

SCHOOL DEVELOPMENT PLAN 2021-22

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.

SECTION 1: Leadership and Management				
Task and Finish:				
Intended Outcome	Current Position	Planned Actions 2021-22	KPIs	Who
1.1 The school is financially viable and in a position to support other schools through outreach and LA strategies for the management of falling rolls in Southwark	School is financially viable standing alone, with stringent measures in place to cap and reduce spending	<ul style="list-style-type: none"> • HT begins NPQEL in November 2021 (Teach First/LSTSH) • Create a list of financial strategies and steps to follow when supporting other schools • Train leaders in bid writing 	<ul style="list-style-type: none"> • 3-year plan in place which includes barriers, risks and opportunities - ensuring leadership priorities are focused on sustainability • Leaders are trained in bid-writing 	DD SLT Governors
1.2 A parent body raises funds for the school, including sourcing funding through bids and grants	FoBs is disbanded. The BPFA is in the process of being formed; parents being recruited and initial meetings held with a focus on fundraising	<ul style="list-style-type: none"> • Liaise with St George's CE Primary School PTA • Consult pupils on playground provision • Get refurbishment quotes • Set fundraising target • With support from St George's PTA, devise and implement a productive and effective system to work in partnership whilst remaining independent 	<ul style="list-style-type: none"> • System of partnership working in place • Parent body report is successful in raising funds to support school outdoor environments • Parent body operates independently and autonomously 	BPFA BR-B SB Governors
1.3 A strategy for becoming a School Hub in SEND/EYFS/Behaviour/Outreach is devised for 2022-3	Outreach work at the planning stage for supporting informal Resource Base/s and children with ASC in other mainstream schools	<ul style="list-style-type: none"> • Assess capacity for support and outreach • Plan support and outreach work in accordance with projected capacity • Assess ongoing capacity and plan acquisition of hub status in 2022-3 if appropriate 	<ul style="list-style-type: none"> • Outreach work takes place without affecting pupil experience and outcomes at Brunswick Park • Plan for Hub Status in 2022-3 is in place if appropriate 	CC JM SR SB
1.4 The school's curriculum has clear Intent, Implementation and Impact and is tailored to its context	Medium Term Plans and Curriculum Overviews in place for all appropriate subjects Knowledge Organisers are in place for all appropriate subjects Monitoring in place and effective SEND Curriculum is not yet aligned with the Curriculum for the rest of the school Curriculum clubs restricted to PE, Nessy and Gardening	<ul style="list-style-type: none"> • Subject Leaders develop Intent and Implementation Statements • Subject Leaders make resulting Impact Statements from data • AHT and RBL plan aligned SEND curriculum and map it out with III statements • SLT undertake Pupils Book Study Training (Impact) • Devise and implement a curriculum club plan 	<ul style="list-style-type: none"> • Curriculum events are extended across the school systematically • Clear curriculum intent statement and impact analysis to inform next year's provision • Pupil Book Study provides successful Impact data • Wider range of curriculum clubs offered 	AN CC TM JM SR
1.5 A whole school oracy strategy improves pupils' speaking and listening skills resulting in an increase in their cultural capital	Children's speaking and listening skills and ability to communicate clearly have been affected adversely by the COVID-19 pandemic. There is noticeable regression	<ul style="list-style-type: none"> • Oracy strategy planned to involve parents and carers in supporting school to value spoken communication: <ul style="list-style-type: none"> - Maintenance of appropriate eye contact - Speaking in full sentences - Using spoken conventions consistently - Listening actively and responding appropriately - Understanding the importance of and using appropriate body language 	<ul style="list-style-type: none"> • Pupils articulate with confidence their understanding of concepts and skills taught • Pupils lead assemblies, become ambassadors and demonstrate engagement in decision making through Junior Leadership Team 	SB SLT Class Teachers Support Staff

<p>1.6 The school's digital learning strategy improves pupils' digital literacy and skills</p>	<p>School has begun developing the teaching staff and pupils' digital learning skills; In collaboration with an EdTech Demonstrator School (Britannia Learning Trust)</p>	<ul style="list-style-type: none"> • Deliver training to teaching staff • Teachers implement training with children and evaluate impact • Update and increase the number of digital devices to allow wider participation 	<ul style="list-style-type: none"> • Children use digital devices skilfully to learn and produce content 	<p>TM</p>
<p>1.7 Twitter is embedded as a means of communication with parents and carers, and of showcasing children's work Twitter profile is used as a marketing tool</p>	<p>Twitter has been introduced to teaching staff and basic expectations of its use are in place</p>	<ul style="list-style-type: none"> • Seek permission from parents/carers • Create and update Year Group Twitter accounts weekly • Place Twitter feed on website • Establish connections with other schools and digital communities through Twitter 	<ul style="list-style-type: none"> • Teaching staff use Twitter confidently and regularly; retweets and followers indicate regular interaction with Twitter • Resulting profile used as a marketing tool 	<p>TM MLT Class Teachers</p>
<p>1.8 Capacity of the leadership team is strengthened to drive further improvements in teaching and learning through devising and implementing a coaching framework</p>	<p>Head Teacher is a qualified organisational coach and SLE; SLT has proven successful experience of coaching individuals and teams to bring about school improvement; Both Maths Leads hold NPQML</p>	<ul style="list-style-type: none"> • Devise and implement a coaching framework using existing expertise • Devise and implement a coaching training plan focusing on MLT and UPR initially • 3 Middle Leaders undertake NPQs: NPQLTL, NPQLBC, NPQLTD 	<ul style="list-style-type: none"> • All leadership team trained and using coaching confidently which is leading to 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 • SLT/MLT coaching structure embedded to support improvements in the quality of teaching and learning and leadership 	<p>SB SLT MLT UPR</p>
<p>1.9 The role of Subject Leaders and Phase Leaders is developed to increase leadership capacity and plan for succession</p>	<p>Whole school staffing structure and role redesign completed for implementation from 1 September 2021</p>	<ul style="list-style-type: none"> • Devise and implement a Career Development Plan for phase and middle leaders under the Appraisal Process; • Monitor progress and hold to account through regular line management meetings 	<ul style="list-style-type: none"> • Systems for phase and line management securely in place; phases demonstrating fully joined-up operation • Middle Leader NPQ and related training on track for completion by July 2022 • Career development used as tool to identify and prepare future leaders 	<p>SB SLT MLT UPR</p>
<p>1.10 Children have greater knowledge of and responsibility for the strategic direction of the school</p>	<p>Elected School Council in place meeting regularly, led by Learning Mentor</p>	<ul style="list-style-type: none"> • Reconstitute School Council as the Junior Leadership Team • Devise and implement joined up work plan with MLT and SLT 	<ul style="list-style-type: none"> • Junior Leadership Team established • JLT informs planning of outdoor provision: existing and new • JLT involved in Unicef RRSA Bronze steering group • JLT involved in Autism Specialist Award 	<p>SB BF CC SLT MLT JLT</p>
<p>1.11 Outdoor provision results in improved pupil engagement, problem solving and resilience and during playtime and lunchtime</p>	<p>Outdoor provision relies upon consumable equipment; Impact of designated play responsibilities insufficiently evident in staff interaction</p>	<ul style="list-style-type: none"> • Devise and implement a playground provision map to deploy skilled staff at key times; • Playground ambassadors support children to play positively • Appraisal process to focus sharply on upskilling and holding staff to account for quality of play and pupil behaviour 	<ul style="list-style-type: none"> • Pupils' behaviour for learning and attitudes are consistently positive throughout the day; support staff are deployed flexibly according to need 	<p>SB TM CC</p>
<p>1.12 Competent support staff are deployed astutely to improve pupils' behaviour, attitudes and outcomes</p>	<p>Support Staff are deployed to Year Groups; Persistent support staff absence limits the impact of planned interventions Persistent absence is tackled under Sickness Guidance procedures</p>	<ul style="list-style-type: none"> • Devise and implement a system of vertical deployment; staff are deployed to provide specific interventions and undertake specific tasks across Key Stages/the school 	<ul style="list-style-type: none"> • Support staff deployment is reorganised • Pupils' behaviour, attitudes and outcomes show improvement 	<p>SB TM AN CC</p>

SECTION 2: Quality of Education including Evidence Based Teaching

1. Quality of Teaching
2. Quality of Assessment
3. English and Reading
4. Mathematics
5. STEM and Humanities
6. The Creative Arts and the Wider Curriculum
7. Early Years Foundation Stage

Task and Finish:

Intended Outcome	Current Position	Planned Actions 2021-22	KPIs	Who
1. Quality of Teaching				
2.1.1 Teachers' subject knowledge is improved, ensuring concepts and skills are taught accurately	Inconsistency exists in teachers' subject knowledge, particularly in English (SPAG).	<ul style="list-style-type: none"> • Provide CPD for teaching and support staff in SPAG and written communication • Training in the use of maths manipulatives and concrete/pictorial is ongoing • Devise system for joining up feedback to target training to particular staff 	<ul style="list-style-type: none"> • Outcomes in writing and maths improve • Time is saved editing written communication • A common format for written communication is used 	SB AN TM EF YA
2.1.2 Middle Leaders' skills in monitoring the quality of teaching and learning across all subject areas are consolidated; they monitor accurately, resulting in better quality teaching	Rigorous monitoring and evaluation framework established Monitoring undertaken with SLT	<ul style="list-style-type: none"> • SLT to support MLs in extending their scope in monitoring; focusing on the 'so what?' and asking open questions supporting action plans • Training provided for MLs on providing accurate developmental feedback and how to develop an effective KLE that results in improvement • MLs/SLs develop a whole school approach to giving developmental feedback 	<ul style="list-style-type: none"> • MLs and SLs monitor independently the quality of teaching and learning and provide accurate developmental feedback that results in improvement 	TM AN
2. Quality of Assessment				
Intended Outcome	Current Position	Planned Actions 2021-22	KPIs	Who
2.2.1 Cracking Comprehension assessment tasks are used effectively as a tool to evaluate pupils' comprehension skills and attainment in Reading	CC assessment tasks introduced to be used in the Autumn Term	<ul style="list-style-type: none"> • Monitor CC's use and implementation (KS1/2) • Evaluate CC's effectiveness 	<ul style="list-style-type: none"> • Monitoring of assessment procedures and data 'health checks' indicate that class teachers are confident in using the Cracking Comprehension assessment task to inform their teacher judgement 	TM CH
2.2.2 Collins Times Tables Test Simulator is used effectively to evaluate pupils' progress towards passing the Year 4 Multiplication Tables Check	TT Rock Stars in use across the school from Year 1 as part of home learning; in Years 3 and 4 is also part of in-school practice. Doesn't simulate MTC	<ul style="list-style-type: none"> • Staff training for Year 4 class teachers in CTTS • Monitor use and effectiveness 	<ul style="list-style-type: none"> • Collins Times Tables Test Simulator is used twice per half term to monitor the pupils' progress towards passing the Year 4 Multiplication Tables Check. Their progress is recorded and monitored regularly 	EF YA TM
2.2.3 Moderation folders are developed to indicate ARE in PSHCE, Art and DT and RE in Years 1-6	Termly Performance Indicators in place for Years 1-6 Staff use them to evaluate pupils' attainment	<ul style="list-style-type: none"> • Subject Leaders create Moderation Folders 	<ul style="list-style-type: none"> • Moderation folders developed for PSHCE, Art and DT, and RE in Years 1-6. Folders are used by class teachers to support their judgements 	SN EM NS TM

<p>2.2.4 Support staff are trained to use assessment resources to evaluate the children's progress in phonics and early reading</p>	<p>EYFS and KS1 Support staff provide phonics interventions but do not assess KS2 Support staff do not provide phonics interventions</p>	<ul style="list-style-type: none"> • Key staff train with Wandle English Hub and Little Wandle Letters and Sounds Revised • Cascade training to support staff • Monitor impact of training in interventions across EYFS - KS2 	<ul style="list-style-type: none"> • Support staff use Little Wandle assessment materials accurately to assess attainment in phonics and early reading 	<p>AN TM CH</p>
<p>3. English and Reading</p>				
<p>Intended Outcome</p>	<p>Current Position</p>	<p>Planned Actions 2021-22</p>	<p>KPIs</p>	<p>Who</p>
<p>2.3.1 Literary Curriculum texts ensure diversity is represented clearly</p>	<p>Limited number of LT Texts written by:</p> <ul style="list-style-type: none"> • Women • Members of the BME community • Members of the LGBTQ+ community 	<ul style="list-style-type: none"> • Evaluate and redesign the English Curriculum to ensure children are exposed to texts written by a diverse community • Use the Intervention Space to showcase Brunswick's Diverse Curriculum 	<ul style="list-style-type: none"> • Pupil Voice shows children are aware of the diverse backgrounds of the authors represented in their English lessons • Pupil Voice indicates children recognise themselves and their families in the texts they study • Intervention Space showcases the diverse English Curriculum to pupils, parents and visitors 	<p>AN</p>
<p>2.3.2 The attainment of low attainers in writing at the end of KS2 improves</p>	<p>Children who are low attainers at the end of KS1 remain low attaining at the end of KS2; Low attaining children receive intervention from support staff</p>	<ul style="list-style-type: none"> • Investigate reasons for continued low attainment/slow progress • Ensure all children are taught regularly by appropriately skilled staff 	<ul style="list-style-type: none"> • Investigation reveals reasons for continued low attainment; is complex SEND the cause? • Staffing plan ensures teachers have contact with all groups regularly 	<p>AN SR SB</p>
<p>2.3.3 New DfE Validated SSPP (Little Wandle Letters and Sounds Revised) is in use effectively across the school</p>	<p>Letters and Sounds Framework is used form EYFS-Year 2. New DfE scheme must be in place by 2022</p>	<ul style="list-style-type: none"> • Secure funding for top 30% of PPG schools (£6000) • Adopt a DfE Validated SSPP (Little Wandle Letters and Sounds Revised) • Train <i>all</i> staff to use it including RB staff • Reorganise banded books • Inform parents of new approaches and expectations • Monitor phonics provision rigorously 	<ul style="list-style-type: none"> • Phonics teaching is consistently good • All staff implement Little Wandle LSR • Banded books reorganised and new books purchased • Data show increase in number of children achieving EXS/GDS in reading and writing and the PSC 	<p>AN SB</p>
<p>2.3.4 Reading comprehension outcomes at the end of KS2 improve</p>	<p>Whole class guided reading is in place and staff trained All teachers teach reading Practice in guided reading is currently inconsistent</p>	<ul style="list-style-type: none"> • Staff training planned to reduce inconsistency • Training place for teachers new to whole class guided reading • Rigorous monitoring of reading lessons and journals continues 	<ul style="list-style-type: none"> • Children's attainment in reading rises consistently in KS2 • Whole class guided reading is consistently good • Outcomes are at least maintained (cohort dependent) 	<p>CH</p>
<p>2.3.5 Understand what motivates BP's children to want to read for pleasure</p>	<p>Children have limited opportunities to read for pleasure or hear stories read to them, therefore children make limited choices when selecting books</p>	<ul style="list-style-type: none"> • Carry out School Readiness Audit • Consult with all school staff about their knowledge of children's literature • Consult with children to understand what reading materials in all forms they like • Refresh library and books • Train staff to fill identified gaps • Reorganise the whole school timetable to make time for reading to encourage RfP • Devise and implement parent workshops to support RfP at home 	<ul style="list-style-type: none"> • Staff knowledge of children's literature matches the children's interests • Parents aware of how to encourage their children to choose to read at home • Pupil Voice reports children enjoy reading and an increased number of children report reading for pleasure at home 	<p>CH AN</p>

4. Mathematics				
Intended Outcome	Current Position	Planned Actions 2021-22	KPIs	Who
2.4.1 The White Rose Maths scheme of work is embedded in Years 2 and 4	White Rose Maths is introduced in all Year Groups apart from Years 5 and 6	<ul style="list-style-type: none"> Monitor WRM's implantation in Years 2 and 4 Train Year 5 Class Teachers in WRM in July 2022 	<ul style="list-style-type: none"> Monitoring outcomes and teacher feedback indicate that class teachers feel confident in the use of White Rose Maths and teach maths lessons that showcase the principles of the Mastery Approach 	TM EF YA
2.4.2 EYFS and KS1 class teachers are trained and able to deliver the NCETM 'Mastering Number' interventions	Teachers have started to attend virtual training delivered by DfE and NCETM	<ul style="list-style-type: none"> Deliver the NCETM 'Mastering Number' interventions in EYFS and KS1 to support pupils in developing a stronger number sense 	<ul style="list-style-type: none"> Outcomes indicate that pupils are developing their number sense skills confidently 	TM EF YA SW-B HT
2.4.3 Bar Modelling is introduced and embedded as a means to improve pupils' mathematical reasoning	Maths leads are developing understanding of bar modelling Maths leads planning teacher training	<ul style="list-style-type: none"> Maths leads train teachers in bar modelling Monitor pupil outcomes 	<ul style="list-style-type: none"> Monitoring outcomes indicate that pupils in Years 1-6 are able to use Bar Modelling to solve Mathematical Problems 	YA EF TM
2.4.4 Support staff use the CPA approach to provide maths interventions	Quality of support staff maths interventions is inconsistent and does not include manipulatives; Maths leads have planned support staff training	<ul style="list-style-type: none"> Maths leads train support staff in CPA approach Monitor and evaluate quality of maths interventions 	<ul style="list-style-type: none"> Support staff maths interventions showcase the effective use of CPA to support pupils 	YA EF
5. STEM and Humanities – Digital Learning				
Intended Outcome	Current Position	Planned Actions 2021-22	KPIs	Who
2.5.1 Years 1-6 class teachers use G-Suite tools regularly in order to provide pupils with digital learning experiences	Teachers use G-Suite tools to provide remote learning; Use of G-suite tools in classrooms is limited	<ul style="list-style-type: none"> Train class teachers in Years 1-6 to use G-Suite tools to support and enrich pupils' learning in classrooms 	<ul style="list-style-type: none"> Children demonstrate confidence in the use of G-Suite tools in school; evident in pupils' work 	TM JB
2.5.2 Computing is taught consistently across Key Stage 1 and Key Stage 2. Pupils are able to complete activities set for them to a good standard	Purple Mash Computing Curriculum introduced to Years 1-6; Quality of teaching, learning and outcomes in computing is inconsistent	<ul style="list-style-type: none"> Enforce rigorous monitoring to embed the Purple Mash scheme of work for Computing lessons in Years 1-6 	<ul style="list-style-type: none"> Monitoring outcomes indicate computing is taught consistently well across KS1-2. Pupils' work shows that they complete it to a good standard 	TM JB
2.5.3 Pupils present their work in Humanities and Science using digital tools	Most pupils' work is presented in writing in Humanities and Science	<ul style="list-style-type: none"> Train teaching staff to use Google Slides, Popplet and Padlet Train children to use Google Slides, Popplet and Padlet Monitor use of digital tools in Humanities and Science 	<ul style="list-style-type: none"> Google Slides, Popplet and Padlet are used as presentation tools in Humanities and Science in Years 1-6 	TM JB TA RR
2.5.4 Scheme of work in use for teaching Computing in EYFS	Computational thinking is not taught in the EYFS	<ul style="list-style-type: none"> Investigate and trial, then choose an EYFS Computing SoW Train EYFS staff in its use 	<ul style="list-style-type: none"> Monitoring outcomes show computational thinking is taught in the EYFS 	TM JB

6. The Creative Arts and the Wider Curriculum				
Intended Outcome	Current Position	Planned Actions 2021-22	KPIs	Who
2.6.1 All areas of the curriculum are enhanced by trips, visits and visitors and practical activities to increase retention Parents and carers have a better understanding of the wider curriculum	All Year Groups undertake trips and visits but provision is inconsistent; Topics do not necessarily begin with a trip/visit	<ul style="list-style-type: none"> Devise cross-curricular whole school trips and visits plan linked to key topics Devise and implement an events plan for sharing learning with parents and carers Introduce regular curriculum sharing events Plan low stakes measurement of retention and evaluate 	<ul style="list-style-type: none"> Trips/visits plan in place; trips take place in accordance with the plan Plan shared with parents and carers Regular curriculum sharing events are in place and well attended Low stakes measurement of acquisition of cultural capital in place; retention increased 	AN Phase and Subject Leaders
7. Early Years Foundation Stage				
Intended Outcome	Current Position	Planned Actions 2021-22	KPIs	Who
2.7.1 Reception Baseline administered in accordance with the law	Reception Baseline assessment is new in this form. Teachers have been trained	<ul style="list-style-type: none"> Administer Reception Baseline Assessment within the children's first 6 weeks in Reception 	<ul style="list-style-type: none"> Head Teacher's Declaration Form sent by 1 November 2021 	SB AN NM SW-B
2.7.2 The EYFS Curriculum is current and relevant	The National EYFS Framework has been changed and is statutory from September 2021	<ul style="list-style-type: none"> Develop robust curriculum intent, which aligns with the changes to the EYFS Framework, which is statutory from September 2021 	<ul style="list-style-type: none"> Curriculum is compliant with regulations Curriculum is current Parent and child voice indicates it is relevant to the community 	AN NM SW-B JB
2.7.3 Workload is reduced for EYFS teachers	Time is spent on observations which do not always inform teacher judgements	<ul style="list-style-type: none"> Use A3 sheets for all observations including Long Observations Limit recording to WOW Moments that give teachers new information about children's progress Teacher judgement can be based upon what s/he knows about the child in addition to information in folders 	<ul style="list-style-type: none"> Teachers spend more time engaging with children Outcomes improve 	AN NM SW-B JB
2.7.4 There are consistently high-quality learning opportunities across the setting both indoors and outdoors	Provision across the setting remains inconsistent	<ul style="list-style-type: none"> AHT and EYFS staff ensure roles and responsibilities are understood, shared equitably and acted upon calmly, consistently and positively 	<ul style="list-style-type: none"> Learning in the outdoor provision reflects learning in the indoor provision across the setting 	AN NM SW-B JB

SECTION 3: Pupil Outcomes

Task and Finish:

Intended Outcome	Current Position	Planned Actions 2021-22	KPIs	Who
3.1 The percentage of pupils achieving the greater depth standard in Maths at the end of KS2 is in line with the national average	In 2019 KS2 GDS maths was slightly below National Averages	<ul style="list-style-type: none"> GDS maths taught in an intervention group Targeted and flexible setting in place from Autumn 1 	<ul style="list-style-type: none"> A higher % of pupils achieve the greater depth standard in Maths at the end of KS2 	TM AN YA TA EF
3.2 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	In 2019 KS2 combined GDS RWM was below National Averages	<ul style="list-style-type: none"> GDS Reading and Writing taught in intervention groups Targeted and flexible setting in place from Autumn 1 	<ul style="list-style-type: none"> A higher % of pupils achieve the greater depth standard in Reading, Writing and Maths (combined) 	TM AN YA TA EF CH
3.3 The percentage of pupils achieving the expected standard in Reading at the end of KS1 is in line with the national average	In 2019 EXS Reading in KS1 was below National Averages	<ul style="list-style-type: none"> EXS Reading taught in an intervention group Targeted and flexible setting in place from Autumn 1 	<ul style="list-style-type: none"> A higher % of pupils to achieve the expected standard in Reading at the end of KS1 	CH AN RR LP
3.4 The Reading and Writing attainment gap between PP and NON-PP pupils is closing in Year 2 and Year 6	In 2019 there was a small gap; this year as a result of very high PPG in Year 6 and the pandemic, the gap is tracked to be wider	<ul style="list-style-type: none"> PPG pupils taught in small intervention groups from Autumn 1 	<ul style="list-style-type: none"> The attainment gap between PP and NON-PP pupils in Year 2 and Year 6 Reading and Writing is narrowed 	RR LP AN
3.5 Data outcomes show that the Maths attainment gap is closing between Boys and Girls in Year 2	In 2019 there was a gap in maths attainment between boys and girls in Year 2	<ul style="list-style-type: none"> Enforce rigorous monitoring of boys' and girls' attainment in maths in Year 2 	<ul style="list-style-type: none"> The attainment gap between Boys and Girls in Year 2 Maths is narrowed 	EF YA RR LP
3.6 Data outcomes show that the Reading and Writing attainment gap between EAL and NON-EAL pupils is closing in Year 1	In July 2021 there was a gap in EAL/Non-EAL RW attainment in Year 1; the current Year 1 cohort shows a gap remains	<ul style="list-style-type: none"> Investigate effective provision for young children with EAL Devise and implement a plan to enable children to acquire vocabulary rapidly Train teachers in supporting young children with EAL effectively Devise a method of increasing the accuracy of EAL data 	<ul style="list-style-type: none"> The attainment gaps between EAL and NON-EAL pupils in Year 1 Reading and Writing are narrowed Plan in place for rapid acquisition of vocabulary Data show teachers support children with EAL effectively EAL data better reflects children's actual ability to speak English 	LP CH HT TM
3.7 The percentage of pupils achieving a good level of development at the end of EYFS is broadly in line with the national average	In 2019 GLD was 67%; National was 72%. Brunswick has a significantly higher number of children with complex SEND than the average school; these children cannot get a GLD	<ul style="list-style-type: none"> Implement the planned revised EYFS Curriculum with a focus on Communication and Language Plan early identification of children who are at risk of not achieving a GLD, and related keep-up strategies 	<ul style="list-style-type: none"> A higher % of pupils achieve a good level of development at the end of EYFS 	NM SW-B JB SR CC

SECTION 4: SEND and Inclusion

Task and Finish:

Intended Outcome	Current Position	Planned Actions 2021-22	KPIs	Who
4.1 Teachers' subject knowledge of SEND and inclusive provision is improved	Subject knowledge is inconsistent; Staff skill level is inconsistent; Resources are used inconsistently	<ul style="list-style-type: none"> Implement training for teachers on strategies to support children with SEND effectively in the classroom Create resource packs for classrooms to be displayed consistently Implement parent workshops on social and emotional learning Create and distribute consistent intervention resources Hold regular planning surgeries for teaching staff Hold half-termly meetings during which teachers are held accountable 	<ul style="list-style-type: none"> Language load in classrooms to support children with additional needs is reduced Learning walks show learning environments are SEND, ASC and complex needs-friendly Resources and strategies in the classroom show all staff are proficient in supporting children with autism and SEMH Parent workshops are focused on social and emotional learning Staff use a bank of intervention resources to support pupils with SEND Half termly meetings with SENDCo show teachers; developed understanding of IEP and EHCP targets Outcomes for pupils with SEND improve 	CC SR Class Teachers
4.2 Action taken by leaders and teachers regarding SEND and Inclusion post data capture is timely and effective	Action taken is monitored inconsistently	<ul style="list-style-type: none"> Devise and implement systems for action following data capture Devise and implement individual pupil profiles 	<ul style="list-style-type: none"> Profiles show SEND information is used astutely to ensure greater precision in the support of underachieving pupils and groups 	CC SR TM
4.3 Parents' knowledge and ability to support their children's learning at home is improved	There is an ongoing struggle for parents to accept their children's complex needs and how to manage their children at home Approaches used in school do not align consistently with those used at home resulting in parental anxiety	<ul style="list-style-type: none"> Half-termly workshops for targeted parents on specific approaches to SALT, visuals, routines etc System of regular coffee afternoons in conjunction with workshops in place for parents to ask questions and network Make a parent room 	<ul style="list-style-type: none"> Feedback evaluations indicate good parental engagement Coffee afternoons consistently well-attended Parent room in place and used 	CC SR Inclusion Team
4.4 School is recognised formally for its expertise in providing education for children with ASC	School is Resource Based for pupils with Autism and recognised for its expertise through outreach	<ul style="list-style-type: none"> Register and apply for the NAS Autism Specialist Award 	<ul style="list-style-type: none"> NAS Autism Specialist Award is gained 	CC SR SB

SECTION 5: PD and BA and Pastoral – to include mental health, attendance, safeguarding

Task and Finish:

Intended Outcome	Current Position	Planned Actions 2021-22	KPIs	Who
<p>5.1 Overall attendance including PPG is above the national average. SEND attendance of SEND is in line with the national average</p>	<p>Level of attendance from the time schools reopened was over 95.5%; high in the circumstances. The school's long-term attendance target is 97%</p>	<ul style="list-style-type: none"> • AHT Inclusion, Pastoral and Welfare • Early help team used to support PPG and vulnerable families, including parental contracts and legal planning • Attendance continues to be discussed in safeguarding meetings • Parents are reassured that school continues to be a safe place for children to learn, and that attendance is mandatory 	<ul style="list-style-type: none"> • Overall attendance including PPG is above the national average; • Attendance for pupils with SEND is in line with the national average, and is improving for those pupils with complex needs 	<p>CC DB BF SR SB TM</p>
<p>5.2 The journey towards becoming a Unicef Rights Respecting School is underway</p>	<p>Brunswick Park is a values-based school, celebrating one focus value per month, beginning in September with Respect. The focus for 2021-22 following a period of disruption caused by COVID-19 is on building children's cultural capital, which includes informed decision-making and developing awareness of others</p>	<ul style="list-style-type: none"> • Inform the whole school community that the school is working on the RRSA including pupils, staff, parents and governors • Become familiar with the United Nations Convention on the Rights of the Child • Establish pupil-led Steering Group in place – with JLT • Review school practice against Silver Outcome Descriptors • Complete Action Plan for Silver • Contact Professional Adviser • Submit Bronze Documents 	<ul style="list-style-type: none"> • Bronze RRSA Status Achieved: Rights Committed 	<p>SB SLT SN Governors</p>
<p>5.3 Pupils' citizenship education prepares them for secondary school and its higher expectations of personal responsibility and autonomy</p>	<p>Year 7 pupils report early use of draconian approaches to managing Behaviour for Learning that cause them anxiety. They also report boredom and low expectations. Questionnaires and pupil voice inform us that Year 6 pupils want more personal responsibility and opportunities to manage their time autonomously. Behaviour is inconsistent throughout the day; exemplary in class with teachers and variable with support staff and lunchtime play leaders.</p>	<ul style="list-style-type: none"> • Devise and implement a system of Pupil Ambassadors • With the JLT, devise and implement Year 6 responsibilities; they help run the school • Ensure Year 6 takes part in Business and Enterprise work such as The Fiver Challenge • Devise and implement a specific PSHCE provision to address personal responsibility and resilience, linked to transition planning 	<ul style="list-style-type: none"> • PSHCE provision results in children improving their ability to self-manage and develop resilience • Pupil Ambassadors are in place • Year 6 have responsibility for designated tasks and initiatives • Behaviour is not a barrier to learning 	<p>BF SB TM AN CC TA SN</p>
<p>5.4 Pupil Voice makes measurable improvements to children's school experience</p>	<p>The School Council is well established and meets regularly with the Learning Mentor. Wider pupil voice is captured inconsistently.</p>	<ul style="list-style-type: none"> • Train sufficient staff to Reinstate the Listening Post; • Relaunch the Listening Post in assemblies and through the JLT • Devise and implement a dated plan of pupil and parent questionnaires; be clear about the purpose of the information to be captured • Devise and implement a SMART, timebound system of post-questionnaire actions 	<ul style="list-style-type: none"> • The Listening Post is used by children across the school • LP feedback indicates action taken results in improved pupil wellbeing • Pupil Voice is captured regularly through a system of planned questionnaires • Parent/pupil surveys report good pupil wellbeing • Timely action is taken using Pupil Voice data 	<p>SB CC BF SN Phase Leaders</p>

SECTION 6: Ongoing COVID-19 Recovery

Task and Finish:

Intended Outcome	Current Position	Planned Actions 2021-22	KPIs	Who
<p>6.1 School-based tutors provide additional catch-up tuition in Years 2 and 6 to close attainment gaps caused by the COVID-19 pandemic</p>	<p>Third Space Tutoring Programme in place for Summer Term 2021. Impact inconsistent: quality of individual tutor and relationship with pupil variable</p>	<ul style="list-style-type: none"> • Secure funding for School-Based Tuition: £18 000 allocated • Secure school staff to act as tutors for pupils in Year 2 and Year 6 • Using assessment data, identify key pupils for tuition, focusing on PPG/disadvantaged • Implement and evaluate school-based tutoring programme 	<ul style="list-style-type: none"> • Outcomes for pupils in Years 2 and 6 are at least in line with those of 2019 (last published data) 	<p>SB TM DD</p>