one page document that collates key information.</p>	<p><u>2022/2023</u></p> <p>Staff trusting in process and valuing it as a key part of excellent practice.</p>	EDSLT Teachers	Autumn 2022		
	<p><u>2023/2024</u></p> <p>Two year review of what it has achieved.</p> <p>Implement any enhancements from developers.</p> <p>Staff trainers in place.</p>	<p><u>2023/2024</u></p> <p>Standards across all elements of school practice are improved.</p> <p>90% of pupils go into employment, apprenticeship, internship or vocational course.</p>	All staff	September 2024		

PERSONAL DEVELOPMENT

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	UPDATE
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<p>All staff fulfill all objectives effectively on their appraisal including their own personal achievement objective.</p> <p>(Objective 4)</p>	<p><u>2021/2022</u> Plan a CPD objective on every staff member's appraisal objectives that will fit directly into this strategic plan or SDP. Plan one year of implementation.</p> <p>Populate Bluesky online appraisal and CPD system ready for whole school training next Summer (staff need to be engaged and interactive).</p>	<p><u>2021/2022</u> Increase in staff engagement and SLT enablement in personal and whole school training.</p> <p>Staff and school become more skilled in achieving excellence every day and in long term goals.</p>	Headteacher	July 2022	<p>Online 'Bluesky' system created. Interactive process with staff begins Autumn 2022</p>
	<p><u>2022/2023</u> Bluesky online system fully operational, all staff clear on use.</p> <p>Staff engaging on short and long term training.</p>	<p><u>2022/2023</u> Online Bluesky system becomes an effective working tool that links appraisal and CPD to SDP and strategic plan.</p> <p>Further specialist training in key areas. Staff become experts in key areas.</p>	Headteacher	September 2022	<p>Bluesky phase 2 completed December 2022. Staff now have old targets renewed and new targets set. Have also entered personal CPD.</p>
	<p><u>2023/2024</u> Staff training colleagues in key areas.</p> <p>School clearly excelling in teaching and learning, specialized support and personalisation.</p>	<p><u>2023/2024</u> Outreach training from our specialist staff.</p>	Headteacher	January 2024	<p>Bluesky to be an interactive platform used more widely than the current situation.</p>

PERSONAL DEVELOPMENT

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<p>To verify and develop good practice and approach to staff welfare and development.</p> <p>(Objective 7)</p> <p>Achieve Herts for Learning Wellbeing Quality Mark. (hertsforlearning.co.uk/teaching-and-learning/pupil-wellbeing/wellbeing-quality-mark)</p> <p>Maintain current position and analyse effectiveness in January 2024</p>	<p><u>2021/2022</u> Implementation of <i>Staff Wellbeing Charter</i> (www.gov.uk/guidance/education-staff-wellbeing-charter).</p> <p><u>2021/2023</u> Appoint lead member of staff. Complete document on current position. Follow requirements as detailed by our Herts for Learning partnership.</p> <p>Another survey and direct questioning of staff and their feelings at appraisal. Use information to devise a new action plan January 2024.</p>	<p><u>2021/2022</u> Show staff their wellbeing is respected and being taken seriously. Enable conversation with staff about wellbeing. Further develop a Wellbeing Strategy. Further develop a wellbeing culture.</p> <p><u>2021/2023</u> Achievement of Quality Mark. Evidence based judgement on the things we do and the things that we want to do in terms of wellbeing across the school.</p> <p>Summer 2024 re look at possibility of quality mark</p>	<p>SLT</p>	<p>Summer 2022</p>	<p>Staff wellbeing survey completed and related action plan. Information shared with all staff. Wellbeing team established. Staff focus group in planning.</p> <p>See above</p> <p>Quality mark not pursued</p>
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PERSONAL DEVELOPMENT

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	UPDATE
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<p>Safeguarding, Prevent, Child Protection and Sexual Health.</p> <p>Secure consistent high quality practice and training.</p> <p>Objective 9</p>	<p><u>2021/2024</u></p> <p>Up to date training for everyone.</p> <p>Review and develop all paperwork including localised Child Protection Policy.</p> <p>Ensure Policy is alive and prominent in the school.</p> <p>Ensure good health for all pupils through the PSHE curriculum and RSE curriculum.</p>	<p><u>2021/2024</u></p> <p>Ongoing evaluation achieves high quality status.</p> <p>Evaluation monitored by Governing Board.</p>	<p>Lead DSL Lead Governor for Safeguarding</p>	<p>Ongoing and Immediate</p>	<p>Whole school training took place on 25 April. One governor visit completed.</p> <p>Appointment of new Family Services Officer / DSL completed.</p> <p>Established weekly Safeguarding 'Technical' meeting to regularly review practice and to adapt to new issues.</p> <p>Culture of safeguarding promoted.</p> <p>New documentation for all staff and visitors.</p> <p>Skill and training + proactive approach = culture</p>
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LEADERSHIP AND MANAGEMENT

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	UPDATE
<p>Embed the school vision and values into all our work and share the message with the whole school community. (Objective 1)</p>	<p><u>2021/2022</u> Ratify with pupils, staff, governors and families. Create a visual display at front of school of our vision and value statements. Feed into all external communications including website, newsletters, social media, prospectus, job descriptions and staff handbook. Ensure the values and vision are visible in our curriculum, teaching and learning, safeguarding and child protection policies and their implementation in school.</p>	<p><u>2021/2022</u> Vision and values are understood and shared by all. Can we easily access the information? Can we discuss and interpret without reference to a written version?</p>	Headteacher	Summer 2022		<p>Autumn 2022 New entrance hall planned, partially implemented.</p> <p>Work begun helping all staff to understand the general principles and to consider alongside their role.</p>
	<p><u>2022/2023</u> Maintain and review. Analyse progress through questionnaires, statistical data and outcomes. What do we need to alter, change, add?</p>	<p><u>2022/2023</u> Vision and aim embedded into all elements of school life.</p>	Headteacher	September 2022		
	<p><u>2023/2024</u> Maintain and review all actions taken. Update SEF and SDP. Start preparing new strategic plan</p>	<p><u>2023/2024</u> School has taken tangible and evidenced leaps forwards towards excellence.</p>	Headteacher	Autum 2023 and Spring 2024		

LEADERSHIP AND MANAGEMENT

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	UPDATE
<p>Establishing Governing Board as a fully compliant organisation and highly effective drivers of excellence for all elements of the school. (Objective 5)</p>	<p><u>2021/2022</u> Full review from NGA.</p> <p>Analysis of NGA action plan.</p> <p>Creation of a strategy for FGB development.</p> <p>Dovetail strategy into school SDP.</p> <p>New board members are fully inducted and fully aware of workings of school.</p>	<p><u>2021/2022</u> All members have a commitment and clarity on next steps and long term goals to develop the Board. School staff understand the direction the Board is going in. Key curriculum areas are developed because of FGB actions.</p>	<p>Chair of Governors</p>	<p>Summer 2022</p>		
	<p><u>2022/2023</u> FGB members become skilled and knowledgeable in their particular areas.</p> <p>School is consistently challenged and driven forwards.</p> <p>Sub committees feed effectively into main FGB.</p> <p>No vacancies.</p>	<p><u>2022/2023</u> Board has evidence that their work is improving the school. Evidence gained through partnership with NGA.</p>	<p>Chair of Governors</p>	<p>December 2022</p>		
	<p><u>2023/2024</u> Board is a confident and effective organisation and fulfills all the criteria for excellence within Governors Handbook and Ofsted Leadership and Management.</p>	<p><u>2023/2024</u> Maintain position and develop areas of excellence.</p>	<p>Chair of Governors</p>	<p>Summer 2023</p>		

LEADERSHIP AND MANAGEMENT

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	UPDATE
<p>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.</p> <p>(Objective 6)</p>	<p><u>2021/2022</u> Work with LA to analyse and develop a set of plans produced by Contour Architects in October 2021.</p> <p>Develop plans that meet the needs of the growing school through statistical analysis of space and demand.</p> <p><u>2022/2023</u> Work with LA to secure funding and commitment to change.</p> <p><u>2024-25</u> Building completed.</p>	<p><u>2021/2022</u> Plans in place that meet all the areas listed in the objective.</p> <p><u>2022/2023</u> Ensure our aspirations can meet LA budget and come to a practical and appropriate way forwards.</p> <p><u>2024-25</u> Wow!</p>	<p>Headteacher SBM Governors</p> <p>Headteacher SBM Governors</p> <p>Headteacher SBM Governors</p>	<p>Not known</p>	<p>Plans in place £3.6m</p>	<p>No update as yet</p>

LEADERSHIP AND MANAGEMENT

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	UPDATE
<p>To develop the correct financial strategy around the school café (Objective 8)</p>	<p><u>2021/2022</u> SBM to contact other schools with cafes to gain information on what is the correct practice. Establish if the café should be managed financially through school account, Friends of Pebble Brook School account or other own business account. Implement an appropriate financial system of correct reporting, profit, loss, etc.</p> <p>2023-24 New systems are in place, prioritise complete implementation.</p>	<p><u>2021/2022</u> Café finances kept under close scrutiny and use appropriate practice.</p> <p>2023-24 Café self funds named areas.</p>	<p>SBM</p>	<p>Easter 2024</p>		<p>Established that small amount of income does not warrant reporting to HMRC. Roly to check.</p> <p>Finances in order.</p> <p>Autumn 2022</p> <p>Café now earmarked for closure due to closure of HLC. Plans to move to Southcourt Baptist Church to begin January 2023.</p>