Brunswick Park Primary School

Objective	What this will look like when achieved (AP = Action Plan)

Leadership and Management
Ofsted Key Areas for Improvement:
Improve the quality of teaching across all key stages so that pupils make outstanding progress in all subjects by:
     – addressing inconsistencies in teachers' subject knowledge to further improve the quality of teaching, learning and assessment
     – ensuring that work is sufficiently challenging and routinely meets the needs of all pupils.
Continue to develop effective parent partnership as an effective means of raising outcomes for pupils by ensuring that parents of all pupils are fully engaged with their children's education.
	• 3-year plan in place which includes barriers, risks and opportunities - ensuring leadership priorities are focused on sustainable growth
	• Distribution of QA and classroom teacher support across the school that reflects responsibility and pay
	• Extended mathematics leadership team in place to address to implement rapid systemic change including Mastery approach for mathematics across the school
	• SLT/MLT coaching structure embedded to support improvements in the quality of teaching and learning and leadership, informed and evaluated using Peer Review (LSTSA)
	• Year Group Parent Representatives in place to improve and facilitate communication and learning outside the classroom and educational visits

Plan and introduce the RSE curriculum strategically for January 2021	• RSE Policy is in place; 2 members of staff are trained to teach the curriculum; parents are informed and supportive • Development of a new pastoral team
Ensure the school's curriculum has clear Intent, Implementation and Impact and is tailored to its context **Remote learning (Virtual School) is introduced to support it**	• Clear curriculum intent statement and impact analysis to inform next year • Curriculum events are extended across the school systematically • Remote learning (Virtual School) is in place across the school through Google Classroom. Timetables and expectations are clear. Pupils continue to make academic progress
Adapt and refine the Appraisal process to become a process of Career Development	• Teaching staff use targeted personalised CPD to develop practice and facilitate school improvement
Use research findings to devise and implement Teacher Workload Reduction Strategies without compromising pupil outcomes	• DfE and LSTSA research findings used in full consultation to reduce a minimum of one aspect of workload teachers consider to be detrimental to their wellbeing; workload reduced as a result; outcomes remain good or better

Quality of Education
GDS: To improve the progress made by the end of KS2 for pupils who are high attaining
Improve teachers' skills to plan tasks and activities suited to pupils' learning needs (access for LAPS) and sufficient challenge for all pupils, especially HAPS (differentiation by input/task) including the impact of intervention in and outside lessons
 	
Improve teachers' lesson planning to ensure work is always matched to learning intentions; train teachers to identify the success criteria (learning steps) to reach a LI and share them with pupils in all lessons
   • To support new teachers with planning to ensure they have a good understanding of differentiation and how to differentiate effectively
   • To embed the use of SC in all lessons so they are effectively as an AfL tool
   • To improve teachers' questioning skills when targeting pupils to check pupils' reasoning and understanding
   • To develop Middle Leaders' skills in monitoring the quality of teaching and learning across **all** subject areas
Improve the quality of teaching and pupils' learning in Foundation Subjects, especially EBACC, so they make progress that is at least good across the curriculum
   • To review and refine assessment procedures in the Foundation Subjects to ensure that teachers are making accurate judgements about attainment
   • To review and refine MTP for art, DT, RE, PSHCE, Computing, MFL
   • To ensure Remote Learning (Virtual School) maintains rates of pupil progress
	• Greater % of pupils who are high prior attaining sustain this level of attainment in reading, writing and maths
	• Year 6 GDS outcomes are more secure for reading and mathematics
	• Priority year group - Year 5 - increasing evidence of progress in core subjects and improvement in transition
	• Higher % of children passing the Year 4 multiplication check
	• Small steps and pre key stage standards are used accurately together to asses children working below ARE or pre NC
	
	• Low stakes testing in place for art, DT, RE, PSHCE, Computing, MFL
	• Development of detailed teaching plans and learning resources for curriculum areas for remaining foundation subjects, including PSHCE
	• Computing curriculum is embedded in each year group
	• SLT/MLT coaching structure embedded to support improvements in the quality of teaching and learning and leadership
	• Remote Learning (Virtual School) is accessed when necessary via Google Classroom by all those who can, and the provision of hard copy learning by those who cannot. Additional devices provided to enable access where possible and appropriate

Early Years **To increase GLD with a specific focus on Reading, Writing and Number** **To ensure learning in the outdoor provision reflects learning in the indoor provision** **To ensure learning across the setting facilitates good progress**	- Reading, writing and number are taught daily as focus activities - Higher % of children achieve ELG for RWM = higher % of children achieve a GLD - Roles and responsibilities are understood, shared equitably and acted upon calmly, consistently and positively

English and Mathematics
Improve the quality of Teaching and Learning in Reading in KS1 and KS2
Improve the quality of writing (progress and outcomes) in English and across the curriculum in KS1 and KS2
    • To review and evaluate the texts used as part of the Literary Curriculum
    • To review and evaluate the MTPs for Foundation Subjects and Science to ensure that there are regular well-planned opportunities for writing
    • To improve the attainment of low attainers in writing at the end of KS2
    • To embed Every Time Writing Skills across the curriculum
Improve the progress made in mathematics by raising the attainment of:
KS2 pupils who are non-PPG and middle attaining by the end of KS1
(average pupils = ARE);
also the pupils who start Y3 above ARE
	- Whole class reading strategy reintroduced in September 2020 - SEND reading strategy (Project X) reintroduced in September 2020 - Every Time Writing skills embedded in Foundation Subjects - SLT/MLT coaching structure embedded to support improvements in the quality of teaching and learning and leadership, informed and evaluated using Peer Review (LSTSA) % attainment increase at the end if KS2 for low starting point writers - Mastery approach for maths implemented across the school % attainment increase in mathematics in KS2 pupils who are non-PPG and middle attaining by the end of KS1 and pupils who start Y3 above ARE

SEND and Inclusion
To improve the use of TAs to support SEND/targeted pupils
    • To provide a programme of CPD and planning support for all staff from SENDCo and AHT Inclusion
Improve action taken by leaders and teachers post data capture
    • To use SEND information astutely to ensure greater precision in the support of underachieving pupils and groups
	- Reduce language load in classrooms to support children with additional needs - Specific learning environments are autism-friendly - All staff are proficient in supporting children with autism and SEMH - Parent workshops are focused on social and emotional learning - Staff have access to a bank of intervention resources - Staff speak confidently and accurately about the children they teach who have SEND/additional needs

PD and BA and Pastoral
Ensure teachers are able to manage challenging BfL effectively and the school's PD and BA remain securely outstanding
    • To develop and improve teachers' skills in managing challenging behaviour to minimise low level disruption
    • To increase absolute capacity of the Pastoral and Safeguarding Teams
	- Baseline assessment for pupil well—being undertaken in November/December 2020 (Leuven Scale) - Use of graduated Mood Meter embedded in Years 1-6 – vocabulary is evident in PSHCE and discussions about feelings and emotions - Coaching for targeted teaching staff results in improved behaviour and attitudes - RESEARCH BASED TEACHING: Talk Matters Dialogic Teaching research project results in higher quality classroom talk and better BfL - Mental Health First Aiders and their role are known to children and parents and provide mental health surgeries - SHS worker's role evaluated and extended to include elements of Safeguarding - Extended Pastoral Team in place

Overview informs focus objectives; focus objectives inform action plans

Area of focus	Objective	What this will look like when achieved (AP = Action Plan)
Leadership and Management	1. To improve the school's financial sustainability 2. To develop subject leaders to lead the effective introduction of subject based assessment in science, the foundation subjects and RE 3. To strengthen the capacity of the leadership team to drive further improvements in teaching and learning through coaching 4. To devise and implement a programme of remote learning (Virtual School) to minimise impact of further school closure and disruption to schooling on pupil progress and outcomes 5. To adapt and refine the teacher appraisal process to improve pupil progress and outcomes through focused career development that incorporates research	1. In year surplus at the end of the financial year (2020/21). 3-year plan in place focusing on sustainable growth (SWOT) and income generation (AP). Responsibility for securing external funding through bidding is shared. Leaders are trained in bid-writing 2. Each subject leader has produced the knowledge organisers, assessments and can demonstrate evidence of their impact on the improvement in the quality of teaching and learning of their subject following from monitoring in lesson observations, book looks and professional conversations 3. All leadership team trained and using coaching confidently which are leading to regular improvements in children's learning (as seen in observations and children's books). MLT and UPR teachers take QA and coaching responsibilities, validated by Peer Review 4. Curriculum adapted to incorporate remote and blended learning to comply with legislation. Staff trained and confident to provide remote and blended learning through Google Classroom. Vulnerable Children Matrix used to target additional resources (Newton Rose and DfE laptops and adapted hard copy resources) to minimise progress gaps caused by disadvantage. Specific programmes in place for Resource Based pupils, pupils with SEND and the delivery of SALT target work 5. Parent/carer community understands expectations of remote and blended learning and is engaged in its delivery 6. Teaching staff are engaged pro-actively in personalised performance improvement. They demonstrate knowledge of and responsibility for their career development, linking it to current research (LSTSA/CD Research School), school improvement priorities and personal goals. Career development plans improve pupil outcomes

Pupil Outcomes	1. To enable a higher % of pupils achieve the greater depth standard in Maths at the end of KS2 2. To enable a higher % of pupils achieve the greater depth standard in Reading, Writing and Maths (combined) 3. To enable a higher % of pupils to achieve the expected standard in Reading at the end of KS1 4. To narrow the attainment gap between Boys and Girls in Year 2, Year 4 and Year 6 5. To enable a higher % of pupils to achieve a good level of development at the end of EYFS 6. To ensure the provision of remote and blended learning enables pupils to make and maintain good progress	1. The percentage of pupils achieving the greater depth standard in Maths at the end of KS2 is in line with the national average 2. The percentage of pupils achieving the combined greater depth standard in Reading, Writing and Maths at the end of KS2 is in line with the national average 3. The percentage of pupils achieving the expected standard in Reading at the end of KS1 is in line with the national average 4. Data outcomes show that the gap in Reading attainment between Boys and Girls is closing in Years 2, 4 and 6 5. The percentage of pupils achieving a good level of development at the end of EYFS is broadly in line with the national average 6. Remote and blended learning provision supports numbers 1-5
SEND	1. Adapt, design and develop an appropriate, ambitious curriculum 2. Embed parental engagement with SEND at all levels of the process 3. Devise and implement induction planning for the Inclusion Team 4. Devise and implement a consultancy package for SEND Support (tracking, assessment on Small Steps, setting up an effective team)	1. Banks of core knowledge (knowledge organisers) developed in science, art, humanities relevant to pupils with SEND. Plans are in place for sensory circuits, life skills (shopping, transport use, self-care), social skills groups (Y3-6) and nurture groups (YR-Y2) 2. Calendar of meetings in place; parental survey Spring 1; parents invited to IEP Reviews to help set SMART Targets. Pastoral support in place at early/initial identification process; links built with Sunshine House and SIAS; parents accompanied to co-production meetings/school visits/initial assessment/TACs 3. AHT Inclusion successor inducted. Leadership demonstrates understanding of the role's breadth and depth and the revised role's expectations are managed effectively across the school 4. Flyer/information prepared by Spring 1 in partnership with external consultant. Offer ready to publicise by Spring 2 for Summer Term dates

PDBA		1. To secure improvement in developing pupils' emotional literacy and self-management through embedding of whole school approach to TLA 2. Ensure that attendance is above the national average, including particular groups (SEND PPG EHCP) 3. To improve the quality of lunchtime provision and supervision to allow pupils to play actively and creatively 4. To improve parental engagement in children's online safety, supporting children's learning in reading and in educational visits/learning outside the classroom 5. Introduce opportunities for pupil leadership 6. To increase capacity of the Pastoral and Safeguarding Teams	1. All teachers delivering the whole school pastoral scheme of work (PSHCE and emotional literacy) to good or better standard 2. Attendance reaches 97% (excluding religious holidays) and above national for PPG and SEND for PPG, LAC and SEND 3. Lunchtime playleaders and TAs trained in creative games that provide a positive, safe play space with fewer incidents of poor behaviour. Pupil questionnaires/feedback show improvement 4. Year Group assemblies focus on online safety. Parent feedback positive about home school communication focused on reading. Team of parent volunteers established and training given, restrictions permitting 5. Pupils leading assemblies, becoming ambassadors and demonstrating engagement in decision making through an active school council 6. Pastoral and Safeguarding Team includes SHS worker. Role of Learning Mentor redefined to target pupils most affected by COVID-19
Quality of Education	**Quality of Assessment**	1. Use formative assessment and data analysis effectively to inform teachers' practice 2. Use comparative judgements to validate teacher assessments	1. Lesson observations and pupils' work scrutiny show that teachers are confident in adapting and reshaping lessons in order to develop pupils' knowledge, skills and understanding. Pupils' learning is differentiated to match their ability, targets and progress from their starting points 2. Moderation process takes places on a termly basis for maths and writing to validate the teacher judgments. Group analysis by teachers and SLT will evaluate the pupils' progress by class and year group. Low stakes testing is used in Science and Humanities to support teacher judgements. Comparative judgement trialled and evaluated (CD Research School)

	Mathematics	1. To implement the mastery approach for maths across the school 2. To extend enriched home learning opportunities that develop pupils' knowledge and skills beyond the classroom 3. To use assessment for learning to adapt lessons to suit the needs of all pupils	1. Lesson observations and pupils' work scrutiny show that pupils are developing a rich and secure understanding of mathematical concepts. Across the school pupils are confident in articulating their reasoning and understanding of concepts using accurate mathematical language. Reasoning and problem solving skills are developed alongside arithmetic 2. The My Maths website is used to provide pupils with rich, differentiated homework opportunities weekly 3. The Maths Mini Plenaries strategy allows teachers to check pupils' understanding systematically within lessons
	Curriculum	1. To devise and implement a Recovery Curriculum designed to close learning gaps rapidly caused by school closure and promote pupil wellbeing 2. To plan and implement the RSE curriculum strategically for 20/21 3. To ensure the school's curriculum has clear intent, implementation and impact and is tailored to its context 4. To ensure remote and blended learning supports the curriculum	1. Recovery curriculum in place by July 2020. Staff trained in its expectations and implementation. Learning gaps for the majority of pupils have closed or narrowed significantly by January 2021. Parent/pupil surveys report good pupil wellbeing 2. PSHCE Lead, supported by SLT, has ensured MTPs reflect the new curriculum. Parents consulted on policy changes. Policy rewritten to take changes into account. Parents informed of curriculum changes. Training undertaken for teachers on content and implementation of new curriculum 3. Curriculum intent statements and supporting documents written (MTPs, Knowledge Organisers). MLT supported in development of KOs. Curriculum events developed systematically. MTP and assessment procedures reviewed and refined for Foundation Subjects (art, DT, PSHCE, Computing, MFL, RE). Clear intent and impact statements in place to inform next year's planning. All staff understand rationale behind impact statement 4. Remote and blended learning reflects the full breadth of the school curriculum

	Evidence Based Teaching	1. To develop dialogic teaching through the Talk Matters research project (LSTSA and Cambridge University) 2. To reduce teacher workload whilst maintaining good outcomes for pupils through participation in the Teacher Workload Reduction research project (LSTSA and DfE)	1. Middle Leaders involved in research and training related to strategies to improve pupils' oracy skills and quality dialogue for learning. Whole school training provided related to strategies used to teach key vocabulary. Key vocabulary evident in pupils' talk. 2. In-school research conducted to identify the causes of increased teacher workload. Strategies to reduce workload related to marking and feedback without affecting outcomes for pupils are devised and implemented. UPR teachers involved in projects aiming to reduce teacher workload related to assessment processes
Quality of Education	**English Reading**	1. To embed whole class teaching for guided reading 2. To ensure phonics teaching is at least good in Years N-2, providing training to support this 3. To embed Project X for pupils with SEND in Years 3-6 (most likely pupils who did not achieve the PSC by Y2) 4. To embed online only homework, bar spelling	1. Higher attainment in Reading, especially for LAPS 2. Increased rates of progress in reading 3. Observations and outcomes show the teaching of reading is at least good across the school 4. Parents consulted. Homework is set regularly online bar reading and spelling. Optional creative activities introduced
	English Writing	1. To improve the quality of writing (progress and outcomes) in English and across the curriculum in KS1 and KS2	1. Literary Curriculum texts reviewed and evaluated. MTPs for Foundation Subjects, science and RE reviewed and evaluated to include regular planned opportunities for writing. LAP attainment improved at end of KS2. Every Time Writing skills embedded across the curriculum. When achieved these will look like: - Literary Curriculum texts are most relevant to our school community - MLT supported by SLT and LSTSA to plan writing opportunities - KS2 LAPS' writing attainment higher - Work in Foundation Subjects shows evidence of ETW skills being used in lessons regularly and consistently - Higher % of green RAG rating following work scrutiny

| Early Years Foundation Stage | 1. To increase the % of pupils achieving the ELG in Reading, Writing and Number so GLD is at least 69%, children who achieve ELGs for the Prime Areas will also achieve the specific areas of the ELGs of R/W/N and observations will show evidence of strong teaching in phonics, reading, number and shape
2. To ensure the quality of outdoor provision matches the quality of indoor provision using planned activities linked to Development Matters Guidance and UPR teachers' Career Development objectives
3. To ensure the Reception setting indoors operates as a single unit across two spaces in which effective learning opportunities are provided consistently throughout | 1. Career Development objectives for EYFS staff link clearly to progress and outcomes in RWN. RWN are taught daily. Phonics are taught daily in ability groups. Children read 1:1 weekly. Outcomes are moderated internally and externally with other schools in the borough
2. Good outdoor provision is consistent with good indoor provision. Resources are engaging; adults invite children to play and model play and language. All areas of learning are reflected in the outdoor provision
3. Staff demonstrate consistently that roles and responsibilities are shared equitably in accordance with role type and career stage. Interaction with all children is consistently positive, calm and appropriate to the children's chronological age and developmental stage. |