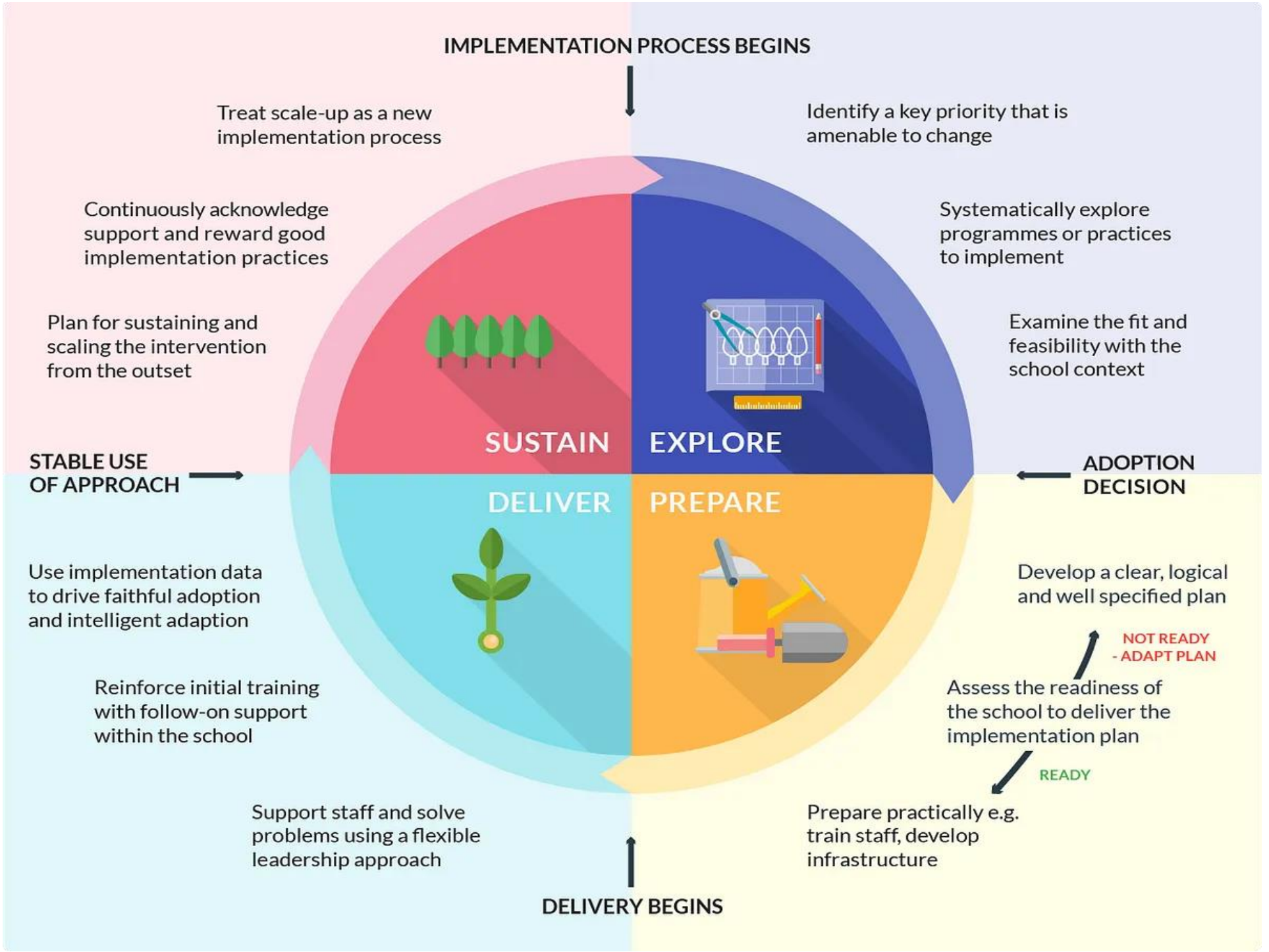
School Development Priorities 2023-2024			
Quality of Education	**Leadership & Management**	**Behaviour & Attitudes**	**Personal Development**
Complete Elklan Language Friendly School reaccreditation. **(NEW 2023/2024)** To explore and develop a sustainability curriculum. **(NEW 2023/2024)** Embed Accelerated Reader. Review the Bridgelea writing curriculum. **(NEW 2023/2024)** To coach children to plan, monitor and assess their thinking and learning through metacognition and self-regulated learning. Implement the Assessment & Feedback Policy to ensure progression can be described in terms of what pupils know, can remember and can do. Ensure that subject leaders become experts in their areas by having a clear vision for their subject and support teachers develop subject and pedagogical knowledge by auditing/ monitoring and providing professional development to improve learning.	To ensure financial savings and sustainability in the school's budget are achieved. Implement the Well-Being Strategy, encompassing staff and children well-being, developed by the Bridgelea wellbeing groups. Review the current and develop a revised parent engagement strategy, encompassing a positive approach to family liaison, ensuring time and training for staff to support family liaison activities. **(NEW 2023/2024)** Refine and review the current attendance and safeguarding strategies, reviewing roles and responsibilities across the DSL team to develop practice and enhance safeguarding of children. **(NEW 2023/2024)**	Embed Restorative Approaches. Reduce persistent and severe absences and improve pupil attendance. To work with staff and children to embed routines and habits that support behaviour for learning linking to Bridgelea values and our understanding children's development and SEMH needs. **(NEW 2023/2024)**	Review & Refine SEND support plans for all children where holistic targets including those for personal development are recorded for students to work towards over time. Embed Skills for Life & continue work on the Accelerator Program embedding and improving teaching and assessment of essential skills. To enhance links between Safeguarding, PHSE and Computing to ensure that children have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites. **(NEW 2023/2024)**


IMPLEMENTATION PROCESS BEGINS
Treat scale-up as a new implementation process
Identify a key priority that is amenable to change
Continuously acknowledge support and reward good implementation practices
Systematically explore programmes or practices to implement
Plan for sustaining and scaling the intervention from the outset
Examine the fit and feasibility with the school context
SUSTAIN
EXPLORE
STABLE USE OF APPROACH
ADOPTION DECISION
DELIVER
PREPARE
Use implementation data to drive faithful adoption and intelligent adaption
Develop a clear, logical and well specified plan
NOT READY - ADAPT PLAN
Reinforce initial training with follow-on support within the school
Assess the readiness of the school to deliver the implementation plan
READY
Support staff and solve problems using a flexible leadership approach
Prepare practically e.g. train staff, develop infrastructure
DELIVERY BEGINS

Education Endowment Foundation

PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION

Summary of recommendations

Foundations for good implementation

1 Treat implementation as a process, not an event; plan and execute it in stages.

- Allow enough time for effective implementation, particularly in the preparation stage; prioritise appropriately.

2 Create a leadership environment and school climate that is conducive to good implementation.

- Set the stage for implementation through school policies, routines, and practices.
- Identify and cultivate leaders of implementation throughout the school.
- Build leadership capacity through implementation teams.

EXPLORE

3 Define the problem you want to solve and identify appropriate programmes or practices to implement.

- Identify a tight area for improvement using a robust diagnostic process.
- Make evidence-informed decisions on what to implement.
- Examine the fit and feasibility of possible interventions to the school context.
- Make an adoption decision.

PREPARE

4 Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.

- Develop a clear, logical, and well-specified implementation plan:
  a. Specify the active ingredients of the intervention clearly: know where to be 'tight' and where to be 'loose'.
  b. Develop a targeted, yet multi-stranded, package of implementation strategies.
  c. Define clear implementation outcomes and monitor them using robust and pragmatic measures.
- Thoroughly assess the degree to which the school is ready to implement the innovation.
- Once ready to implement an intervention, practically prepare for its use:
  a. Create a shared understanding of the implementation process and provide appropriate support and incentives.
  b. Introduce new skills, knowledge, and strategies with explicit up-front training.
  c. Prepare the implementation infrastructure.

DELIVER

5 Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.

- Adopt a flexible and motivating leadership approach during the initial attempts at implementation.
- Reinforce initial training with expert follow-on support within the school.
- Use highly skilled coaches.
- Complement expert coaching and mentoring with structured peer-to-peer collaboration.
- Use implementation data to actively tailor and improve the approach.
- Make thoughtful adaptations only when the active ingredients are securely understood and implemented.

SUSTAIN

6 Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use.

- Plan for sustaining and scaling an innovation from the outset.
- Treat scale-up as a new implementation process.
- Ensure the implementation data remains fit for purpose.
- Continuously acknowledge, support, and reward good implementation practices.

Report published 2nd December 2019

eef.li/implementation

	Explore	Prepare	Deliver	Sustain

Autumn 1 2023	Pupil Data Sharing (KE) Writing Curriculum (AR) Sustainability Curriculum (AR) Attendance (LS) Safeguarding (LS) Parent Engagement (LS)	Thinking School & Skills for Life (KE) Curriculum Leadership (KE) Wellbeing Strategy (KE) Assessment & Feedback Policy (KE) Budget Management (DH) Restorative Approaches (CG) E Safety (CG)	Reading Curriculum (AR)	
Autumn 2 2023	Writing Curriculum (AR) Sustainability Curriculum (AR) Parent Engagement (LS) Behaviour Routines (KE)	Thinking School & Skills for Life (KE) Pupil Data Sharing (KE) Curriculum Leadership (KE) Wellbeing Strategy (KE) Assessment & Feedback Policy (KE) Elklan Reaccreditation (CG) Restorative Approaches (CG) E Safety (CG) Attendance (LS) Safeguarding (LS) Budget Management (DH)	Reading Curriculum (AR)	
Spring 1 2024	Parent Engagement (LS) Behaviour Routines (KE)	Elklan Reaccreditation (CG) E Safety (CG) Writing Curriculum (AR) Sustainability Curriculum (AR)	Thinking School & Skills for Life (KE) Pupil Data (KE) Curriculum Leadership (KE) Wellbeing Strategy (KE) Assessment & Feedback Policy (KE) Restorative Approaches (CG) Attendance (LS) Safeguarding (LS)	Reading Curriculum (AR)

			Budget Management (DH)	
Spring 2 2024		Elklan Reaccreditation (CG) Writing Curriculum (AR) Sustainability Curriculum (AR) Parent Engagement (LS) Behaviour Routines (KE)	Thinking School & Skills for Life (KE) Pupil Voice (KE) Curriculum Leadership (KE) Wellbeing Strategy (KE) Assessment & Feedback Policy (KE) Restorative Approaches (CG) E Safety (CG) Attendance (LS) Safeguarding (LS) Budget Management (DH)	
Summer 1 2024		Parent Engagement (LS) Behaviour Routines (KE) Writing Curriculum (AR)	Thinking School & Accelerator Program (KE) Pupil Data (KE) Curriculum Leadership (KE) Wellbeing Strategy (KE) Assessment & Feedback Policy (KE) Elklan Reaccreditation (CG) Restorative Approaches (CG) E Safety (CG) Budget Management (DH) Sustainability Curriculum (AR)	Reading Curriculum (AR) Attendance (LS) Safeguarding (LS)

Summer 2 2024		Behaviour Routines (KE) Writing Curriculum (AR)	Thinking School & Skills for Life (KE) Elklan Reaccreditation (CG) E Safety (CG) Sustainability Curriculum (AR) Budget Management (DH) Parent Engagement (LS)	Wellbeing Strategy (KE) Assessment & Feedback Policy (KE) Pupil Data (KE) Restorative Approaches (CG)
Autumn 1 2024			Writing Curriculum (AR) Parent Engagement (LS) E Safety (CG) Behaviour Routines (KE)	Elklan Reaccreditation (CG) Reading Curriculum (AR) Sustainability Curriculum (AR) Thinking School & Skills for Life (KE) Budget Management (DH) Attendance (LS) Safeguarding (LS)

	TLR	UPS	TLR Target	SLDR (QE) Ensure that subject leaders become experts in their areas by having a clear vision for their subject and support teachers develop subject and pedagogical knowledge by auditing/ monitoring and providing professional development to improve learning.	(QE/PD) Embed the Skills for Life, improving teaching and assessment of essential skills with the children.	(QE) To coach children to plan, monitor, and assess their thinking and learning through metacognition and self-regulated learning.
PH		3		Music Subject Leadership	Skills Builder	Thinking School
HA			**ECT Year 2nd Year**			
MS	Yes	1	Develop a half termly wellbeing focus for and with the children.	PHSE Subject Leadership	Skills Builder	Thinking School
LR				MFL Subject Leadership	Skills Builder	Thinking School
EDz				Art Subject Leadership	Skills Builder	Thinking School
JC	Yes	2	To implement Active Playtimes.	PE Subject Leadership	Skills Builder	Thinking School
IH			**ECT Year 1st Year**			

RM			**ECT Year 2nd Year**			
CP	Yes	3	To support the Silver Skills Builder accreditation.	E Safety Subject Leadership	Skills Builder	Thinking School
HB			NA Leaving Dec 2023	NA Leaving Dec 2023	NA Leaving Dec 2023	NA Leaving Dec 2023
EDv	Yes	3	Implement a peer supervision model linking to Nurture practice.	Computing Subject Leadership.	Skills Builder	Thinking School
SM				Geography Subject Leadership	Skills Builder	Thinking School
EW				History Subject Leadership.	Skills Builder	Thinking School
CB			**Suspended May 2022**			
HS	Yes	3	**Long Term Absence**			
AH	Yes	3	**Long Term Absence**			
KG			**Maternity Oct 2023-July 2024**			