

## SCHOOL DEVELOPMENT PLAN 2023-24

### 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.

### Specific priority areas for 2023-24:

1. Strengthening the performance of middle leaders
2. Strengthening provision for Personal Development, focusing on self-regulation, responsibility and wellbeing
3. Applying research-based evidence to improve teachers’ pedagogy and subject knowledge and children’s vocabulary and long-term curriculum content knowledge
4. Enriching the curriculum to broaden children’s horizons
5. Embedding strong systems and culture to support good school attendance

**RAG** Key: **GREY** = information not available until later in the year; **RED** = not yet in progress; **AMBER** = in progress, not yet embedded; **GREEN** = in progress, embedded

SECTION 1: Leadership and Management				
Task and Finish:				
Intended Outcome	Current Position	Planned Actions 2023-24	KPIs	Who
<b>1.1</b> The school is financially viable, and in a position to secure its long-term future	School is financially viable standing alone, with stringent measures in place to cap and reduce spending. Continuing falling rolls in Southwark and reductions to Council services pose future risk.	<ul style="list-style-type: none"> <li>• Governors hold visioning workshop to explore all viable options</li> <li>• Establish working group to scope them</li> <li>• Scope all options and report to governors</li> <li>• Act on reported recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• 3-year plan in place which includes barriers, risks and opportunities - ensuring leadership priorities are focused on sustainability</li> <li>• Governors’ vision and scoping work results in a clear strategy plan that secures the future of the school</li> </ul>	<b>SLT</b> <b>Governors</b>
<b>1.2</b> Capacity of middle leaders is strengthened to drive further improvements in teaching and learning through devising and implementing an Instructional Coaching framework. Coaching in 2023-24 will focus on developing knowledge and skills in interpreting evidence and feedback	Head Teacher is a qualified organisational coach and SLE; SLT has proven successful experience of coaching individuals and teams to bring about school improvement; Maths Leaders undertaking NPQSL; Middle leaders undertaking NPQLTL and NPQLBC; EYFS Staff have expressed interest in the NPQEY	<ul style="list-style-type: none"> <li>• Devise and implement a coaching framework using existing expertise</li> <li>• Devise and implement a coaching training plan focusing on MLT and UPR initially</li> <li>• Incorporate Instructional Coaching into Teacher Appraisal (Career Development)</li> <li>• Implement EEF research into the effective use of observations to improve quality of teaching</li> <li>• Embed Phase Leader Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• All leadership team using instructional coaching principles confidently which is leading to improvements in children’s learning (as seen in observations and children’s books)</li> <li>• MLT and UPR teachers take QA and coaching responsibilities, validated by Peer Review (if available)</li> <li>• Instructional coaching structure embedded in the Appraisal/Career Development process: to become a better teacher</li> <li>• Phase Leaders fulfil responsibilities independently; SLT time is focused on strategic development</li> </ul>	<b>SB</b> <b>SLT</b> <b>MLT</b> <b>UPR</b>
<b>1.3</b> The school’s curriculum has clear Intent, Implementation and Impact, is tailored to its context and broadens children’s horizons	Medium Term Plans and Curriculum Overviews in place for all appropriate subjects Knowledge Organisers are in place for all appropriate subjects Monitoring of curriculum coverage and presentation and marking expectations in place and effective SEND Curriculum is devised and aligns with the curriculum in the mainstream Clubs are offered to all children across the curriculum	<ul style="list-style-type: none"> <li>• Embed, monitor and evaluate the SEND curriculum</li> <li>• Monitor and evaluate club usage: who, how often, coverage</li> <li>• Devise plan the implementation of a strategy to extend the clubs offer to low-income households and children with complex SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Impact Analysis, including SEND, informs next year’s provision</li> <li>• Club usage evaluation informs strategy plan</li> <li>• Strategy in place to extend clubs offer</li> </ul>	<b>AN</b> <b>TM</b> <b>SB</b> <b>DD</b>

<p><b>1.4</b> Leaders' dissemination of evidence-based research findings results in teachers' application of secure pedagogical and curriculum content knowledge, tiered vocabulary and retrieval and spaced practice that improve pupil outcomes</p>	<p>Observation and monitoring have identified the need for a whole-school approach to the teaching of:</p> <ul style="list-style-type: none"> <li>• Tiered vocabulary</li> <li>• Retrieval of knowledge over time: memory processing</li> </ul>	<ul style="list-style-type: none"> <li>• Devise an implementation strategy for the EEF 7 Step Model for Metacognition including a whole school approach to lesson planning;</li> <li>• Train teachers to apply the model;</li> <li>• Monitor and evaluate the model's effectiveness through staff and pupil voice – case study pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school approach to lesson planning refers to the EEF 7 Step model</li> <li>• Teachers understand and use retrieval and spaced practice to embed knowledge</li> <li>• Teachers plan for Tiered vocabulary, which is evident in children's learning</li> </ul>	<p><b>SB</b> <b>AN</b> <b>TM</b> <b>Teachers</b></p>
<p><b>1.5</b> A strategic, systematic, rigorous approach to Personal Development and wellbeing, including taking responsibility at individual, class, school, community and global levels, result in better and more consistent self-regulation in all areas of the school and increased cultural capital</p>	<p>Children's speaking and listening skills, behaviour and resilience have been affected adversely by the COVID-19 pandemic. There is noticeable regression. Parental anxiety is inhibiting some children's personal development. Many children have insufficient resilience and understanding of personal responsibility on any level</p>	<ul style="list-style-type: none"> <li>• Children are taught the importance of: <ul style="list-style-type: none"> <li>• Taking responsibility for themselves and their immediate surroundings</li> <li>• Sharing responsibility, for example, the classroom, playground, Dining Hall</li> <li>• Helping other people, e.g. as Dining Hall Helpers, Play Leaders, visiting the elderly at Country Court</li> <li>• Having an awareness of their place in the world and how they can influence change</li> </ul> </li> <li>• Case study pupils used to monitor progress</li> </ul>	<ul style="list-style-type: none"> <li>• Year Groups focus on specific areas of responsibility linked to Personal Development</li> <li>• Children's resilience and behaviour demonstrate awareness of personal responsibility</li> <li>• Children's knowledge of local, national and international issues improves – case study children demonstrate impact</li> </ul>	<p><b>SB</b> <b>SLT</b> <b>Teachers</b> <b>Support</b> <b>Staff</b></p>
<p><b>1.6</b> Outdoor provision results in improved pupil engagement, problem solving and resilience and during playtime and lunchtime</p>	<p>New playground refurbishment has resulted in better quality play and interaction; Impact of designated play responsibilities remain insufficiently evident or consistent in staff interaction; Impact on Urban Health Project to improve mental health through physical activity enters Year 2 – possibility to bid for additional funding</p>	<ul style="list-style-type: none"> <li>• Adapt the whole school timetable to ensure all classroom support staff are available at play and lunchtimes to support children;</li> <li>• Create the post of Outdoor Play Lead;</li> <li>• Monitor the implementation of the playground provision map to deploy skilled staff at key times;</li> <li>• Personal Development Plan supports children to play positively and take responsibility;</li> <li>• Appraisal process to focus sharply on upskilling and holding staff to account for quality of play and pupil behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils' behaviour for learning and attitudes are consistently positive throughout the day; support staff are deployed flexibly according to need</li> </ul>	<p><b>SB</b> <b>SLT</b> <b>Teachers</b> <b>Support</b> <b>Staff</b></p>
<p><b>1.7</b> Strong systems and culture support good pupil attendance and punctuality</p>	<p>Most pupils have good attendance and punctuality (95%+). Identified groups do not: SEND/EHCP, PPG, KS1. When accounting for exceptional circumstances, the level of persistent absence remains too high. Without strong attendance and punctuality, children cannot learn effectively or build knowledge over time.</p>	<ul style="list-style-type: none"> <li>• Appoint an Attendance Officer to the Pastoral Team;</li> <li>• Devise and implement clear systems and procedures for all children, including those with complex SEND, that involve the early involvement of FEH and the EIT;</li> <li>• Devise and implement a strategy that uses minutes of lost learning to improve pupil punctuality;</li> <li>• Devise and implement a system of reward to good attendance based upon the award of Marble Treats</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of pupils achieve the attendance target of 96%;</li> <li>• The attendance of pupils in identified groups where it is poor improves</li> </ul>	<p><b>SLT</b> <b>TS</b></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 2023-24	KPIs	Who
<b>1. Quality of Teaching</b>				
<b>2.1.1</b> Teachers' pedagogy and curriculum content knowledge are secure across the curriculum, which is implemented consistently	There are inconsistencies in teachers' pedagogical knowledge and practice	<ul style="list-style-type: none"> <li>• Devise and implement a training package derived from the EEF Toolkit including the 7-step model;</li> <li>• Refine and implement a shared age-appropriate approach to lesson structure and flow, using the principles of retrieval and spaced practice and minimising cognitive load</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school approach to lesson planning refers to the EEF 7 Step model</li> <li>• Teachers understand and use retrieval and spaced practice to embed knowledge</li> </ul>	<b>SB AN TM</b>
<b>2.1.2</b> Middle Leaders improve the quality of teaching by giving astute, developmental feedback focused on the acquisition and retention of knowledge	Rigorous monitoring and evaluation framework is established; Monitoring is undertaken with SLT; Monitoring foci are presentation, marking, feedback and coverage, which are good in most subjects and domains	<ul style="list-style-type: none"> <li>• Devise and implement a training package for MLs derived from the EEF's Putting Evidence to Work toolkit;</li> <li>• SLT to support MLs in extending their scope in monitoring; focusing on the acquisition and retention of knowledge and skills;</li> <li>• Training provided for MLs on providing accurate developmental feedback and how to develop an effective KLE that results in improvement in acquisition and retention of knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>• All MLs and SLs monitor independently the quality of teaching and learning that results in improved acquisition of curriculum knowledge and skills</li> </ul>	<b>TM AN MLs</b>
<b>2.1.3</b> Teachers' knowledge of Tiered Vocabulary is secure. Vocabulary is taught systematically across the school	Some teachers are aware of how to teach vocabulary explicitly; The acquisition of new vocabulary is planned for in KSV documents (Knowledge, Skills and Vocabulary); As a result of inconsistent teaching, children do not acquire new vocabulary in accordance with the KSV documents	<ul style="list-style-type: none"> <li>• Devise and implement INSET for all staff on vocabulary acquisition;</li> <li>• Subject Leaders to develop KLEs relating to vocabulary acquisition;</li> <li>• Monitor the teaching of vocabulary by focusing on Foundation Subjects in Career Development Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Children are taught vocabulary explicitly in all Foundation Subject lessons</li> </ul>	<b>AN MLs</b>

<b>2. Quality of Assessment</b>				
<b>Intended Outcome</b>	<b>Current Position</b>	<b>Planned Actions 2023-24</b>	<b>KPIs</b>	<b>Who</b>
<b>2.2.1</b> Teaching staff use formative assessment to enable cognitive strategies for memory and recall	Pupils' retention of curriculum knowledge is inconsistent across the school. Some pupils, particularly pupils with SEND and those who speak English as an additional language, do not memorise key information, concepts or content being taught, so cannot recall it	<ul style="list-style-type: none"> <li>Provide staff CPD related to formative assessment strategies (such as mini plenaries and retrieval and spaced practice) as a means to ensure memorisation and recall of curriculum content knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice and knowledge checks indicate content knowledge is secure. They are able to recall what they have learned over time</li> </ul>	<b>TM</b>
<b>2.2.2</b> Class teachers use G-Suite tools for formative and summative assessment	Class teachers use low stakes testing to assess pupils' progress in foundation subjects. For this purpose, they rely primary on hard copy test papers	<ul style="list-style-type: none"> <li>Train class teachers to use Google Forms to complete low stakes testing online</li> <li>Train class teachers to use marking rubrics to mark pupils' work set on Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Marking rubrics and Google forms are used effectively by class teachers to support formative and summative assessment</li> <li>Teacher workload decreases</li> </ul>	<b>TM</b>
<b>3. English and Reading</b>				
<b>Intended Outcome</b>	<b>Current Position</b>	<b>Planned Actions 2023-24</b>	<b>KPIs</b>	<b>Who</b>
<b>2.3.1</b> Teachers' SPAG subject knowledge is accurate and evident consistently in writing lessons	Some books, plans and slides contain teachers' SPAG errors; Subject knowledge appears adequate – e.g. lesson focus is accurate; however, SPAG errors exist in resources and teaching materials	<ul style="list-style-type: none"> <li>Identify and determine teachers who make SPAG errors in their writing and resources</li> <li>Identify reasons for errors: lack of care? Lack of knowledge?</li> <li>Devise and implement plans to improve practice, including clear achievement goals</li> </ul>	<ul style="list-style-type: none"> <li>All staff use SPAG accurately; there are no errors across the piece</li> </ul>	<b>AN</b> <b>SB</b>
<b>2.3.2</b> New DfE Validated SSPP (Little Wandle Letters and Sounds Revised) is in use effectively across the school	Refresher training for LWLSR is underway; BPPS is a Wandle English Hub Partner School; Books are organised; Parents are informed of expectations; Decodable books are not available for home reading physically, and the virtual platform has significant shortcomings	<ul style="list-style-type: none"> <li>Train new staff in the implementation LWLSR</li> <li>Monitor phonics provision rigorously</li> <li>Reinstate Collins eBooks</li> <li>Follow new Year 2 Spelling Programme</li> </ul>	<ul style="list-style-type: none"> <li>Data show increase in number of children achieving EXS/GDS in reading and writing and the PSC</li> </ul>	<b>AN</b> <b>HBT</b>
<b>2.3.3</b> Reading comprehension outcomes at the end of KS2 improve	Whole class guided reading is in place and staff trained; All teachers teach reading; Practice in guided reading is currently inconsistent where staff are new to school/Key Stage; Reading strategy for pupils no longer requiring phonics teaching is embedded	<ul style="list-style-type: none"> <li>Staff training planned to reduce inconsistency</li> <li>Training in place for teachers new to whole class guided reading</li> <li>Rigorous monitoring of reading lessons and journals continues</li> </ul>	<ul style="list-style-type: none"> <li>Children's attainment in reading rises consistently in KS2 in relation to their starting points</li> <li>Outcomes are at least maintained (cohort dependent)</li> </ul>	<b>CH</b>
<b>2.3.4</b> Children choose to read for pleasure and can talk about why	Reading strategy devised and implemented, including the reorganisation of the whole school timetable to make time for reading to encourage RfP and parent workshops to support RfP at home; Libraries and systems for use established to encourage RfP	<ul style="list-style-type: none"> <li>Embed Reading Strategy</li> <li>Monitor and evaluate its effectiveness</li> <li>Weekly Reading Assemblies led by Reading Lead</li> <li>Teach children to talk about what they read and why</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Voice reports children enjoy reading and an increased number of children report reading for pleasure at home</li> <li>Children talk about why they read for pleasure</li> </ul>	<b>CH</b> <b>AN</b>

4. Mathematics				
Intended Outcome	Current Position	Planned Actions 2023-24	KPIs	Who
2.4.1 The White Rose Maths scheme of work is embedded in Year 6	White Rose Maths is embedded in Years 1-5	<ul style="list-style-type: none"> <li>Monitor WRM's implementation in Year 6</li> <li>Devise and implement a plan of pre-teaching to close gaps</li> </ul>	<ul style="list-style-type: none"> <li>indicate that Year 6 teaching staff feel confident to use White Rose Maths and teach maths lessons that showcase the principles of the Mastery Approach</li> <li>Pupil outcomes improve</li> </ul>	TM EF EM
2.4.2 Pupils securely apply Bar Modelling strategies and skills and solve mathematical problems	Staff and pupils are trained to use Bar Modelling in maths. Maths books no not yet show that opportunities to apply bar modelling skills are taken	<ul style="list-style-type: none"> <li>Train staff to deliver the 'Barvember Project' through using White Rose Maths resources</li> </ul>	<ul style="list-style-type: none"> <li>Pupil books and pupil voice indicate that pupils are confident to solve mathematical problems using bar models</li> </ul>	TM EF EM Teachers
2.4.3 White Rose Maths digital tools are embedded in Maths lessons and used to support children's learning in Maths in Years 1-6	Opportunities for digital learning in maths are limited	<ul style="list-style-type: none"> <li>Provide further opportunities for staff to use WRM digital tools in Maths lessons</li> <li>Create a section called "White Rose Digital" on Maths working walls to enable pupils to demonstrate their knowledge and digital skills in Maths</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations, learning walks and review of pupils' work indicate that children are able to use the WRM digital tools to support their learning</li> <li>Outcomes improve</li> </ul>	TM EF EM Teachers
5. STEM and Humanities – Digital Learning				
Intended Outcome	Current Position	Planned Actions 2023-24	KPIs	Who
2.5.1 Learning time is maximised in Key Stage 1 computing lessons	Time spent logging on to digital platforms slows progress in computing lessons in Key Stage 1	<ul style="list-style-type: none"> <li>Resource Key Stage 1 classes with tablets that allow pupils to access digital platforms (Purple Mash)</li> <li>Use QR codes to allow pupils to log in on digital platforms</li> <li>Introduce and use Dance Mat to improve the pupils' typing skills</li> </ul>	<ul style="list-style-type: none"> <li>Key Stage 1 pupils log in to Purple Mash quickly and efficiently</li> <li>Key Stage 1 classes are resourced with tablets that enable pupils to access relevant digital platforms</li> <li>Pupil outcomes in Key Stage 1 computing improve</li> </ul>	TM JB KI
2.5.2 Staff use Google Drive confidently to save and share digital resources	Systems for email and document storage are inefficient and cannot be accessed universally remotely	<ul style="list-style-type: none"> <li>Deliver staff training to enable staff to access Google Drive through school devices and/or remotely</li> </ul>	<ul style="list-style-type: none"> <li>Staff survey indicates confidence to use Google Drive to save and share digital resources at all times/locations</li> </ul>	TM KI
2.5.3 STEM after school clubs are delivered to pupils in Years 3-6	After school and enrichment activities do not include STEM	<ul style="list-style-type: none"> <li>Plan, resource and implement STEM after school clubs delivered by support staff</li> </ul>	<ul style="list-style-type: none"> <li>Registers show that STEM after school clubs are well attended</li> <li>Pupil voice indicates that pupils enjoy/enrich their learning through STEM after school clubs</li> </ul>	TM TA
6. The Creative Arts and the Wider Curriculum –				
Intended Outcome	Current Position	Planned Actions 2023-24	KPIs	Who
2.6.1 Planning and teaching in science and foundation subjects is of a consistent quality and contains the same elements	Variability in subject leaders' skills and subject knowledge results in inconsistent quality and content of planning in science and foundation subjects	<ul style="list-style-type: none"> <li>Devise and implement a model lesson flow that includes retrieval and spaced practice</li> <li>Make planning formats consistent</li> <li>Train subject leaders to give accurate feedback that reflects school expectations and holds teachers to account</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and books are of a consistently high standard across the curriculum</li> </ul>	AN TM SB Subject Leaders
2.6.2 Classroom environments are consistent and relevant to children's learning. Teacher workload is reduced	A consistent approach working walls is in place for maths and English. Classroom displays for other subjects do not reflect current learning. The approach to these is inconsistent	<ul style="list-style-type: none"> <li>Create working walls for science, humanities, art/DT and PSHE with clear expectations for how they should be used</li> <li>Monitor in line with the framework</li> </ul>	<ul style="list-style-type: none"> <li>Working walls are in place and used consistently</li> <li>Children and teachers use working walls in lessons</li> </ul>	SLT Subject Leaders Teachers

<p><b>2.6.3</b> All teachers are engaged in teaching after school/extra-curricular clubs and activities. Uptake is monitored to ensure a cross-section of the school community access the activities</p>	<p>A whole school approach to the provision of after school and extra-curricular activities was introduced on 1 September 2023</p>	<ul style="list-style-type: none"> <li>• Devise and implement a yearly clubs timetable/offer</li> <li>• Share this with parents at least half a term before the clubs start</li> <li>• Devise and implement an online booking system</li> <li>• Monitor which children are accessing clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Children and parents are satisfied with the after school/extra-curricular clubs and activities offer</li> </ul>	<p><b>AN</b></p>
<p><b>2.6.4</b> The Art curriculum offer is extended to include all children visiting at least one art exhibition and working with the Artist in Residence in a workshop during the year</p>	<p>The art curriculum is in place and all children access it. It is not supported by a systematic programme of enrichment in every Year Group</p>	<ul style="list-style-type: none"> <li>• Secure an Artist in Residence and agree funding</li> <li>• Plan and deliver half day workshops for all classes</li> <li>• Plan and execute additional trips to art galleries for all classes</li> </ul>	<ul style="list-style-type: none"> <li>• Children experience working with a professional artist</li> <li>• Cultural capital and engagement with the art curriculum is increased</li> </ul>	<p><b>AN</b> <b>AiR</b> <b>NM</b></p>
<p><b>2.6.5</b> Children will have a broader knowledge of the wider world and current affairs</p>	<p>Pupil voice and feedback in lessons show that the majority of children have limited knowledge of the world beyond school and their immediate family. They lack context in which to place their learning</p>	<ul style="list-style-type: none"> <li>• Devise and implement a cultural capital assembly calendar</li> <li>• Devise and implement a programme of guest speakers</li> <li>• Every child in Key Stage 2 to watch Newsround daily and discuss its contents with their teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Children report higher engagement in news and current affairs and local, national and global events</li> </ul>	<p><b>AN</b> <b>Teachers</b></p>
<p><b>2.6.6</b> Music is taught in line with the Model Music Curriculum 2021 and Ofsted's School Music Report findings (2023)</p>	<p>Music teaching lacks provision for large group instrumental tuition and choral singing. The school's resources are underused. Specialist teaching is of a lower quality than in previous years; recruitment and retention remain challenging</p>	<ul style="list-style-type: none"> <li>• Rewrite the music curriculum to bring it in line with the DfE Model Music Curriculum 2021</li> <li>• Provide systematic opportunities for children to learn instruments and take part in extra-curricular activities including choir and instrumental ensembles/groups</li> <li>• Recruit a specialist teacher</li> <li>• Use support from Southwark's music hub to fill provision gaps during the recruitment process</li> </ul>	<ul style="list-style-type: none"> <li>• Music curriculum is written and published on the school website, with Knowledge Organisers</li> <li>• Lessons are planned and taught from it</li> <li>• Specialist teaching is in place, or in its absence, provision from Southwark Music Hub</li> <li>• Children in all Key Stages take up opportunities for extra-curricular music</li> </ul>	<p><b>SB</b> <b>AN</b> <b>Specialist</b> <b>Teacher</b> <b>SMH</b></p>

7. Early Years Foundation Stage				
Intended Outcome	Current Position	Planned Actions 2023-24	KPIs	Who
<b>2.7.1</b> <b>All staff in the EYFS make meaningful observations of children based on adult interaction that improve language and support pupil progress</b>	Teaching in the EYFS is at least good. Inconsistent quality of support staff written observations of children's learning lead to missed opportunities to improve language and support pupil progress	<ul style="list-style-type: none"> <li>• Train staff new to Reception to use Tapestry;</li> <li>• Create EYFS model observations for support staff;</li> <li>• Coach support staff to use the elements of the model observations knowledgeably and with confidence when making their own;</li> <li>• Monitor and evaluate progress and outcomes: evaluate the difference made to competency in making observations and to children's language development (Communication and Language)</li> </ul>	<ul style="list-style-type: none"> <li>• All staff who work in the EYFS make model-quality observations using Tapestry;</li> <li>• The number of children achieving a GLD increases</li> </ul>	<b>AN</b> <b>NM</b> <b>CH</b> <b>JB</b>

## SECTION 3: Pupil Outcomes

### Task and Finish:

Intended Outcome	Current Position	Planned Actions 2023-24	KPIs	Who
<b>3.1</b> The percentage of pupils achieving the Greater Depth Standard in Writing at the end of KS1 is in line with the national average	In 2022 KS1 GDS writing was below 2019	<ul style="list-style-type: none"> <li>Teach GDS writing in an intervention group</li> <li>Implement targeted, flexible setting from Autumn 1</li> </ul>	<ul style="list-style-type: none"> <li>A higher % of pupils achieve the Greater Depth Standard in Writing at the end of KS1</li> </ul>	TM AN RR SW-B
<b>3.2</b> The percentage of pupils passing the Phonics Screening Check in Year 1 will be in line with the national average	In 2023 the % of Year 1 pupils passing the Phonics Screening Check is 66%. In 2019 it was 82%	<ul style="list-style-type: none"> <li>Little Wandle Letters and Sounds Revised scheme of work used to teach phonics in EYFS and KS1</li> <li>Half-termly phonics assessments in place from Autumn 1</li> <li>Targeted additional phonics in Year 1</li> </ul>	<ul style="list-style-type: none"> <li>A higher percentage of pupils pass the Phonics Screening Check at the end of Year 1</li> </ul>	TM AN HBT OO
<b>3.3</b> The attainment in Phonics of lowest attaining 20% of children will improve	The percentage of children passing the Year 1 Phonics Screening Check is below the National Average in 2023	<ul style="list-style-type: none"> <li>Appoint and train a designated Phonics Leader</li> <li>Access all support and training through being a Little Wandle Partner School with the Wandle English Hub</li> <li>Provide systematic phonics intervention for every child who is not at age related expectations</li> <li>Send physical books home to support Little Wandle Scheme;</li> <li>Crowd-fund with BPPA for replacement books (lost/damaged/stolen)</li> </ul>	<ul style="list-style-type: none"> <li>A greater proportion of the lowest attaining 20% of Year 1 pupils will pass the Phonics Screening Check</li> </ul>	TM AN HT OO
<b>3.4</b> The Reading and Writing attainment gap between EAL and NON-EAL pupils is closing in Year 2 and Year 6	Pupil outcomes indicate that NON-EAL pupils outperform EAL pupils significantly in reading and writing at the end of Year 2 and Year 6	<ul style="list-style-type: none"> <li>EAL pupils taught in small intervention groups from Autumn 1</li> <li>Whole school approach to teaching Tier Vocabulary introduced and embedded</li> <li>EAL leader works closely with subject leaders and class teachers to support identified pupils</li> </ul>	<ul style="list-style-type: none"> <li>The attainment gap between EAL and NON-EAL pupils in Year 2 and Year 6 Reading and Writing is narrowed</li> </ul>	TM AN RR TA
<b>3.5</b> Attainment gaps are narrowed between Boys and Girls in Year 6 Reading, Writing and Maths	Pupil outcomes in 2023 show that Year 5 Girls significantly outperform boys in reading, writing and maths	<ul style="list-style-type: none"> <li>Identify attainment gaps and target Boys in Year 6 from Autumn 1</li> <li>Structure and deliver learning interventions to accelerate progress for identified Boys in Year 6</li> </ul>	<ul style="list-style-type: none"> <li>A higher percentage of Boys will achieve the expected standard in Reading, Writing and Maths at the end of Year 6</li> </ul>	TM AN TA EM EF CH
<b>3.6</b> The attainment gap between children with EAL and children without will narrow	There are attainment gaps in Reading, Writing and Maths (RWM) between EAL and Non-EAL children that are widening as a result of an influx of new arrivals direct from overseas	<ul style="list-style-type: none"> <li>Provide targeted interventions for identified EAL Learners = catch up</li> <li>Devise and implement a language acquisition programme delivered for children new to the country/English = catch up</li> <li>Revise and implement Learning Wall Strategy to support vocabulary acquisition and retention = keep up</li> <li>Devise and implement a Tiered Vocabulary Plan for children with EAL; link to TV in English</li> </ul>	<ul style="list-style-type: none"> <li>Attainment gaps in RWM narrow for pupils with EAL</li> </ul>	TM AN Teachers



## SECTION 4: SEND and Inclusion

### Task and Finish:

Intended Outcome	Current Position	Planned Actions 2023-24	KPIs	Who
<b>4.1</b> <b>Teachers' subject knowledge of SEND and inclusive provision is improved, and takes into account Southwark SEND Strategy and Wandsworth documentation regarding SEND provision in the mainstream classroom</b>	Subject knowledge of SEND and inclusive provision is inconsistent. Staff skill level is inconsistent. Resources are used inconsistently	<ul style="list-style-type: none"> <li>Implement training for teachers on strategies to support children with SEND effectively in the mainstream classroom; use Southwark, Wandsworth, SALT and LA SEND Adviser expertise to support</li> <li>Create resource packs for classrooms to be displayed consistently</li> <li>Create and distribute consistent intervention resources</li> <li>Hold regular planning surgeries for teaching staff</li> <li>Hold half-termly meetings during which teachers are held accountable</li> </ul>	<ul style="list-style-type: none"> <li>Language load in classrooms to support children with additional needs is reduced</li> <li>Learning walks show learning environments are SEND, ASC and complex needs-friendly</li> <li>Resources and strategies in the classroom show all staff are proficient in supporting children with SEND in the mainstream</li> <li>Staff use a bank of intervention resources to support pupils with SEND</li> <li>Half termly meetings with SENDCo show teachers' developed understanding of IEP and EHCP targets</li> <li>Outcomes for pupils with SEND in the mainstream improve</li> </ul>	<b>FB</b> <b>CC</b> <b>Teachers</b>
<b>4.2</b> <b>Action taken by leaders and teachers regarding SEND and Inclusion post data capture is timely and effective</b>	Action is taken inconsistently post data capture; systems need strengthening to ensure a systematic approach based upon accurate evidence	<ul style="list-style-type: none"> <li>Audit the SEND and Medical Registers to ensure accuracy</li> <li>Devise and implement systems for the rapid identification, assessment and monitoring of children to be placed on the SEND and Medical Registers</li> <li>Devise and implement systems for rapid action following data capture</li> <li>Devise and implement individual pupil profiles</li> <li>Introduce TES Provision Mapping to streamline systems and reduce workload</li> </ul>	<ul style="list-style-type: none"> <li>The SEND and Medical Registers reflect the school population; children new to the school are identified and assessed in a timely manner</li> <li>Profiles show SEND information is used astutely to ensure greater precision in the support of underachieving pupils and groups</li> <li>TES Provision Mapping is used by all relevant staff; workload is reduced</li> </ul>	<b>FB</b> <b>TM</b>
<b>4.3</b> <b>A SEND Curriculum is in place for Resource Based pupils with complex needs, supported and enriched by a programme of trips and visits</b>	The Resource Base has evolved from being a SEND unit for pupils who need additional support to access mainstream education to specialist provision in a mainstream setting: pupils' needs are now too complex for mainstream provision and are best met with tailored specialist provision. When consulted to change placement, local special schools state they cannot meet current Resource Based pupils' needs	<ul style="list-style-type: none"> <li>Research Resource Base curricula and approaches to specialist provision in mainstream settings</li> <li>Engage support from the Local Authority SEND Adviser and school consultant</li> <li>Based upon the EYFS curriculum, LWLSR and school Reading Strategies, create a Resource Base Curriculum overview and ILL Statements for all subjects</li> <li>Devise and implement medium term planning, with subject leaders' input</li> <li>Monitor and evaluate planning and children's engagement in and progress through the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>The SEND Curriculum is finished and taught to all pupils in the Resource Base</li> <li>Children in the Resource Base attend a programme of curriculum enrichment through the trips and visits that support it</li> <li>Attainment and progress of children taught the SEND curriculum improve</li> </ul>	<b>CC</b> <b>AN</b> <b>Inclusion Team</b>
<b>4.4</b> <b>Resource Base reports reflect and are informed by the SEND curriculum</b>	Resource Based pupils are assessed using the Engagement Model and Small Steps Assessment. Annual Reports are yet to reflect these approaches to assessment and reporting pupils' attainment	<ul style="list-style-type: none"> <li>Devise and implement a system using DCPro that tracks pupils' progress and attainment with the Engagement Model and Small Steps Assessment</li> <li>Devise and implement a corresponding report format in line with DfE expectations for reporting to parents</li> </ul>	<ul style="list-style-type: none"> <li>Resource Base Annual Reports reflect the SEND curriculum and its assessment, and are sent to parents and carers in July 2024</li> </ul>	<b>TM</b> <b>CC</b> <b>FB</b> <b>SB</b>
<b>4.5</b> <b>Procedures for assessment of science and foundation subjects are in place for children with complex SEND</b>	Small Steps Assessment is in place for reading, writing and maths (RWM). This is a 2-year target	<ul style="list-style-type: none"> <li>Year 1: using the SEND Curriculum and with LA consultant support, subject leaders in science and humanities devise and implement small steps assessment for pupils with complex SEND in their subjects</li> <li>Year 2: remaining foundation subjects</li> </ul>	<ul style="list-style-type: none"> <li>Small steps assessment is in place for science and humanities by July 2024 and remaining foundation subjects by July 2025</li> </ul>	<b>TM</b> <b>FB</b> <b>CC</b> <b>Subject Leaders</b>

<p><b>4.6</b>  <b>Identified children have access to a trained Emotional Learning Support Assistant (ELSA)</b></p>	<p>The school has a Listening Post, operated by the Learning Mentor. A need has been identified for additional support for children with emotional learning needs</p>	<ul style="list-style-type: none"> <li>• Recruit a candidate for ELSA training</li> <li>• ELSA to undertake LA training in the Autumn Term 2023 with SLT support</li> <li>• Devise and implement a needs analysis to inform intervention strategy</li> <li>• ELSA begins programme of targeted intervention for pupils on completion of training in Spring 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Trained ELSA is in place supporting children who have emotional learning needs</li> </ul>	<p><b>JW</b>  <b>SB</b>  <b>FB</b></p>
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**SECTION 5: PD and BA and Pastoral – to include mental health, attendance, safeguarding**

**Task and Finish:**

<b>Intended Outcome</b>	<b>Current Position</b>	<b>Planned Actions 2023-24</b>	<b>KPIs</b>	<b>Who</b>
<p><b>5.1</b> Overall attendance including PPG is above the national average. SEND pupils' attendance 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. It has since decreased. The number of pupils who are persistently absent is too high. The school's long-term attendance target is 96%</p>	<ul style="list-style-type: none"> <li>Appoint a designated Attendance Officer</li> <li>Devise and implement a robust system for the AO, Early Help and Education Inclusion Teams to support PPG and vulnerable families, including the use parental contracts, legal planning and fines</li> <li>Attendance continues to be discussed in safeguarding meetings</li> <li>The Head Teacher and AO take responsibility for Team Around the School meetings focused on improving school attendance</li> <li>Devise and implement a system of reward for good school attendance</li> </ul>	<ul style="list-style-type: none"> <li>Overall attendance including PPG is above the national average</li> <li>Attendance for pupils with SEND is in line with the national average, and is improving for those pupils with complex needs</li> </ul>	<p>TS DB BF SB</p>
<p><b>5.2</b> 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 pupils want more personal responsibility and opportunities to manage their time autonomously. Behaviour shows understanding of personal and wider responsibility is inconsistent</p>	<ul style="list-style-type: none"> <li>Devise and implement a Personal Development Plan focusing on the development of pupil roles and responsibilities at 4 levels: self, school, local community, wider community/world</li> </ul>	<ul style="list-style-type: none"> <li>Personal Development Plan actions are undertaken and targets are met</li> </ul>	<p>SB TM AN BF Teachers</p>
<p><b>5.4</b> Pupil Voice makes measurable improvements to children's school experience</p>	<p>The JLT is disbanded to increase the number of roles children can take in the school to develop personal responsibility and autonomy</p>	<ul style="list-style-type: none"> <li>Devise and implement a systematic, dated plan of pupil and parent questionnaires; be clear about the purpose of the information to be captured</li> <li>Devise and implement a SMART, timebound system of post-questionnaire actions</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Voice is captured regularly through a system of planned questionnaires</li> <li>Parent/pupil surveys report good pupil wellbeing</li> <li>Timely action is taken using Pupil Voice data</li> </ul>	<p>SB AN Phase Leaders</p>
<p><b>5.5</b> The Wellbeing Curriculum is embedded. Pupils can articulate and regulate their emotions.</p>	<p>Brunswick Park is a Wellbeing School, with access to a fully-resourced published Wellbeing Curriculum. It has been introduced to staff, who will begin teaching it in September 2023</p>	<ul style="list-style-type: none"> <li>Appoint a Wellbeing Curriculum Leader</li> <li>Devise and implement whole staff training for the Wellbeing Curriculum</li> <li>Monitor progress and provide support and additional training as necessary</li> <li>Evaluate the impact of the wellbeing curriculum on the children's ability to articulate and regulate their emotions</li> </ul>	<ul style="list-style-type: none"> <li>The Wellbeing Curriculum is embedded. Pupils can articulate and regulate their emotions</li> <li>Behaviour is not a barrier to learning</li> </ul>	<p>SB TM RH</p>
<p><b>5.6</b> Brunswick Park attains Healthy Schools Bronze Status.</p>	<p>Brunswick Park's Healthy Schools Gold status expired in July 2023. It expires for all schools after a fixed period of time. The process for regaining Gold status then starts again from the beginning, by reattaining Bronze</p>	<ul style="list-style-type: none"> <li>Children complete Southwark's IMHARS and Healthy Schools Children and Young People's Survey 2023</li> <li>Using this information, IMHARS resources and interventions, and with the support of Georgia Moss at the LA, make an application to secure Bronze Healthy School Status</li> </ul>	<ul style="list-style-type: none"> <li>Bronze Healthy Schools Status is attained</li> </ul>	<p>SW-B SB</p>