

Brackla Primary School



School Development Plan Summary

January 2024

Below is a summary of progress made during the Autumn Term and further updates will be provided at the end of the spring and summer terms.

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?	Progress to date
<p>To facilitate further opportunities for learners to become more involved in leading their own learning.</p>	<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. 	<p>All classes have implemented the system of Feedback Friday to reflect on their learning on a Friday afternoon. This system is supported well by training for all staff and the use of Seesaw to share placemats showcasing elements of the fortnightly learning. In many classes, there is family engagement with this process via Seesaw and next steps will include pupil, staff and parent feedback will be collected and analysed on the use of placemats to identify areas for improvement.</p> <p>The use of Seesaw has been effective in sharing placemats; this again, is evident in the family engagement data on the platform and verbal feedback given by parents during parent meetings. At least 4 placemats have been produced by all classes to showcase elements of the term's learning. A whole-school display will be produced in the Spring term to feature placemats from all classes.</p> <p>Many classes have opportunities to select the methods best for them and have more choice on how to present their work. This was evident from the listening to learners, although next steps would include ensuring more consistency across the whole school.</p>
<p>To provide increased opportunities for learners to participate in action research.</p>	<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>Good progress has been made with this priority. The theme of the project is creativity and what it means and pupils have engaged well, immersing themselves in research theory. The Research Ambassadors have effectively supported 4/5H in developing their research skills, and as a result they have interviewed a variety of support and teaching staff regarding their understanding of creativity. This survey will also be carried out early spring term to establish the wider community's understanding of creativity. Observations of pupils throughout the school have taken place, with the children asking for their ideas about creativity. The pupils have been reflective in their evaluations and as a result, have made amendments to the questioning process for the younger pupils.</p> <p>Dr Grigg has supported pupils in using an animated tool which they have also used in their topic lessons and will be further utilised as the project develops. The Lead staff member has attended training and shared practice with other schools involved.</p>

<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. 	<p>Medium term planning has been revised in line with discussions with staff and Central South Consortium (CSC) colleagues and is used by all staff. All staff have worked with colleagues and the Deputy Head to ensure all planning identifies the knowledge, skills and experiences leading the learning. This will also be used to support the tracking of individual pupil progress during the spring and summer terms. Monitoring in the spring term will support staff to ensure there is consistency across the school.</p>
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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).

Priorities	What does this mean?	Progress to date
<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>Cymraeg Campus Gowbr Efydd has had a positive impact on Welsh second language provision. New language patterns have been embraced by all staff, resulting in increased use of pupils' and staff use of Welsh within and outside of the classroom.</p> <p>Evidence gathered for the Bronze Award demonstrates that targets set in September have been embedded within all Progression Steps, resulting in the achievement of the award by the end of Autumn Term.</p> <p>The Criw Cymraeg have effectively supported staff and pupils to raise the profile of Welsh throughout the school through regular newsletters, Siaradwr Cymraeg yr wythnos, promotion of Cwtch Darllen and whole school events such as Diwrnod Shwmae and Diwrnod Seren a Sbarc.</p>
<p>To develop the maths mastery approach through the implementation</p>	<ul style="list-style-type: none"> • Continue to implement a maths mastery approach throughout the school (focusing on depth and the 	<p>The Ark curriculum was implemented in September 2023 from Reception to year 6. As a result, many classes are using the Ark curriculum to support and inform their planning in the teaching of Maths mastery. Evidence to support this needs to take place in the</p>

<p>of the Ark Curriculum.</p>	<p>embedding of concepts using high quality resources).</p> <ul style="list-style-type: none"> • 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>Spring term. Evidence from listening to learners has indicated that many classes are engaging with the scheme, and in all classes children are talking positively and more confidently about their experiences in maths lessons.</p> <p>In many classes, learners were able to name and identify resources that support learning such as numicon, base 10 and tens frames. In a few classes the use and knowledge of manipulatives was less evident, therefore further support on how to use manipulatives will be needed in the Spring term to ensure the development of the Maths mastery approach.</p> <p>Feedback from parent/carer workshops and the link governor, demonstrated positive relationships with all stakeholders and provided an understanding of the maths mastery approach within our school.</p>
<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 supporting their children at home with reading. • Raise the profile of reading throughout the school, e.g. developing links with Bridgend Library, reading buddies, assemblies, literary events etc. 	<p>Changes to the approach to reading have been introduced and are beginning to be embedded in all classes. Reading Roundabout is well planned for and occurs regularly throughout the school, with evidence being recorded appropriately in language books and on Seesaw. Initial feedback is positive from staff, and monitoring in the spring term will ascertain levels of pupil engagement and impact on pupils' reading ability.</p> <p>Reading data has been compiled, although further analysis is needed to identify progress made by groups of learners and to identify areas of support required. Staff training has successfully supported the creation of attractive Cwtch Darllen areas in all classrooms, resulting in increased pupil engagement and enjoyment in reading.</p> <p>The profile of reading has been raised appropriately in many ways including competitions, book fayre, through Twitter, internal/external screens, newsletters and reading buddies. Worthwhile links have been created with parents/carers through information sessions and college workshops.</p>

<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. 	
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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?	Progress to date
<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 	<p>The Governing Body have been involved in an increasing number of activities to consider aspects of the school's provision and development needs. Valuable opportunities have been provided for governors to meet with staff and inform themselves about the school development plan and progress made, safeguarding and health and safety. As a result, governors are developing an understanding of school practice first hand. The Chair and Vice Chair of Governors have also actively supported the Senior Management Team in gathering evidence during a learning walk with the Improvement Partner and have identified actions for improvement.</p> <p>The Governing Body are keen to develop their role and are taking on the regional Governing Body self-evaluation toolkit to support their improvements. Parents/carers have improved knowledge of the school's provision following the production of the annual report to parents/carers produced by a working party. A log of events effectively tracks Governing Body activities and identifies next steps.</p>

	governors to assist them in their relevant role.	
To strengthen performance management processes for all staff ensuring there is a clear focus on developing high quality learning and teaching.	<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>Focus groups with staff took place early in the autumn term and all teaching staff met with a member of the Senior Management Team (SMT) to discuss their individual targets.</p> <p>Targets are concise and focus on aspects of the School Development Plan. The Central South Consortium (CSC) policy is in place and is used as a basis for the process.</p>
To further develop the monitoring and evaluation cycle to ensure there is a more rigorous focus on improving standards.	<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. • Explore the most effective way of recording a self evaluation document. 	<p>The Senior Management Team collectively gather evidence through an appropriate process of self-evaluation. Leaders use a range of evidence well to inform their evaluations. As a result, they have a clear understanding of school strengths and areas for improvement. There are clear strategies in place to bring about school improvement. For example, there have been improvements in the quality of planned opportunities for independent learning during My Time and Topictastic. During the spring term, there will be an increased focus on work scrutiny using an increasing number of staff.</p> <p><i>“Self-evaluation is accurate and regular, with leaders carrying out plenary sessions following monitoring activity to summarise key findings, including strengths and areas for development. Self-evaluation feeds into the professional learning programme. Governors are supporting their understanding of school strengths and areas for development by beginning to participate in school monitoring activities.” (Improvement Partner) December 2023</i></p>