

SCHOOL DEVELOPMENT PLAN 2024-25

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 2024-25:

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 in relation to adaptive teaching and provision for pupils with SEND
4. 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 2024-25	KPIs	Who
1.1 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"> • Scope all options from visioning workshop and report to governors; • Act on reported recommendations 	<ul style="list-style-type: none"> • 3-year plan in place which includes barriers, risks and opportunities - ensuring leadership priorities are focused on sustainability • Governors’ vision and scoping work results in a clear strategy plan that secures the future of the school 	SLT Governors
1.2 The school’s curriculum has clear Intent, Implementation and Impact, is tailored to its context and broadens children’s horizons	School uses published schemes of work: White Rose Maths, White Rose Science, Oak National Academy History and Geography, EC PSHE, Charter Wellbeing, REAL PE, Southwark Music Curriculum, Southwark Agreed RE Syllabus, Purple Mash for computing, the Literacy Tree and Little Wandle LSR. Schemes that need introduction are for science, humanities, RE, PSHCE and music.	<ul style="list-style-type: none"> • Deliver staff training to ensure the curriculum is implemented consistently; • Support middle leaders to monitor, evaluate and give feedback to drive improvement; • Ensure ambitious and thorough action plans enable the implementation of the SoW 	<ul style="list-style-type: none"> • Books, learning walks and data/outcomes show that the SoW are embedded and taught consistently 	SLT
1.3 Leaders’ dissemination of evidence-based research findings results in teachers’ secure application of effective adaptive teaching strategies	Teaching staff cater for pupils with a rapidly widening range of ever-more complex SEND. The school’s mobile population has an increasing number of children who are new to the country who have undiagnosed SEND and/or are new to English. Teachers at all career stages need to be consistently able to adapt teaching to meet the needs of their pupils.	<ul style="list-style-type: none"> • Devise an implementation strategy for the EEF SEND in the Mainstream Guidance; • Train teachers to apply the guidance; • Monitor and evaluate the strategy’s effectiveness 	<ul style="list-style-type: none"> • Whole school approach to adaptive teaching refers to the EEF SEND in the mainstream guidance • Impact is evident in pupils’ work and attitudes 	SB AN TM EF Teachers
1.4 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	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.	Children are taught the importance of: <ul style="list-style-type: none"> • Taking responsibility for themselves and their immediate surroundings; • Sharing responsibility, for example, the classroom, playground, Dining Hall; • Helping other people, e.g. as Dining Hall Helpers, Play Leaders, visiting the elderly at Country Court; 	<ul style="list-style-type: none"> • Year Groups focus on specific areas of responsibility linked to Personal Development • Children’s resilience and behaviour demonstrate awareness of personal responsibility • Children’s knowledge of local, national and international issues improves 	TM SLT Teachers Support Staff

<p>consistent self-regulation in all areas of the school and increased cultural capital</p>	<p>Children in Nursery and Reception were born during the pandemic.</p>	<ul style="list-style-type: none"> • Having an awareness of their place in the world and how they can influence change; • Their rights and responsibilities <p>Devise and implement strategies for children to communicate effectively with school leaders to initiate positive change, e.g. School Council/Junior Leaders</p>	<ul style="list-style-type: none"> • A School Council and an Eco Council are established and operate sustainably 	
<p>1.5 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 has finished; School is at a point to introduce OPAL.</p>	<ul style="list-style-type: none"> • OPAL introduced over 2 years with the support of OPAL mentor; • OPAL Implementation Team identified to begin in September 2024 	<ul style="list-style-type: none"> • Pupils' behaviour for learning and attitudes are consistently positive throughout the day; support staff are deployed flexibly according to need as evident in observation of play 	<p>SB OPAL Team SLT Teachers Support Staff</p>
<p>1.6 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"> • Embed and develop systems and procedures for all children, including those with complex SEND, that involve the early involvement of FEH and the EIT in light of latest attendance guidance (2024); • Embed and develop strategies that use minutes of lost learning to improve pupil punctuality; • Embed and develop reward systems for good attendance 	<ul style="list-style-type: none"> • The majority of pupils achieve the attendance target of 96%; • The attendance of pupils in identified groups where it is poor improves 	<p>SLT TS</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 2024-25	KPIs	Who
1. Quality of Teaching				
2.1.1 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"> Embed the training package derived from the EEF Toolkit including the 7-step model; 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 	<ul style="list-style-type: none"> Whole school approach to lesson planning refers to the EEF 7 Step model Teachers understand and use retrieval and spaced practice to embed knowledge 	SB AN TM EF
2.1.2 Teachers' pedagogy includes secure application of effective adaptive teaching strategies	There are inconsistencies in teachers' pedagogical knowledge and practice.	<ul style="list-style-type: none"> Devise and implement a training package from the EEF SEND in the Mainstream Guidance; Train class teachers to deploy support staff effectively to promote positive pupil outcomes; Train teaching staff to develop scaffolding techniques for pupils with SEND 	<ul style="list-style-type: none"> Teachers understand and demonstrate the principles of adaptive teaching Effective, scaffolded provision for pupils is observed consistently across the school 	SB AN TM EF
2.1.3 Middle Leaders improve the quality of teaching by giving astute, developmental feedback and checking its implementation	Rigorous monitoring and evaluation framework is established; Monitoring is undertaken with SLT; Middle Leaders' subject knowledge and quality of action planning are inconsistent; Impact of feedback is not checked systematically.	<ul style="list-style-type: none"> Devise and implement a training package for MLs derived from the EEF's Putting Evidence to Work toolkit; SLT to support MLs in extending their scope in monitoring; focusing on the impact of their feedback; 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 	<ul style="list-style-type: none"> MLs monitor consistently the quality of teaching and learning and check the impact of feedback systematically 	TM AN EF MLs

2. Quality of Assessment

Intended Outcome	Current Position	Planned Actions 2024-25	KPIs	Who
2.2.1 A systematic approach to the assessment of science and the foundation subjects is embedded and used consistently	New schemes of work for science, history, geography, RE and PSHCE come into place in September 2024, with corresponding changes to the way they are assessed.	<ul style="list-style-type: none"> Devise and implement assessment strategies and procedures relevant to the new schemes of work; Monitor and evaluate their impact 	<ul style="list-style-type: none"> Accurate and appropriate assessment strategies are in place across the curriculum and used by teachers consistently 	TM

3. English and Reading

Intended Outcome	Current Position	Planned Actions 2024-25	KPIs	Who
2.3.1 New DfE Validated SSPP (Little Wandle Letters and Sounds Revised) is in use effectively across the school	The SSPP is used effectively. The quality of interventions that support the SSPP is inconsistent, and weaker in Key Stage 2.	<ul style="list-style-type: none"> Plan and implement refresher training for all staff; Monitor and evaluate provision and interventions and their quality; Use Instructional Coaching strategies to improve the quality of teaching and interventions 	<ul style="list-style-type: none"> The number of children who re-enter the whole class reading lessons increases in Key Stage 2 Of the 30% of children who come from Reception not having met the ELG for word reading, a larger proportion make rapid progress to enable them to pass the PSC in Year 1 	AN HBT CH
2.3.2 The attainment gap in writing between EAL and none-EAL pupils narrows	There is an increasing number of new arrivals to the school who are new to English or have limited knowledge of it, resulting in a widening attainment gap between EAL and none-EAL pupils.	<ul style="list-style-type: none"> Provide targeted training to enable staff to adapt teaching to cater effectively for pupils with EAL; Monitor and evaluate the impact of the training 	<ul style="list-style-type: none"> The attainment gap between EAL and none-EAL pupils narrows 	TM AN CH

4. Mathematics

Intended Outcome	Current Position	Planned Actions 2024-25	KPIs	Who
2.4.1 White Rose workbooks are used consistently from Years 1-6	White Rose Maths is embedded without workbooks.	<ul style="list-style-type: none"> Train teaching staff to use WRM workbooks in maths lessons; Develop cross-year group interventions to adapt teaching for pupils working well below the ARE; Monitor and evaluate the use of workbooks and implementation of interventions 	<ul style="list-style-type: none"> Printing costs decrease Teachers report reduction to workload 	TM EF EM
2.4.2 Pupils securely apply Variation Theory strategies and skills and solve mathematical problems	The mastery approach is embedded. Variation Theory has not yet been introduced.	<ul style="list-style-type: none"> Train staff to include Variation Theory in maths lessons 	<ul style="list-style-type: none"> Pupil books and pupil voice indicate that pupils are confident to use variation theory 	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"> Provide further opportunities for staff to use WRM digital tools in Maths lessons 	<ul style="list-style-type: none"> Lesson observations, learning walks and review of pupils' work indicate that children can use the WRM digital tools to support their learning Outcomes improve 	TM EF EM Teachers

5. STEM and Humanities – Digital Learning				
Intended Outcome	Current Position	Planned Actions 2024-25	KPIs	Who
2.5.1 White Rose Science SoW is embedded consistently across Years 1-6	Teachers and staff are familiar with White Rose Maths. Gaps in provision for science resulted in the introduction of White Rose Science to ensure full and rich curriculum coverage.	<ul style="list-style-type: none"> Devise and implement an action plan for the implementation of White Rose Science; Monitor and evaluate the quality of teaching and learning in science lessons 	<ul style="list-style-type: none"> Through monitoring and pupil outcomes, pupils' understanding of scientific concepts and knowledge, skills and the links between them improve 	TM AN CHughes
2.5.2 Oak National Academy SoW for history and geography are embedded consistently across Years 1-6	Gaps in provision in history and geography resulted in the introduction of Oak National Academy SoW to ensure full and rich curriculum coverage.	<ul style="list-style-type: none"> Devise and implement an action plan for the implementation of Oak National Academy history and geography; Monitor and evaluate the quality of teaching and learning in humanities lessons 	<ul style="list-style-type: none"> Through monitoring and pupil outcomes, pupils' understanding of historical and geographical concepts and knowledge, skills and the links between them improve 	TM AN RR OO
2.5.3 The Southwark Agreed Syllabus for RE is embedded consistently across Years 1-6	Provision in RE is moving from themed days to weekly lessons to improve curriculum content knowledge and retention (retrieval and spaced practice). Southwark's Agreed Syllabus has been revised.	<ul style="list-style-type: none"> Devise and implement an action plan for the implementation of the Southwark Agreed Syllabus for RE; Monitor and evaluate the quality of teaching and learning in RE lessons 	<ul style="list-style-type: none"> Through monitoring and pupil outcomes, pupils' understanding of concepts and knowledge, skills and the links between them in RE improve 	TM AN TMitchell

6. Creative Arts and the Wider Curriculum				
Intended Outcome	Current Position	Planned Actions 2024-25	KPIs	Who
2.6.1 The EC PSHE SoW for PSHCE is embedded consistently across Years 1-6	The subject leader is recently appointed. Gaps in provision for PSHCE resulted in the introduction of White Rose Science to ensure full and rich curriculum coverage.	<ul style="list-style-type: none"> Devise and implement an action plan for the implementation of the EC PSHE SoW for PSHE; Monitor and evaluate the quality of teaching and learning in PSHCE lessons 	<ul style="list-style-type: none"> Through monitoring and pupil outcomes, pupils' understanding of concepts and knowledge, skills and the links between them in PSHCE improve 	AN TM RH Teachers
2.6.2 A scheme of work for Art and DT that is appropriate for Brunswick Park's context is in place	The subject leader has devised Medium Term Plans. Gaps in provision, teacher subject knowledge and confidence inform the need to provide tighter structure to ensure a consistent, high-quality offer, supported by the Artist in Residence and the Wider Art Strategy.	<ul style="list-style-type: none"> Devise and implement an action plan to introduce and embed a SoW for Art and DT appropriate for Brunswick Park's context. 	<ul style="list-style-type: none"> Inconsistency in provision is reduced Outcomes improve 	AN TM HM Teachers
2.6.3 Music is taught in accordance with the Model Music Curriculum 2021 and Ofsted's School Music Report findings (2023)	The specialist music teacher is recently appointed. The SoW is in the process of being implemented.	<ul style="list-style-type: none"> Ensure SoW is implemented consistently across the school, supported by instrumental lessons and extra-curricular opportunities 	<ul style="list-style-type: none"> Outcomes improve More children take up extra-curricular opportunities More children perform or listen to performance of music in setting in and outside school 	SB AN RE SMH

7. Early Years Foundation Stage

Intended Outcome	Current Position	Planned Actions 2024-25	KPIs	Who
2.7.1 Attainment improves in identified areas of the EYFS Framework to enable more children to get a GLD	Teaching in the EYFS is at least good. Outcomes in numerical pattern, number and writing prevent some lower attaining children from achieving a GLD.	<ul style="list-style-type: none"> Identify children who are unlikely to meet specific ELGs at the earliest opportunity; Train staff to ensure provision meets the requirements of these specific ELGs; Monitor, evaluate and adapt provision 	<ul style="list-style-type: none"> More children achieve the ELGs on writing, number and numerical pattern, thereby increasing the % of children achieving a GLD 	AN CR CHughes JB

SECTION 3: Pupil Outcomes

Task and Finish:

Intended Outcome	Current Position	Planned Actions 2024-25	KPIs	Who
3.1 The Reading and Writing attainment gaps between PPG and None-PPG pupils are closing in Years 1 and 2	Pupil outcomes indicate that None-PPG pupils outperform PPG pupils significantly in reading and writing at the end of Year 1 and Year 2.	<ul style="list-style-type: none"> PPG pupils taught in small intervention groups from Autumn 1; DHT (PPG) works closely with subject leaders and class teachers to support identified pupils 	<ul style="list-style-type: none"> The attainment gap between PPG and None-PPG pupils in Years 1 and Year 2 Reading and Writing is narrowed 	TM AN KS1 Staff
3.2 Attainment gaps are narrowed between Boys and Girls in writing	Pupil outcomes in 2024 show that girls significantly outperform boys in writing.	<ul style="list-style-type: none"> Identify attainment gaps and target Boys from Autumn 1; Structure and deliver learning interventions to accelerate progress for identified Boys 	<ul style="list-style-type: none"> A higher percentage of Boys will achieve ARE in writing 	TM AN Teachers
3.3 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 None-EAL pupils that are widening as a result of an influx of new arrivals direct from overseas.	<ul style="list-style-type: none"> Provide targeted interventions for identified EAL Learners = catch up; Devise and implement a language acquisition programme delivered for children new to the country/English = catch up; Monitor provision to ensure teaching is adapted to meet the needs of EAL pupils = keep up 	<ul style="list-style-type: none"> Attainment gaps in RWM narrow for pupils with EAL 	TM AN Teachers

SECTION 4: SEND and Inclusion

Task and Finish:

Intended Outcome	Current Position	Planned Actions 2024-25	KPIs	Who
<p>4.1 Teaching staff knowledge of SEND and inclusive provision is improved, and considers Southwark SEND Strategy and EEF SEND guidance for the mainstream classroom</p>	<p>Subject knowledge of SEND and inclusive provision is inconsistent. Staff skill level is inconsistent. Resources are used inconsistently.</p>	<ul style="list-style-type: none"> • Devise and implement training for teaching staff in adaptive teaching strategies; • Monitor and evaluate the impact of the teaching strategies 	<ul style="list-style-type: none"> • Resources and strategies in the classroom show all staff are proficient in adapting teaching and supporting children with SEND in the mainstream • Outcomes for pupils with SEND in the mainstream improve 	<p>FB EF Teachers</p>
<p>4.2 Action taken by leaders and teachers regarding SEND and Inclusion post data capture is timely and effective</p>	<p>Action is taken inconsistently post data capture; systems need strengthening to ensure a systematic approach based upon accurate evidence.</p>	<ul style="list-style-type: none"> • Devise and implement systems for the rapid identification, assessment and monitoring of children to be placed on the SEND and Medical Registers; • Devise and implement systems for rapid action following data capture; • Devise and implement individual pupil profiles 	<ul style="list-style-type: none"> • Children new to the school are identified and assessed in a timely manner • Profiles show SEND information is used astutely to ensure greater precision in the support of underachieving pupils and groups 	<p>FB EF</p>
<p>4.3 Pupils with Resource Based places are integrated into the mainstream systematically where appropriate</p>	<p>Most Resource Based pupils access the curriculum within the Resource Base classrooms.</p>	<ul style="list-style-type: none"> • Train teachers to adapt teaching for children with complex SEND; • Deploy support staff effectively to ensure RB pupils are integrated where possible and appropriate in the mainstream classroom 	<ul style="list-style-type: none"> • Pupils' systematic access to the mainstream increases; • Staff report increased confidence in providing for children with complex SEND; • Outcomes improve for pupils with complex SEND 	<p>EP EF FB TM</p>
<p>4.4 Procedures for assessment of science and foundation subjects are in place for children with complex SEND</p>	<p>Small Steps Assessment is in place for reading, writing and maths (RWM). This is a 2-year target.</p>	<ul style="list-style-type: none"> • 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; • Year 2: remaining foundation subjects 	<ul style="list-style-type: none"> • Small steps assessment is in place for science and humanities by July 2025 and remaining foundation subjects by July 2026 	<p>TM FB EF Subject Leaders</p>

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

Task and Finish:

Intended Outcome	Current Position	Planned Actions 2024-25	KPIs	Who
<p>5.1 Overall attendance including PPG is above the national average. SEND pupils' attendance is in line with the national average</p>	<p>The number of pupils who are persistently absent and/or late is too high. The school's long-term attendance target is 96%.</p>	<ul style="list-style-type: none"> • Embed robust systems to support PPG, SEND and vulnerable families, including the use parental contracts, legal planning and fines; • Attendance continues to be discussed in safeguarding meetings; • The Head Teacher and AO take responsibility for implementing latest school attendance guidance 	<ul style="list-style-type: none"> • Overall attendance including PPG is above the national average • Attendance for pupils with SEND is broadly in line with the national average, and is improving for those pupils with complex needs 	<p>TS SB EF</p>
<p>5.2 The School Council and Eco Council represent and express pupils' views to stakeholders effectively</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"> • Elect and establish a school and eco council with pupils from Years 1-6; • Devise and implement routines for collecting and reporting pupil views to stakeholders and for stakeholders to report to pupils 	<ul style="list-style-type: none"> • Pupil Voice indicates an increase in the level of pupil participation 	<p>TM Phase Leaders</p>
<p>5.3 Brunswick Park will become a Bronze Rights Respecting School by July 2025</p>	<p>Rights, responsibilities and values, including FBVs are taught systematically across the school, supported by a comprehensive PD curriculum that includes charity and community work.</p>	<ul style="list-style-type: none"> • Devise and implement an action plan to achieve the award by July 2025; • Monitor and evaluate the plan's implementation 	<ul style="list-style-type: none"> • Award achieved by July 2025 	<p>TM</p>
<p>5.4 The DMHL, MHFA Team and ELSA support pupil welfare and wellbeing effectively</p>	<p>Brunswick Park is a Wellbeing School, with access to a fully resourced published Wellbeing Curriculum.</p>	<ul style="list-style-type: none"> • Mental Health initiatives are planned and implemented by the Mental Health Team (MHT); • Devise and implement workshops for parents regarding pupil mental health and wellbeing; • Devise a series of mental health assemblies 	<ul style="list-style-type: none"> • Pupil Voice indicates children feel happy and safe at Brunswick Park; • Pupils can articulate these and their feelings to visitors and stakeholders 	<p>SB TM RH</p>