



## SUMMARY SELF-EVALUATION FORM 2024-2025

|   |                    |
|---|--------------------|
| <b>Head Teacher:</b> Susannah Bellingham  | <b>Address:</b>    |
| <b>Chair of Governors:</b> Anthony Doudle | Picton Street      |
| <b>DfE Number:</b> 210/2858               | London             |
| <b>URN:</b> 131843                        | SE5 7QH            |
| <b>Local Authority:</b> Southwark         | Tel: 020 7525 9033 |

### School Context:

- Parents and carers are supportive of their children. They are increasingly involved in their children’s learning and have a positive impact within the school.
- The school roll is fluctuating as a result of challenges arising predominantly from the local context, though national challenges inform these. The roll fell from 421 at the time of the last Section 5 Ofsted Inspection in 2019 to 371 in 2022. As of July 2024, it has increased to 418. Capacity is 446. Pupil mobility results from the shortage of appropriate and affordable housing, the national challenges of the pandemic, Brexit and the cost of living crisis, the declining birth rate in the area and Southwark’s Keeping Education Strong strategy, which is resulting in the amalgamation and/or closure of a number of local schools due to low and falling pupil numbers. Brunswick Park’s roll has increased because of this, and families immigrating directly from overseas. Whilst recruitment and financial challenges result from fluctuating pupil numbers, in comparison with similar local schools, its current, increasing roll puts Brunswick Park in a strong position for continued improvement.
- Children engage well in their learning. Staff are committed to providing an exciting, high-quality education through an ambitious and engaging curriculum, which prioritises the development of language, communication and cultural capital with specific, targeted support for children from disadvantaged backgrounds and with SEND to prepare them effectively for life in modern Britain.
- Brunswick Park has a 14-place Resource Base (SRP) for pupils with ASD, where the school’s Resource Provision is named on their EHCPs. In addition to these pupils the number of children presenting with complex additional needs including ASD, severe learning difficulties and nonverbal communication is increasing, particularly in the EYFS. Within the context of fluctuating pupil numbers, careful consideration is given to class groupings to enable all pupils’ needs to be met appropriately and safely and future provision planned to meet the needs of the changing population of the school.

### Progress and attainment: outcomes – preparation and readiness for the next stage of education:

- Outcomes in all Key Stages at Brunswick Park were in line with or above national outcomes in July 2023 (validated) and July 2024 (unvalidated as of August 2024):

**Pupil Outcomes July 2024 – Summary Table (unvalidated as of August 2024)**

| Aspect                  | School 2023 | LA 2023 | NA 2023 | School 2024       | NA 2024 |
|-------------------------|-------------|---------|---------|-------------------|---------|
| EYFS – GLD              | 66%         | 70%     | 67%     | 76% <b>(+10%)</b> | -       |
| Year 1 Phonics          | 69%         | 80%     | 79%     | 75% <b>(+6%)</b>  | -       |
| Year 2 Phonics (retake) | 76%         | 87%     | 87%     | 84% <b>(-3%)</b>  | -       |

| Aspect              | School 2023            | LA 2023            | NA 2023 | School 2024                        | NA 2024 |
|---------------------|------------------------|--------------------|---------|------------------------------------|---------|
| Year 4 MTC          | 21/25<br>average score | London:<br>21.1/25 | 20.2/25 | 23/25<br>average score <b>(+2)</b> | -       |
| Year 6 Reading EXP  | 79%                    | 76%                | 73%     | 78% <b>(-1%)</b>                   | 74%     |
| Year 6 Reading GDS  | 48%                    | 33%                | 29%     | 55% <b>(+7%)</b>                   | 28%     |
| Year 6 Writing EXP  | 81%                    | 76%                | 73%     | 78% <b>(-3%)</b>                   | 72%     |
| Year 6 Writing GDS  | 31%                    | 19%                | 13%     | 33% <b>(+2%)</b>                   | 13%     |
| Year 6 Maths EXP    | 83%                    | 78%                | 73%     | 85% <b>(+2%)</b>                   | 73%     |
| Year 6 Maths GDS    | 46%                    | 29%                | 24%     | 46%                                | 24%     |
| Year 6 Combined EXP | 77%                    | 66%                | 59%     | 76% <b>(-1%)</b>                   | 61%     |
| Year 6 Combined GDS | 29%                    | 12%                | 8%      | 33% <b>(+3%)</b>                   | 8%      |
| Year 6 SPAG EXP     | 84%                    | 77%                | 72%     | 80% <b>(-4%)</b>                   | 72%     |
| Year 6 SPAG GDS     | 49%                    | 35%                | 30%     | 54% <b>(+6%)</b>                   | 32%     |

- Children in the EYFS secure strong progress. They start school with levels of skills, knowledge and understanding that are well below those expected for their age, which is especially evident in their language acquisition. There is an increase in the number of children in this year's cohort who present with complex special educational needs.
- Baseline data from Autumn 2023 showed only 13% of children in Reception were working at an age-appropriate level of development at the beginning of the year. By the end of the academic year 2024, 76% achieved a combined Good Level of Development, above the national level of 67% in 2023.

### Attendance

- There are rigorous systems in place to monitor and improve attendance and punctuality, supported by a designated Attendance Officer appointed in September 2023. As a result, pupil attendance has improved on the previous academic year. As of 18 March 2024, it is in the highest 30-40% (decile 4) of all schools with a similar level of deprivation. Overall absence to this date is 6.2%, the bottom 20-30% of all schools, and 45/53 of all schools and 37/53 of schools with a similar level of deprivation in the LA that return attendance data. Continuing to improve attendance remains a priority.

### Leadership Team

- The Head Teacher is supported by a strong Senior Leadership Team focused on developing its experience, talents and abilities for the benefit of the children and sustainability of the school. The school benefits from a strong and experienced Governing Body that supports and challenges leaders.

### Staff

- Teachers are skilled, experienced and dedicated. They benefit from the support of the SLT, regular, responsive CPD and links with schools and organisations in and outside the local authority. From September 2024, there are a number of new teaching staff joining the team, which includes teachers with a wealth of experience, a first year ECT, a SENDCo, two SEND Teachers, a Specialist Practitioner (Dyslexia), a Speech and Language Teaching Assistant and a team of Teaching Assistants including an ELSA who receive regular CPD which enables them to strengthen their practice. Two have trained to be Maths Champions.
- The Inclusion, Welfare and Attendance Team includes the Attendance Officer, who with Family Early Help and the LA Education Inclusion Team secures the trust of families with children of varying needs and supports parents and families to improve pupil attendance and access services, and a Learning Mentor who supports children to access learning and education. The DMHL, ELSA and Team of Youth Mental Health First Aiders support pupils' mental health and wellbeing pro-actively. As a result, early intervention helps to improve attendance, social, emotional and behavioural issues.

## Wider School Community

- The school benefits from an effective parent body and families association (the BPFA, a registered charity) that has strong links in the wider community; parent partnership is strong and parents' participation is an important aspect of school life. Parents speak in assemblies to widen aspiration and they volunteer to support trips and visits and read with children.
- There are 36 languages spoken in the school community and a wide range of cultures represented. It is evident throughout the school curriculum that diversity is appreciated, encouraged and celebrated; foods from a variety of cultures are prepared and served in school, families take an active role in International Day and the school Carnival, the diversity in the workforce and the use of core texts from different cultures are some indications of the ways in which the school celebrates cultural diversity.

## OVERALL EFFECTIVENESS: GOOD

- The curriculum is broad, balanced and ambitious, and is reflected in the learning environment. Staff have high expectations for all pupils, use assessment in a meaningful way and can question skilfully to move learning on. Teachers set aspirational targets; those with additional needs are supported to secure good progress. Collaboration with a local outstanding school with SRP for ASD and the Local Authority is supporting continued improvement of provision for pupils with the most complex SEND.
- Children make good or better progress, e.g. in the EYFS, children enter with a very low baseline, but by the end of 2024, 76% achieved a GLD.
- Leaders are relentless in closing gaps for all pupils. They have well-established systems and routines in place for monitoring and continually improving the effectiveness of the school's work through targeted interventions, robust data analysis and Pupil Progress meetings, increased support to families with social, emotional and mental health needs and robust Pupil Premium and PE and Sports Premium Strategies.
- Subject leaders are proactive and work collaboratively to develop an ambitious and coherently structured and sequenced curriculum that identifies component knowledge clearly and builds upon the expectations of the National Curriculum. All leaders are involved extensively in the development of their curriculum intent and the monitoring of its implementation and impact. Leaders have ownership of their subjects and drive improvements, including improving teacher subject knowledge.
- The SLT supports Middle Leaders by ensuring that action plans remain aspirational and outline key actions clearly to strengthen the implementation of each subject effectively. The impact of this work is evident in teaching, children's progress and attainment, Pupil Voice and pupils' books.
- Weekly, responsive CPD and networking with other schools feed into and continue to have a positive impact on teaching and learning. Subject leaders work closely with staff to develop their substantive and disciplinary knowledge. Coaching and mentoring systems tackle underperformance.
- Although achievement was affected by the pandemic and the increase in the number of children working below expectations who join as in-year admissions, leaders and teachers are rigorous in identifying gaps and accelerating children's progress to catch up and keep up, e.g. through targeted interventions.
- There has been a higher level of mobility, relative to other years, in and out of the school since 2020 with an increased number of families moving in and out of the local area due to the pandemic and other factors. A high proportion of the children who left were secure learners who were meeting or exceeding age-related expectations, particularly in the EYFS and Key Stage 1. A high proportion of those joining as in-year admissions since 2020 are working below age related expectations; many are from disadvantaged backgrounds with a high proportion presenting with complex social, emotional, communication and cognitive issues which had not previously been identified or addressed in their previous settings.
- To address these barriers, leaders ensure children are assessed rapidly and targeted support put in place, e.g. small group interventions in reading, writing and maths, additional Phonics catch up sessions, targeted support in class, curriculum training for parents and pastoral support from the Learning Mentor.
- The curriculum is supplemented by a range of enrichment activities including regular educational visits, specialist visitors and exhibitions which help to deepen children's learning. These help to further develop children's cultural capital and move learning beyond the expectations of the national

curriculum, e.g. International Day, PE tournaments including competitions for children with SEND, links with local secondary schools, Black History Month, Pride Week (LGBTQ+ awareness), an artist in residence, project links with Tate and gardening and cooking.

- At Brunswick Park our aim is for every child to be a reader. Priority is placed on the teaching of reading as a key life skill and the promotion of reading for pleasure. Children read and comprehend well, read a range of texts, read across the curriculum and demonstrate a love of literature. Parents, volunteers from Coram Beanstalk and a team of pupil Reading Ambassadors volunteer to read with/to children on a regular basis. Weekly visits to the school libraries and reading enrichment opportunities help to further develop children's love and appreciation for books. Grant funding secured the installation of a new library in school, which the children helped design and name: The Imaginarium.
- Children have access to a range of texts inside and outside classrooms. There is an increased number of children who are not meeting age-related expectations in reading. Where this has been identified, regular targeted support is put in place to close gaps for these children. A Specialist Dyslexia Practitioner supports specific children.
- Rigorous assessment procedures are securely embedded for Reading, Writing and Maths incorporating ongoing assessment for learning and termly summative assessments using standardised tests.
- Existing procedures for assessing learning within the foundation subjects are being developed further with a focus on Pupil Voice discussions. Children are given the opportunity to articulate what they know and remember; this allows teachers/leaders to assess the impact of teaching and learning in a more meaningful way, identify how to scaffold, adapt, stretch and challenge and feed forward to further curriculum development.
- Safeguarding procedures are highly effective, and all staff are kept abreast with updates through regular communication and quizzes. All staff take responsibility for safeguarding. DSLs communicate with each other regularly and take on additional training to ensure they remain sharply focused, e.g. contextualised safeguarding, NSPCC, Safer Recruitment, Prevent, KCSiE.
- Pupils feel happy and safe. 96% of respondents reported that they enjoy and feel safe in school in the last pupil survey (July 2024). They know who to talk to if they feel unsafe.
- The school benefits from an experienced and stable EYFS team. Leaders have designed the EYFS curriculum to ensure it meets the expectations of the EYFS framework and emphasises the knowledge, skills and experiences needed as a pre-requisite for the next step in children's learning. Staff provide children with rich experiences and learning opportunities for them to develop well.
- Leaders are dedicated to providing pupils with enrichment opportunities such as class exhibitions, Year Group enterprise opportunities and themed days. These develop further pupils' learning beyond the curriculum. Pupils also gain a wealth of experience through educational visits to historical sites, galleries and museums, guest speakers in assemblies and an artist in residence.
- Children from Reception take part in at least one educational visit per half term, which is linked to at least one of the topics they are studying. Examples include museums, art galleries, contrasting localities and London landmarks. A 5-day residential visit is offered to pupils in Years 4 and 5.
- These valuable and memorable experiences broaden pupils' social outlook and help to build their confidence and readiness for their future adult lives.
- The curriculum is well designed to enable pupils to gain essential knowledge and skills; pedagogy is used effectively to facilitate deep learning, e.g. critical thinking and question-led discussion is evident in lessons and technology is used to develop independent skills such as research and collaboration.
- The music curriculum is strong with all children receiving weekly lessons taught by a specialist teacher supported by Southwark Music Service. The beyond the curriculum offer is developing, and includes choir and instrumental lessons in guitar, piano or violin.
- The school is self-improving and benefits from a team of dedicated staff. Leaders have put in place comprehensive programmes of support and training to ensure that the quality of teaching and learning remains effective. Overall, the quality of teaching is good; some is better. This is because teachers understand the knowledge pupils need to know; they are knowledgeable about the intended curriculum sequence, the prior knowledge on which it builds and the knowledge and skills that

follow. Through skilful questioning in lessons and discussions with a representative group of children across the school, leaders check the knowledge that pupils know and remember and evaluate the impact of teaching.

- Leaders provide teachers with opportunities to share good practice across the school e.g. cross phase observations, peer observations, guided observations and team teaching and planning. From these experiences, staff pedagogy continues to improve.
- Pupils are respectful and considerate to each other and to adults.
- Governors are involved fully in the strategic running of the school with a key focus on driving school improvement; they provide regular monitoring and support and challenge leaders effectively. They have a sound grasp of the school's strengths and areas of development. They have a range of skills and ensure rigour of discussion through an effective governance structure.
- Leaders responded proactively to the COVID-19 pandemic to ensure that the school was led effectively, and a robust remote learning offer provided; this included a range of recorded and live teaching. Leaders ensured effective provision for vulnerable pupils; including on-site critical care, ensuring all children had access to devices and families were supported with other social/emotional and practical needs. Due to its high number of vulnerable children, Brunswick Park remained open throughout, and provided care and education for children in local schools that were forced to close.
- Provision for Personal Development and SMSC /Values Based Education is excellent. Brunswick Park has a dedicated wellbeing curriculum, and is a Wellbeing School. As the school's key stakeholders, children support staff to run it through fulfilling key responsibilities. Pupil's social and emotional skills and awareness of their place in the world develop well from the time they enter the school. A Personal Development Programme supports this, including themed days, working weekly with the residents in the local Nursing and Care Home, structured charity work and events throughout the year.

### QUALITY OF EDUCATION: GOOD

- The curriculum is ambitious and the quality of teaching impacts positively on pupil progress. Outcomes in all Key Stages at Brunswick Park were in line with or above national outcomes in July 2024:

### CURRICULUM IMPACT: ASSESSMENT

#### Pupil Outcomes July 2024 – Summary Table (unvalidated as of August 2024)

| Aspect                  | School 2023            | LA 2023            | NA 2023 | School 2024                        | NA 2024 |
|-------------------------|------------------------|--------------------|---------|------------------------------------|---------|
| EYFS – GLD              | 66%                    | 70%                | 67%     | 76% <b>(+10%)</b>                  | -       |
| Year 1 Phonics          | 69%                    | 80%                | 79%     | 75% <b>(+6%)</b>                   | -       |
| Year 2 Phonics (retake) | 76%                    | 87%                | 87%     | 84% <b>(-3%)</b>                   | -       |
| Year 4 MTC              | 21/25<br>average score | London:<br>21.1/25 | 20.2/25 | 23/25<br>average score <b>(+2)</b> | -       |
| Year 6 Reading EXP      | 79%                    | 76%                | 73%     | 78% <b>(-1%)</b>                   | 74%     |
| Year 6 Reading GDS      | 48%                    | 33%                | 29%     | 55% <b>(+7%)</b>                   | 28%     |
| Year 6 Writing EXP      | 81%                    | 76%                | 73%     | 78% <b>(-3%)</b>                   | 72%     |
| Year 6 Writing GDS      | 31%                    | 19%                | 13%     | 33% <b>(+2%)</b>                   | 13%     |
| Year 6 Maths EXP        | 83%                    | 78%                | 73%     | 85% <b>(+2%)</b>                   | 73%     |
| Year 6 Maths GDS        | 46%                    | 29%                | 24%     | 46%                                | 24%     |
| Year 6 Combined EXP     | 77%                    | 66%                | 59%     | 76% <b>(-1%)</b>                   | 61%     |
| Year 6 Combined GDS     | 29%                    | 12%                | 8%      | 33% <b>(+3%)</b>                   | 8%      |
| Year 6 SPAG EXP         | 84%                    | 77%                | 72%     | 80% <b>(-4%)</b>                   | 72%     |
| Year 6 SPAG GDS         | 49%                    | 35%                | 30%     | 54% <b>(+6%)</b>                   | 32%     |

- Formative assessment is used effectively across the school to check children's' understanding and inform next steps for teaching and learning. Planning and lesson observation feedback show teachers use questioning effectively to assess children's prior knowledge and use this information to adapt and reshape learning.
- Assessments are moderated across phases and across the school. In the EYFS, Year 2 and Year 6, teachers attend external moderation events with schools from the LA. Teachers' judgements have been verified as accurate and thorough by the local authority, and children's books used as exemplars.
- Book scrutiny shows where practice is consistently effective, teachers provide children with regular feedback that identifies misconceptions and supports children to address them. Pupils have regular opportunities to review their work and respond to feedback. Where marking and feedback are most effective, children know the steps they need to take improve their work, resulting in accelerated progress.
- The quality of marking and feedback is monitored regularly and rigorously by Middle and Senior Leaders. Where inconsistency is identified, action is taken swiftly to address it, resulting in high quality marking and feedback across the school in most subjects.
- Pupils contribute effectively to the assessment process and use a range of self and peer assessment strategies habitually. Children use success criteria to peer and self-assess routinely and can explain if/when they have met lesson objectives.
- Summative assessment is systematic, rigorous and comprehensive. The school uses a range of standardised tests and performance indicators (Southwark STAR) to assess children's progress and attainment in Reading, Writing and Maths. Senior leaders and subject leaders monitor the quality of assessment to ensure the children's outcomes are evaluated accurately.
- A range of low stakes tests and performance indicators are used to assess children's progress and attainment in science and the foundation subjects. Class teachers use evidence from testing and children's work to inform their judgements. Middle and Senior Leaders complete data health-checks systematically to ensure the children's outcomes are evaluated accurately.
- Assessment is used effectively in most classes to check understanding and inform the next teaching steps. It is proportionate and undertaken when it makes a positive impact on children's progress. All work is marked – teachers or children indicate that the learning objective has been met. Staff are happy with the level of marking, feedback and recording they undertake. 91% of staff expressed they have an acceptable and manageable workload (Staff Survey July 2024).
- Summative assessment is rigorous, thorough, comprehensive and well used by all teachers to plan the next learning step for every child. Children are assessed using PIRA and PUMA tests for reading and maths. For writing, children undertake independent writing tasks regularly that are assessed against their individual targets. Phonics is assessed using the Little Wandle assessments, and for all other subjects, leaders currently have custom-designed end of unit assessment tasks.
- Pupil progress meetings are systematic; leaders and class teachers assess pupil's individual achievements carefully while identifying areas for improvement and ensuring that effective support is in place to allow children to keep up and move on from their current attainment.
- Analysis of assessment data is used effectively by leaders and governors to identify areas of underperformance swiftly. These are challenged rigorously through the appraisal process and a structured programme of CPD.
- Assessment data inform pupil progress meetings. Children falling behind are identified early and interventions put in place to accelerate progress.
- Systematic data analysis of gaps in attainment between key pupil groups with follow-up meetings with class teachers result in early identification and narrowing through the provision of targeted intervention. Closing gaps is a key focus for the school and informs the SDP.
- Subject leaders use assessment data to analyse outcomes in their subjects to inform their action plans and provide staff with targeted CPD.
- The progress and attainment of pupils with complex SEND is tracked and analysed using a 'Small Steps Tracker', that breaks down targets into smaller achievable steps which are monitored regularly. Planning for these children is informed and underpinned by these individual targets.

- TES Provision Map is used to ensure assessment data informs provision mapping, resulting in interventions being put in place for the most vulnerable children and those with complex needs. Attainment gaps between SEND and NON-SEND pupils are narrowing over time.
- Effective communication with parents and carers is a key priority. A range of strategies is used to inform parents and carers about the children's progress and attainment, including written reports and meetings with teachers in school, online and by telephone. Most parents and carers (86% of respondents in Parents Survey Summer 2024) report they are well informed about their children's learning and progress. Parents receive curriculum leaflets at the beginning of every term with details of the texts and topics their child will be studying and receive timely communication regarding educational visits and events. Hybrid in person/online parents' evenings are held three times per year, but teachers and leaders prioritise making time for parents who have concerns or questions about their child's learning, progress, behaviour or wellbeing at any time.

## **CURRICULUM INTENT**

- The National Curriculum forms the basis of the school's curriculum, enhanced by carefully planned, broad and engaging experiences and enriched by an increasing number of extra-curricular clubs and activities. Leaders have researched how children learn most effectively and identified the knowledge and skills they need to prepare them for their next steps. An ambitious curriculum has been constructed that meets the needs of every pupil, including the most disadvantaged and those with SEND, and ensures they receive the skills and knowledge they require to succeed later in life. The most significant of the school's pupils' barriers to learning have been identified (lack of aspiration, limited exposure to language or reading, few experiences) and the curriculum has been designed to ensure every subject and topic unit taught helps children to overcome these barriers; our curriculum is relevant to our community.
- The curriculum is broad and enriched by educational visits and opportunities to share learning and outcomes with parents. Pupils undertake at least one educational visit per half term, and teachers plan regular events to share learning with parents, e.g. Year 2 visited playgrounds in their DT topic, built 3D models of playgrounds, and then invited parents to school to see them. Trips and visits are planned so that children's cultural capital is increased each year with the best experiences London can offer, including theatres, museums and galleries.
- Subject leaders have constructed a carefully sequenced and coherently planned curriculum, recently reviewed in conjunction with the LA School Improvement Partner, which contains the key concepts, knowledge and skills children require to become proficient and ready for the next stage of their learning. Expectations are high, with clear end points identified for every Year Group. All subject leaders are responsible for medium term planning and assessment in their subjects and are expected to attend CPD in school and with external providers to ensure they keep abreast of relevant research and any developments in their subject areas. For example, the school engages with the local Maths and English Hubs for support and training in maths and phonics. Subject leaders know how their subject is taught from the EYFS to Year 6 and ensure learning is sequenced accordingly.
- The curriculum is not narrowed and remains broad and balanced in every Key Stage. Every child receives a full and rich curriculum containing all subjects (MFL begins in Year 3) up to the point they leave the school. This engages and meets the needs of all children and reflects the importance the school places on the value of success in all subjects; not only on those considered traditionally to be more academic.
- High-quality children's literature is placed at the heart of the curriculum. Leaders' commitment to the development of high standards of literacy across the curriculum is reflected in Brunswick Park's status as a Literacy Tree Flagship School. Brunswick's children's writing is used to by the Literacy Tree to develop and improve practice in schools across the country. When teaching English, leaders have chosen to use Literacy Tree teaching sequences that have a broad range of children's literature at their core, which supports teachers to choose inspiring texts reflecting children's experiences and heritage as well as exposing them to new ideas. All writing has a clear sense of audience and purpose; children write for a reason and with a reader in mind. Writing skills are built upon each year. Pupils have regular opportunities to apply secure skills in new contexts and across domains.

- Other curriculum subjects are planned so that children know more, can do more and remember more about the subject's topic, aligning with English where possible, focusing on the progression of skills within each subject. Teachers and leaders ensure that subjects are taught discretely, and objectives relate to the subject being taught. To support this approach additional robust and rigorous published Schemes of Work appropriate for the school's context are introduced from September 2024 in science, humanities, RE and PSHCE.
- Reading is prioritised and is a key driver of the curriculum's intent. Reading for pleasure is promoted in all areas of school life. Through a reading curriculum supported by Little Wandle Letters and Sounds (Revised), Cracking Comprehension and VIPERS, children develop their comprehension skills, express their opinions and comment on authors' work. Gaps in reading ability are addressed quickly and effectively. Children new to the school who are reading below age related expectations are assessed swiftly, given targeted additional support based on their needs and provided with texts at the appropriate reading level to support them in practising and consolidating their learning.
- Phonics is taught rigorously, systematically and consistently. Leaders have chosen to use Little Wandle Letters and Sounds Revised to teach Phonics and Reading in Reception and Year 1, and in Year 2 upwards for children not yet reading at Age-Related Expectations, for its thorough, consistent, low arousal approach that best matches Brunswick's pupils' needs. As a Little Wandle Partner School from 2022-2024, leaders have delivered a comprehensive, high impact training programme to support all staff to teach phonics consistently, leading to a higher number of children learning to read quickly.
- Leaders have chosen to use White Rose to teach mathematics to support pupils' deep and broad understanding of all mathematical concepts (know more, do more, remember more). Since its adoption, outcomes in mathematics continue to improve.

## **CURRICULUM IMPLEMENTATION**

- Staffing is stable; most have worked at the school for several years. As a result, practice is consistent across the school and routines well embedded. Two ECTs completed induction successfully in January 2024. One was previously an HLTA at the school, the other a pupil.
- The quality of teaching across the school is consistently good with some outstanding practice. Thorough monitoring has produced a range of evidence that informs this, including lesson observations, pupil questionnaires and scrutiny of work and data analysis.
- Leaders are relentless in the pursuit of consistently good teaching and learning. Where findings have not been as expected in monitoring and evaluation processes, action is taken swiftly to provide intensive support to improve the quality of teaching rapidly.
- Teachers work collaboratively when planning lessons and ensure colleagues understand what children should be learning in each lesson. Teaching assistants are used to support children in classes where appropriate and are also deployed to intervention groups or ability sets.
- Teachers are adept at monitoring pupils' progress during lessons, feeding back to them and adjusting activities where needed. Feedback is 'live' and is given to children during lessons as much as possible. Written marking is kept to a minimum; teachers understand that accurate and targeted verbal feedback is the most effective way of supporting children to achieve the learning objective.
- Teachers understand their responsibility to provide high quality first teaching to children identified with SEND. SEND are identified at the earliest stage by analysis of baseline, assessment and other information. Evidence based intervention programmes are taught effectively by well-trained staff and are subject to continuous review by class teacher and the SENDCo. Pupils with SEND benefit from a strong partnership between school, parents, health and education professionals that ensures that the comprehensive school and local offers are highly effective in their provision of support.
- The curriculum is implemented by teachers with strong pedagogy and secure subject knowledge. Teachers are responsive and adapt teaching to meet every child's needs using a range of techniques such as questioning, scaffolding and modelling. All children are challenged in lessons, and learning activities are adapted to support all children to meet their learning objectives.
- Teachers are expected to have very good pedagogical knowledge. CPD is planned carefully to ensure teachers have regular opportunities to update their subject knowledge and teaching approaches, e.g.



the impact of systematic and consistent application of retrieval and spaced practice on pupils' outcomes: remembering more.

- Teachers present subject matter clearly. Basic pedagogy is good; questioning, systematic checking of understanding throughout lessons, identifying misconceptions in advance and providing accurate and relevant feedback are all used well.
- Leaders have considered the timetable carefully to ensure each subject is allocated adequate time. All subjects are monitored by subject leaders, who observe teaching, scrutinise books and speak to children about their subject.
- Every lesson has a clear learning objective, and children understand how to meet these. Work is scaffolded carefully for children who need more support, and children who are more able are challenged throughout lessons.
- Enabling children to acquire reading skills swiftly is top priority. Phonics is taught using Little Wandle Letters and Sounds (Revised). The English subject leader has developed a rigorous and sequential approach to reading with the aim of developing automaticity in phonics, fluency, comprehension and enjoyment of reading. Reading and phonics assessments are undertaken meticulously and inform future learning, so that children who are falling behind are identified promptly. These pupils are identified quickly for intervention and receive daily support in Reception and Year 1 to ensure they keep up with their peers. Children in Year 2 and above who are still not decoding at an age-appropriate level are also targeted for intervention. Learning in phonics is supported at home through the use of decodable books matched to children's reading levels.
- Specialist practitioners teach Music, PE and Spanish to ensure consistency of provision. Teachers' PPA time is covered by lessons with PE and Music specialist teachers.

#### **NEXT STEP/S: QUALITY OF EDUCATION**

- Complete the refining of the curriculum to ensure progression and sequencing are consistently clear and tight to ensure children have sufficient opportunity to apply previously learned skills and knowledge to later concepts.
- Minimise discrepancies in teachers' subject knowledge to ensure implementation is consistent across the school.
- Improve outcomes in Year 1 Phonics Screening Check.
- Narrow the attainment gap between EAL and non-EAL pupils.
- Compile a minimum enrichment entitlement for all pupils during their time in school.

#### **LEADERSHIP AND MANAGEMENT: GOOD**

- Leaders are vigilant in their review and evaluation of the school's effectiveness. Instructional Leadership improves the quality of teaching. The SLT acts swiftly, taking precise actions to raise standards, e.g. targeting intervention for children at risk of not keeping up and monitoring rigorously the impact of adaptive teaching on standards.
- The school is classified amongst Southwark's 'Green Schools', i.e. self-improving and not requiring of external support. Leaders have sought support proactively to improve the SRP swiftly for pupils with the most complex needs.
- The Head Teacher has established a clear and ambitious vision for the school and sets high expectations for pupils and staff. Leaders have inspired the school community to identify with the school's vision and values.
- The SLT has high aspirations and a clear focus on pupils' attainment and progress. It challenges and supports middle leaders through coaching and mentoring, a robust appraisal process, rigorous self-evaluation and providing opportunities for development.
- Leaders have ensured that school improvement is robust and innovative by developing strong professional links and ensuring that the SIP and Link Governors visit regularly to assist in holding leaders to account, e.g. monitoring teaching and learning, quality of education review, leadership training etc.
- Leaders track the achievement of individual pupils comprehensively to ensure they have the support they need to make good progress.
- Middle and Senior Leaders have clearly defined leadership roles and responsibilities.

- All leaders have a role in improving progress and attainment in their own subjects. Teachers are given opportunities to progress their careers into leadership roles. Middle leadership is developed in teams to encourage a talent pipeline so as to ensure contingencies and sustainable leadership at all levels.
- Leaders promote an inclusive culture; leaders do not allow gaming or off-rolling.
- Leaders have worked tirelessly to create an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, child on child or sexual abuse and sexual violence – online or offline – are not accepted and are addressed quickly, consistently and effectively.
- External reviews from Governors and the Safeguarding Coordinator for Southwark Schools show that safeguarding at Brunswick Park is effective and fully compliant, including filtering and monitoring, online safety, procedures to address bullying, sexual harassment and violence and all staff, employment and visitor checks.
- Leaders ensure that staff are protected from bullying and harassment with clear policies in place to address them, including procedures for whistleblowing.
- Leaders have ensured a robust appraisal process and rigorous self-evaluation. Any performance issues are addressed swiftly to promote rapid improvement.
- External moderation, School Improvement visits and peer review confirm leaders' sound judgements of teaching, learning, assessment, attainment and progress.
- The PE and Sports Premium is planned for effectively by the Head Teacher in conjunction with the PE Subject Leader and the impact against DfE Indicators is effective. Because of high pupil mobility, intensive swimming tuition is organised at the end of the Summer Term in Year 6 to ensure all eligible pupils have the opportunity to achieve the 25m+ life skill before leaving primary school.
- Effective systems can be found in all strands of school improvement work through the School Development Plan, regular professional development for all staff, the appraisal cycle and reports to Governors.
- The leadership and governance teams continue to grow together. Leaders and Governors are responding dynamically and pro-actively to local and national challenges to develop long term strategic plans for the future of the school.
- Through careful monitoring and rigorous discussion, Governors have a good understanding of the school context and performance. Governors have strengths in understanding the school's finance, data and strategies used to tackle underperformance, the performance of disadvantaged pupils and pupils with SEND and health and safety. Governors support and challenge leaders, e.g. supporting on-going review of the curriculum, carrying out Learning Walks with the School Improvement Partner, monitoring the SCR, attending curriculum meetings with subject leaders etc.
- Governors ensure that the school has a clear vision and strategy and that resources are managed well and leaders are held to account for the quality of education e.g. quality assurance checks for the administration of national tests, contributing to website compliance reviews, financial management.
- Governors ensure that the school fulfils its statutory duties e.g. the Equality Act 2010 and other duties such as Prevent and safeguarding.

#### **NEXT STEP/S: LEADERSHIP AND MANAGEMENT**

- Develop middle leaders' capacity to interpret evidence and use it to drive sustained improvement in their subject domains' pedagogy.
- Maintain leadership and management at all levels through ongoing support of leadership skills and competency to aid school improvement.

#### **BEHAVIOUR AND ATTITUDES: GOOD**

- Behaviour is at least good because staff understand the importance of applying the behaviour policy across the school consistently. Children behave well in lessons and when playing and moving around the school. This creates a positive learning environment for all. Children are well motivated and enthusiastic; they listen respectfully to their peers and are keen to praise others' contributions. On occasions where children present with challenging behaviour, it is managed with sensitivity and a trauma-informed approach with support put in place by relevant staff in accordance with the child's needs.
- Pupils have positive attitudes to learning, work well with other pupils and on their own. When pupils enter the school, they are encouraged to develop strong relationships with adults and children. This

resilient and self-motivated attitude to learning ensures that they are well prepared for greater challenges as they go through the school. Children take pride in their achievements.

- Monthly Focus Values and Fundamental British Values are well embedded and celebrated across the school. Pupils are keen to demonstrate them. They are motivated by Track-It Points and Head Teacher stickers etc. that reward demonstrating values in action.
- Pupils have a good understanding of what bullying is and how to manage it because of the high profile given to anti-bullying through Anti-Bullying Week and the PSHCE Curriculum. Pupils understand that bullying can take different forms and that it is wrong. When behaviour falls below expectations, a system of reflection supported by staff is used to enable pupils to understand the consequences of their actions, and remedy them using a restorative approach in line with the behaviour policy and school values. Findings from an external review of behaviour and attitudes support this.
- Pupils value the availability of the Listening Post, in which they place notes of anything that is worrying them, and to trusted adults, and are confident that adults in the school will resolve problems (Pupil Survey July 2024).
- Attendance is improving. Leaders promote and celebrate good attendance and punctuality, including attendance assemblies, attendance figures in the fortnightly newsletter and class rewards for best attendance – certificates and non-uniform days – to motivate parents and pupils to attend school regularly.
- Pupils demonstrate values such as empathy, selflessness and team work to support the wider community (see Personal Development).
- The school has prioritised a range of actions to support pupils who were experiencing social emotional and other difficulties on their return to school post-lockdown. A whole school focus was placed on developing children’s resilience with their wellbeing through the introduction and implementation of the Wellbeing Curriculum, regular PSHCE lessons, and targeted support in school and at home for children who were experiencing specific difficulties. Children’s self-motivation is celebrated to ensure that they are well prepared for greater challenges as they move up through the school.
- Children’s school responsibilities give children a sense of purpose and value. They carry out their roles around the school effectively and with pride. As a result, other children aspire to do them. Additional responsibility develops children’s confidence and organisational skills.

#### **NEXT STEP/S: BEHAVIOUR AND ATTITUDES**

- Through continued CPD and monitoring, ensure all staff implement the Behaviour and Discipline Policy consistently to support children’s self-regulation in all areas of the school.
- Improve pupil attendance: reduce the amount of persistent and unauthorised absence and poor punctuality in identified groups.
- Develop pupils’ skills to self-regulate in all areas of the school.
- Develop staff capacity to engage and support children meaningfully in outdoor activities through OPAL.

#### **PERSONAL DEVELOPMENT, WELFARE AND SAFETY: BETTER THAN GOOD**

Personal development is equally valued and celebrated along with academic progress. It is better than good because:

- The Focus Value of responsibility is developed through a planned programme of different jobs in school for the children, which is built on year by year. Each Year Group has a focused activity which develops the children’s sense of responsibility in school and locally.
- To develop the children’s national and global responsibility, leaders and teachers engage children with a whole school fundraising project linked to a recognised international charity. In 2024/25 it is WWF.
- Regular opportunities are provided for all children to increase their cultural capital through curriculum, educational visits and extra-curricular clubs.
- Fundamental British Values are taught through weekly Values assemblies, the wider curriculum and a range of thematic days/weeks including Black History Month and Pride Week (LGBTQ+ awareness).

- Children have a wide range of opportunities to work collaboratively within classes, across Year Groups and phases. Children act as ‘Listening Friends’, Play Leaders and Lunchtime Ambassadors to support peers throughout the day including at break-time and lunchtimes.
- There is strong emphasis throughout the Personal Social Health Citizenship Education (PSHCE) areas of study on individual rights and responsibilities, including respect and valuing difference in the ways people choose to live in modern British Society. Pupils understand the difference between right and wrong in line with their stage of development.
- Pupil, family and community diversity are valued. Pupils and families undertake a variety of lessons and events to celebrate these. This approach is enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world.
- Through the RE curriculum and Personal Social and Citizenship Education themes there are a range of learning opportunities which have strong links to the United Kingdom, through which we develop our children’s cultural understanding by enabling children to understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- Before the pandemic, two residential trips were offered to pupils in Years 3 and Year 6. Pupils are now offered a residential trip in Years 4 and 5. They will spend a week on a working farm, helping take care of animals and learning about how food is produced. The cost of the trip is subsidised in part by Farms for City Children that offers a lower rate to schools with high pupil premium.
- The curriculum is enriched with regular educational visits to develop the children’s knowledge and understanding of the topics they are studying and increase their cultural capital. Although Brunswick’s children live close to central London, they often have very little experience of the museums, galleries and attractions on offer. Staff ensure every child leaves Brunswick Park with as much experience, knowledge and understanding of the world as any other child.
- A range of well attended after school clubs and extra-curricular activities is provided for children from Reception to Year 6. Leaders plan to extend this offer and use feedback to inform decision making.
- From September 2023, every class will visit at least one art exhibition per year. Leaders have developed links with the South London Gallery so that children can access workshops and exhibitions in a gallery local to them, that specialises in working with residents of the Elmington, Pelican and Sceaux Gardens Estates, where many of the school’s pupils live. An artist in residence provides CPD for staff and workshops for children from Nursery to Year 6. Impact feedback from all stakeholders is consistently positive.
- RE is taught using the recently revised Southwark Agreed Syllabus. Guest speakers and members of religious communities are welcomed to discuss the values of each religion studied and their meaning in people’s lives. Every year, each year group visits a different place of worship. By the end of primary school, children will have visited a church, a mosque, a synagogue, a Hindu temple, a Sikh Gurdwara and a Buddhist temple.
- Throughout each academic year, children receive visits related to personal and community safety. Pupils are exposed to a diversity role models, from parent speakers to book authors to increase ambition and aspiration.
- A structured, progressive, sequenced wellbeing curriculum is taught from Years 1 to 6 in 2 15-minute lessons per week over 2 terms: Autumn and Spring. Learning is recorded in specially designed booklets, supported by lesson plans, animations and the Feelings Wheel, designed to support children’s self-regulation, resilience and their ability to communicate their emotions.

#### **NEXT STEP: PERSONAL DEVELOPMENT**

- Strengthen systems of pupil leadership to become a UNICEF Rights Respecting School (Mayor of London’s pledge) and gain the Values Based Education Quality Mark.

#### **THE EYFS: GOOD**

- **Outcomes and assessment: IMPACT**
- Baselines are assessed accurately. The curriculum and provision in the EYFS are planned take account of very low starting points.
- Children in the EYFS make good progress from their very low starting points. In 2023, only 13% of Reception children were working at age-related expectations in September. Consistently good

teaching and provision converted this to a GLD of 76%, including pupils with complex SEND, which was above the national average in 2023 of 67%.

- Tapestry Learning Journeys demonstrate strong progress from starting points as a result of skilled teaching, a language rich environment, a rigorous focus on Phonics and early reading, writing and maths and the range of learning opportunities provided.
- Assessments and observations across the EYFS curriculum are frequent, accurate and individualised, and are moderated regularly in school and across the borough.
- Workload has been reviewed to ensure that it is manageable whilst enabling teachers to plan consistently challenging activities that build on children's prior knowledge and skills.
- Children at risk of not reaching a GLD are identified swiftly, and opportunities planned for them to be supported.
- The Leadership Team monitors the EYFS provision in a variety of ways to ensure consistent progression in all areas of learning, including learning walks, work scrutiny, data analysis, discussion with the EYFS children and staff, lesson observations and drop-in visits as well as quality assurance checks from the Local Authority (LA Notes of Visit 2023-24. In January 2024, the provision was described as 'excellent' by the LA consultant, with language and literacy being particular strengths).
- Assessment in the EYFS has been developed to ensure staff understand what children need to know and remember. Ongoing formative assessment has been developed using DFE and LA exemplification materials. Evidence of learning is captured on Tapestry. It informs termly assessment, discussed in Pupil Progress Meetings with the EYFS Leader and the SLT.
- **Teaching and Curriculum: INTENT and IMPLEMENTATION**
- Teaching in the EYFS meets the needs of all pupils. EYFS teachers develop a nurturing and stimulating environment effectively that engages and motivates children to be inquisitive and autonomous learners.
- The EYFS curriculum is balanced with reading, writing, child and adult-led play, early maths (using the White Rose concrete-pictorial-abstract approach) and creative activities. Learning is planned to develop and strengthen children's communication and language through song, nursery rhymes, playing games and adults modelling rich language.
- Subject Leaders have worked with the EYFS team to ensure their curricula progress sequentially from Nursery through Reception into Key Stage 1.
- There is a focus on high quality interactions with staff modelling ambitious vocabulary and encouraging children to engage in dialogue that will enable them to become proficient at speaking and listening, and to access the next stage of their learning in Year 1. The EYFS Team has worked closely with the LA consultant to evaluate the effectiveness of the interactions between staff and children and found them to be of a very high standard.
- Reading for pleasure and the development of oral comprehension skills are placed at the core of the ongoing literacy provision; the sharing of quality texts is prioritised daily across the setting.
- The teaching of Phonics and early reading are systematic and rigorous and follow the progression outlined in Little Wandle Letters and Sounds (Revised). Phonics assessment is accurate and robust and ensures that those at risk of falling behind are identified quickly and targeted interventions are put in place to enable children to keep up. Children have access to phonetically decodable books that match the sounds being taught, so children can practise and consolidate their phonics knowledge when reading at home. Reading support is systematic and frequent to ensure rapid progress in tandem with phonics acquisition.
- Children with additional needs are identified swiftly. Those with speech and language needs are given well-planned individual support. Children with SEND are assessed at an early stage. The SENDCo devises strategies and supports EYFS staff in their implementation to enable these children to progress.
- Literacy Tree teaching sequences are used in Reception to support early writing. Engaging writing activities are planned around high quality texts, in line with Years 1-6. The teaching sequences encourage children to develop a love of stories from a diverse range of authors and develop children's language and writing skills. These are supported by the Phonics and handwriting provision within the Little Wandle LSR scheme. In Nursery, texts are selected to reflect the curriculum and children's interests.

- High quality texts and resources are selected to ensure diversity is celebrated. Books are selected featuring diverse characters, for example families with same-sex parents, characters who are from BAME backgrounds or who have a disability.
- **Personal Development and Behaviour and Attitudes**
- As a result of the range of carefully planned, challenging learning opportunities across the setting, children engage well. With skilful guidance from adults, children develop their skills and knowledge. Provision motivates children to approach challenges with enthusiasm.
- The EYFS staff work as a team to facilitate rich learning. Staff are knowledgeable and know children's strengths and individual needs; staff ensure that positive relationships with children and parents are created right from the start. A tailored package of admissions, home visits and settling in prepares children well for a positive start to their education.
- All EYFS support staff have paediatric First Aid training and children demonstrate that they are happy and feel safe. Children with additional toileting or medical needs are well supported.
- Behaviour and attitudes to learning are good across the setting. Children develop confidence and independence. Behaviour is managed systematically and age appropriately in accordance with the Behaviour and Discipline Policy.
- Strong home-school partnerships have a positive impact on learning. To develop long term partnerships between home and school to encourage support for their children's learning, staff engage parents and carers through curriculum workshops, 'stay and play' sessions and accompanying their child's class on educational visits.
- Children are taught age appropriately the school's and fundamental British Values, and their importance. They are respectful to each other. They learn about the importance of healthy eating, oral hygiene, healthy minds and having good relationships with those in and around our community.

#### **NEXT STEP/S: THE EYFS**

- Following borough-level changes to pupil admissions in 2023, build effective links directly with local EYFS providers to understand pupil context and need before children arrive in the setting.
- Strengthen systems post-identification to ensure children with SEND and additional needs are placed on a consistently robust and rigorous support pathways.
- Through targeted CPD, improve practice in the transition period between the EYFS and Key Stage 1.