

Brackla Primary School



School Development Plan Published Summary 2023-2024

School Self Evaluation Summary

Strengths

Learning:

- Nearly all pupils make good progress in relation to their starting points and ability. They develop knowledge, understanding and skills appropriate to their ages and abilities.
- Most pupils' digital skills across the curriculum are good, with few being excellent. Pupils frequently identify where technology can support and enhance learning.

Wellbeing and attitudes to learning:

- Nearly all pupils are happy coming to school, motivated to learn and pupils' standards of behaviour are exceptionally good. Across the school, nearly all pupils display exceptionally high levels of wellbeing.
- Pupils enjoy school and working relationships between pupils and staff are warm and trusting.
- Most pupils are well motivated and engage highly effectively in their learning.

Teaching and Learning experiences:

- The development of learning through authentic contexts has a strong and positive impact on the curriculum quality, with daily outdoor sessions being a strength of the school.
- Across the school, all staff deliver stimulating and engaging experiences through the BOOST enrichment programme which reflect the four purposes well and impacts positively on pupil and staff wellbeing. This is a significant strength of the school.
- Pupils collaborate purposefully in pairs and small groups using Voice 21 strategies, and as a result their confidence in speaking with others develops very well. The positive interaction and collaboration among pupils is a strong feature.

Care, support and guidance:

- Relationships between adults and pupils are excellent. The warmth, care and mutual respect between staff and pupils is very evident and enables pupils to make good progress in their academic, social and emotional development.
- Provision for pupils with emotional needs is outstanding and the school uses a wide range of initiatives that meet their needs very successfully. For example the work of the Thrive programme has a very positive impact on raising targeted pupils' self-esteem and responding to identified issues.
- The school is strong in promoting a culture of safety and wellbeing in the school community. Staff and governors understand and implement the school's safeguarding requirements and procedures very well.

Leadership and management:

- Leaders know the school's strengths and areas for development well.
- The school has a very clear vision for the wellbeing and education of all pupils which has been developed with pupils, staff, families and governors.
- An increasing number of support and teaching staff have delivered professional development on a range of themes.
- The Family Engagement Officer plays a vital role in supporting families beneficially in a wide range of areas. This is a strength of the school.
- The school works effectively with the cluster on a wide range of areas to support transition and school improvement.

Areas for development:

- The progress pupils are making in developing their communication skills in Welsh through learning across the curriculum and in informal contexts is growing, however, needs further development.
- Most pupils' numeracy skills are sound. The implementation of the maths mastery approach is in its early stages and needs further development to ensure consistency across the school.
- Staff collaborate well to plan a range of high quality learning opportunities, although medium term planning needs further detail.
- Due to recent changes in governing body membership, there is a need to develop an understanding of their roles and responsibilities.

Priority 1: Learning and Teaching (To further develop a range of highly effective pedagogical approaches to teaching in order to maximise progress across all Areas of Learning and Experience (AOLE).

Priorities	What does this mean?
To facilitate further opportunities for learners to become more involved in leading their own learning.	<ul style="list-style-type: none">● Introduce Feedback Friday for pupils to reflect on their learning.● Increased opportunities for pupils to become more involved in their learning through increased choice (presentation of work, methods, resources etc.)● Yr 5 and 6 children participate in the termly progress reviews.
To provide increased opportunities for learners to participate in action research.	<ul style="list-style-type: none">● Continue to work with Swansea University as part of the Young Educational Research Network (YERN).● Research Ambassadors (Yr 5 and 6 pupils) work with staff and other pupils to teach them the skills of action research.● Undertake action research activities and share findings in various ways with stakeholders.

<p>To further develop medium term planning throughout the school.</p>	<ul style="list-style-type: none"> • Develop medium term planning to track coverage of our Curriculum and progression of skills. • Provide increasing opportunities for pupils to become more actively involved in what and how they learn.
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Priority 2: Curriculum (To refine an engaging curriculum that meets the needs of all our learners, that is appropriate to our context, and focuses on high quality learning and teaching).

<p>Priorities</p>	<p>What does this mean?</p>
<p>Develop the use of Welsh language skills within and beyond the classroom to increase confidence and raise standards.</p>	<ul style="list-style-type: none"> • Adopt the revised Central South Consortium language patterns. • Refresh the Helpwr Heddiw sessions (oracy sessions) ensuring they take place at least 4 times per week. • Audit current Welsh resources and invest in new ones. • Improve our learning environment to support the development of Welsh. • Re-establish the pupil group Criw Cymraeg to raise the profile and usage of Welsh in and out of the classroom. • Provide a variety of professional development opportunities for staff to improve their Welsh language skills. • Develop links with a local Welsh medium school. • Achieve the Cymraeg Campus Siarter Iaith Bronze award.
<p>To develop the maths mastery approach through the implementation of the Ark Curriculum.</p>	<ul style="list-style-type: none"> • Continue to implement a maths mastery approach throughout the school (focusing on depth and the embedding of concepts using high quality resources). • Replace Guided Group Maths with maths meetings to provide independent starters to lessons. • Develop parent/carer understanding of how maths is taught in Brackla Primary and how they can support their children at home. • Continue to work collaboratively with the cluster to map out progression across the Maths and Numeracy Area of Learning and Experience to ensure consistency. • Provide professional development opportunities for staff to improve their knowledge and ability to provide high quality maths and numeracy experiences.
<p>Develop a consistent approach to the teaching of reading throughout the school to make sure all pupils make progress in line with expected outcomes.</p>	<ul style="list-style-type: none"> • Refresh the whole school approach to Guided Group Reading. • Audit current resources and distribute and invest as required. • Enhance the learning environment to promote the importance of reading with all stakeholders. • Deliver family engagement activities to support families with

	<p>supporting their children at home with reading.</p> <ul style="list-style-type: none"> ● Raise the profile of reading throughout the school, e.g. developing links with Bridgend Library, reading buddies, assemblies, literary events etc.
<p>Continue to implement Welsh Government's 'Framework on Embedding a Whole School Approach to Emotional and Mental Wellbeing' for pupils , staff and the school community.</p>	<ul style="list-style-type: none"> ● Review the whole school approach to physical development. ● Raise the importance of healthy habits throughout the school (exploring healthy eating, playtimes and lunchtimes) . ● Raise the importance of school attendance with the whole school community.

Priority 3: Leadership (To further strengthen effective and efficient school improvement with a clear focus on governance, performance management processes, and monitoring and evaluation, ensuring high quality learning and teaching for all).

Priorities	What does this mean?
<p>To improve governance ensuring there is a clear focus on improving outcomes for all pupils.</p>	<ul style="list-style-type: none"> ● Carry out a skills audit and use to inform the committees for the year. ● Create a timetable of events and meetings for the year. ● Complete the self audit tool for governance and use it to inform areas for development. ● Review the format of the Headteacher report and Annual report to Parents. ● Provide further opportunities for the Governors to visit the school to gain first hand knowledge of the SDP priorities. ● Create a shared platform for governors to access information to support them with facilitating school development. ● Support the range of professional development opportunities available for governors to assist them in their relevant role.
<p>To strengthen performance management processes for all staff ensuring there is a clear focus on developing high quality learning and teaching.</p>	<ul style="list-style-type: none"> ● Explore a refreshed approach to the performance management process for all staff with a strengthened focus on professional dialogue. ● Use the Continua to support the performance management process for all teaching staff.
<p>To further develop the monitoring and evaluation cycle to ensure there is a more rigorous focus on improving standards.</p>	<ul style="list-style-type: none"> ● Revise the monitoring cycle ensuring there is a more refined focus on raising standards. ● Implement more focussed regular learning walks as a part of the monitoring process. ● Provide training for governors, staff and pupils on what to look for during a learning walk.

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| | <ul style="list-style-type: none">• Explore the most effective way of recording a self evaluation document. |
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