

## SCHOOL DEVELOPMENT PLAN 2025-26

### Ofsted Key Areas for Improvement:

Occasionally, teaching is not adapted for some pupils to support them to learn the curriculum.

When this happens, pupils do not understand and remember what has been taught as securely as they could. The school should ensure that teachers routinely check that pupils have learned key knowledge and skills, and appropriately adapt their teaching and resources if necessary, following these checks.

### Specific priority areas for 2025-26:

1. Strengthening the performance of middle leaders
2. Strengthening provision for Personal Development, focusing on self-regulation, responsibility and well-being
3. Applying research-based evidence strengthen pedagogy in relation to adaptive teaching and provision for pupils with SEND and EAL
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 including governance and safeguarding

### Task and Finish:

| Intended Outcome   | Current Position  | Planned Actions 2025-26   | KPIs   | Who                  |
|--|---|---|--|----------------------|
| <b>1.1</b><br><b>The Governing Body structure supports the strategic development and direction of the school through teams of governors with complementary skills sets</b>                 | The Governing Body functions effectively through a model of circular governance. New recruits are being inducted, creating an opportunity to further strengthen performance and functionality as part of its strategic function to secure the long-term future of the school. | <ul style="list-style-type: none"> <li>• Induct new governors;</li> <li>• Devise teams of Link Governors with complementary skills;</li> <li>• Implement systematic team visits and associated reporting;</li> <li>• Evaluate impact</li> </ul> | <ul style="list-style-type: none"> <li>• New governors inducted;</li> <li>• Link Governor Teams in place;</li> <li>• Strategic team visit plan implemented;</li> <li>• Impact evaluated</li> </ul> | <b>SLT Governors</b> |
| <b>1.2</b><br><b>Pupil voice is used systematically as a tool to check children's retention</b>  | The approaches to capture and utilise pupil voice to evaluate retention are inconsistent.   | <ul style="list-style-type: none"> <li>• Devise and implement a CPD package to support Middle Leaders to use pupil voice as a tool to evaluate children's retention consistently</li> </ul>   | <ul style="list-style-type: none"> <li>• Staff feedback and learning reviews show that pupil voice tools and systems are embedded and used consistently</li> </ul>                                 | <b>SLT</b>           |
| <b>1.3</b><br><b>Teachers check routinely that pupils have learned key knowledge and skills, and adapt their teaching and resources appropriately if necessary, following these checks</b> | Teachers' routine checking and consequent adaptation is inconsistent, resulting in some children not understanding and remembering securely what has been taught.   | <ul style="list-style-type: none"> <li>• Devise and implement a CPD package to support teachers' ability to check children's understanding and make resulting adaptations dynamically</li> </ul>  | <ul style="list-style-type: none"> <li>• Assessment shows that children learn and retain more</li> </ul>   | <b>SLT</b>           |

## SECTION 2: Quality of Education including Curriculum, Teaching, Learning and Assessment

### Task and Finish:

| Intended Outcome   | Current Position  | Planned Actions 2025-26  | KPIs  | Who  |
|--|---|--|---|--|
| <b>2.1</b><br><b>Writing is taught in accordance with the new Writing Framework (2025)</b>               | Pupil outcomes in writing are low, in part because children's understanding of how to structure sentences is not secure. Children are asked to produce pieces of writing than are beyond their writing ability. Class teachers do not pick up misconceptions reliably, such as correcting common spelling and punctuation errors. | <ul style="list-style-type: none"> <li>Train staff to apply the principles set out in the new Writing Framework (2025);</li> <li>Develop and implement a whole school focus on sentence structure delivered through targeted CPD</li> </ul>  | <ul style="list-style-type: none"> <li>Teaching of writing is pitched and structured to enable children to make steady progress and pupil outcomes improve</li> </ul>                                     | <b>SB</b><br><b>AN</b><br><b>TM</b><br><b>EF</b> |
| <b>2.2</b><br><b>All children leave school able to write fluently using cursive handwriting</b>          | Some children do not form and join letters correctly. Handwriting is taught inconsistently, and teachers do not pick up and correct misconceptions around letter formation and joining reliably.  | <ul style="list-style-type: none"> <li>Handwriting to be taught daily from Reception to Year 6;</li> <li>Deliver targeted CPD to teaching and support staff on teaching handwriting effectively</li> </ul>   | <ul style="list-style-type: none"> <li>Reviews of pupils' work show letters are formed correctly and handwriting is cursive, legible and written fluently</li> </ul>                                      | <b>AN</b>  |
| <b>2.3</b><br><b>The Local Authority's agreed syllabus for RE is embedded</b>                            | LA maintained schools must teach the LA's Agreed Syllabus for RE. Southwark has introduced a new Agreed Syllabus and Scheme of Work for 2025-26.  | <ul style="list-style-type: none"> <li>Train staff to use the new Agreed Syllabus for RE and teach the Scheme of Work;</li> <li>Monitor the quality of teaching and learning of RE</li> </ul>  | <ul style="list-style-type: none"> <li>Monitoring shows the Scheme of Work is embedded in teaching and children retain content knowledge</li> </ul>   | <b>T Mitchell</b><br><b>AN</b>                   |
| <b>2.4</b><br><b>The new Scheme of Work for MFL is embedded</b>  | There is no budget for a specialist teacher for Spanish. As result, class teachers need to teach this aspect of the curriculum, requiring the introduction of a new Scheme of Work to support this.   | <ul style="list-style-type: none"> <li>Train staff to use the Oak National Academy Scheme of Work for Spanish;</li> <li>Monitor the Scheme of Work's implementation and the quality of teaching and learning in Spanish</li> </ul>   | <ul style="list-style-type: none"> <li>Monitoring shows the Scheme of Work is embedded in teaching and children retain content knowledge</li> </ul>   | <b>TM</b><br><b>AN</b>                           |
| <b>2.5</b><br><b>AI is used effectively to support teaching and learning and reduce teacher workload</b> | The school does not have a licenced AI tool for staff to use. Staff are not trained to recognise the potential hazards of using AI in education.  | <ul style="list-style-type: none"> <li>Licence Copilot for staff use;</li> <li>Train staff to use AI safely and responsibly in accordance with current guidance;</li> <li>Train staff to use AI effectively to support teaching, learning and assessment</li> <li>Monitor and evaluate AI's implementation</li> </ul>  | <ul style="list-style-type: none"> <li>Staff feedback shows using AI has reduced workload</li> <li>Staff feedback indicates confidence in using AI as a tool to support practice has increased</li> </ul> | <b>TM</b>  |
| <b>2.6</b><br><b>The attainment gap between children with EAL and children without will narrow</b>       | There are attainment gaps in Reading, Writing and Maths (RWM) between EAL and Non-EAL pupils that are widening as a result of an influx of new arrivals direct from overseas.   | <ul style="list-style-type: none"> <li>Devise and implement a training package using resources from the Bell Foundation to achieve a systematic approach to supporting all children with EAL;</li> <li>Provide targeted catch-up interventions for identified EAL Learners;</li> <li>Use Colourful Semantics to adapt teaching to improve children's language acquisition</li> </ul> | <ul style="list-style-type: none"> <li>Attainment gaps in RWM narrow for pupils with EAL</li> </ul>   | <b>TM</b><br><b>AN</b><br><b>Teachers</b>        |

## SECTION 3: SEND and Inclusion

### Task and Finish:

| Intended Outcome   |  | Current Position   | Planned Actions 2025-26  | KPIs  | Who  |
|--|--|--|--|---|--|
| <b>3.1</b><br>Teaching staff knowledge of SEND and inclusive provision is improved, and considers Southwark SEND Strategy and EEF SEND guidance for the mainstream classroom |  | There are inconsistencies in the subject knowledge of SEND and inclusive provision in some teachers and the support staff. Staff skill level is inconsistent. New resources need introduction. | <ul style="list-style-type: none"> <li>Devise and implement training for teaching and support staff in adaptive teaching strategies;</li> <li>Devise and implement training for teaching and support staff in using new resources to support learning;</li> <li>Monitor and evaluate their impact</li> </ul>                                       | <ul style="list-style-type: none"> <li>Resources and strategies in the classroom show all staff are proficient in adapting teaching and supporting children with SEND in the mainstream</li> <li>Outcomes for pupils with SEND in the mainstream improve</li> </ul> | <b>C Harvey</b><br><b>EF</b><br><b>KG</b><br><b>Teachers</b><br><b>Support</b><br><b>Staff</b> |
| <b>3.2</b><br>Action taken by leaders and teachers regarding SEND and Inclusion following ongoing assessments is timely and effective  |  | Action is taken inconsistently following ongoing teacher assessment; systems need strengthening to ensure a systematic approach based upon accurate evidence.                                  | <ul style="list-style-type: none"> <li>Devise and implement systems for rapid action following ongoing assessment;</li> <li>Evaluate impact of individual pupil profiles and provision mapping</li> </ul>  | <ul style="list-style-type: none"> <li>Ongoing assessment, pupil profiles and provision mapping impact positively on pupil progress</li> </ul>  | <b>C Harvey</b><br><b>EF</b>   |
| <b>3.3</b><br>Pupils with Resource Based places are integrated into the mainstream systematically where appropriate  |  | Most Resource Based pupils access the curriculum within the Resource Base classrooms.  | <ul style="list-style-type: none"> <li>Train teachers to adapt teaching for children with complex SEND;</li> <li>Deploy support staff effectively to ensure RB pupils are integrated where possible and appropriate in the mainstream classroom;</li> <li>Evaluate and report impact of mainstream integration of Resource Based pupils</li> </ul> | <ul style="list-style-type: none"> <li>Pupils' systematic access to the mainstream increases;</li> <li>Staff report increased confidence in providing for children with complex SEND;</li> <li>Outcomes improve for pupils with complex SEND</li> </ul>             | <b>EP</b><br><b>EF</b><br><b>C Harvey</b><br><b>TM</b><br><b>NS</b>                            |
| <b>3.4</b><br>Procedures for assessment of English and mathematics are in place for children with complex SEND   |  | Small Steps Assessments are no longer fit for purpose in English and mathematics. This is a 2-year target; science and foundation subjects to follow.  | <ul style="list-style-type: none"> <li>Year 1: using the SEND Curriculum and with LA consultant and external support, subject leaders in English and mathematics devise and implement small steps assessment for pupils with complex SEND in their subjects;</li> <li>Year 2: science and remaining foundation subjects</li> </ul>                 | <ul style="list-style-type: none"> <li>Small steps assessment is in place for English and mathematics by July 2026 and science and remaining foundation subjects by July 2027</li> </ul>  | <b>TM</b><br><b>C Harvey</b><br><b>EF</b><br><b>AN</b><br><b>C Huszar</b><br><b>EM</b>         |

## SECTION 4: PD and BA and Pastoral – to include mental health, attendance and well-being

### Task and Finish:

| Intended Outcome  | Current Position  | Planned Actions 2025-26  | KPIs  | Who                                 |
|---|---|--|---|-------------------------------------|
| <b>4.1</b><br>Overall attendance including PPG is above the national average. SEND pupils' attendance is in line with the national average  | 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. | <ul style="list-style-type: none"> <li>Embed robust systems to support PPG, SEND and vulnerable families, including the use parental contracts, legal planning and fines;</li> <li>Embed and develop systems and procedures for all children, including those with complex SEND, that involve the early involvement of FEH and the EIT considering latest attendance guidance (2024);</li> <li>Embed and develop strategies that use minutes of lost learning to improve pupil punctuality;</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 broadly in line with the national average, and is improving for those pupils with complex needs</li> </ul>   | <b>TS</b><br><b>SB</b><br><b>EF</b> |
| <b>4.2</b><br>Brunswick Park will become a Silver Rights Respecting School by July 2026   | Rights, responsibilities and values, including Fundamental British Values, are taught systematically across the school, supported by a comprehensive Personal Development curriculum that includes charity and community work. The school has achieved a Bronze UNICEF Rights Respecting Schools Award.             | <ul style="list-style-type: none"> <li>Devise and implement an action plan to achieve the Silver award by June 2026;</li> <li>Monitor and evaluate the plan's implementation</li> </ul>  | <ul style="list-style-type: none"> <li>Award achieved by June 2026</li> </ul>   | <b>TM</b>                           |
| <b>4.3</b><br>The DMHL, MHFA Team and ELSA support pupil welfare and well-being effectively   | Brunswick Park has developed the team required to support staff and pupils' mental health and well-being, including DMHL, MHFA and ELSA.  | <ul style="list-style-type: none"> <li>Devise and implement by the Mental Health Team (MHT) initiatives to support early identification of mental health need and a systematic response;</li> <li>Devise and present a series of mental health assemblies;</li> <li>Devise and implement workshops for parents regarding pupil mental health and well-being</li> </ul>   | <ul style="list-style-type: none"> <li>Pupil Voice indicates children feel happy and safe at Brunswick Park;</li> <li>Pupils can articulate these and their feelings to visitors and stakeholders</li> </ul>  | <b>SB</b><br><b>EF</b><br><b>RH</b> |
| <b>4.4</b><br>Well-being is taught effectively through the existing Scheme of Work for PSHCE. Reflection Zones are used consistently and effectively as a tool to support children's emotional regulation | Charter Trust Well-being School resources have been phased out and replaced with a scheme that incorporates well-being into PSHCE, which is at the implementation stage. Reflection Zones are not always used systematically to support children's emotional regulation during learning time.                       | <ul style="list-style-type: none"> <li>Train staff to use the PSHCE Scheme of Work to teach well-being;</li> <li>Reintroduce Reflection Zones to Years 1-6 and train staff how to use relevant resources to support the children's emotional regulation;</li> <li>Develop and introduce a developmentally appropriate Reflection Zones model for the EYFS</li> </ul>   | <ul style="list-style-type: none"> <li>Staff feedback shows confidence in teaching well-being through the PSHCE Scheme of Work;</li> <li>Pupil behaviour reviews show Reflection Zones are used effectively to support children's emotional regulation in learning time;</li> <li>Red Track-it Light points reduce</li> </ul> | <b>RH</b><br><b>EF</b>              |