

Brackla Primary School



School Development Plan Published Summary 2024-2025

School Self Evaluation Summary

Strengths

Learning:

- Many pupils start school with understanding and skills below those expected for their age. During their time in school, most pupils, including those with additional learning needs (ALN) and pupils affected by socio-economic disadvantage, make good progress from their individual starting points.
- Many pupils start school with speech and language skills that are lower than those expected for their age. They make quick progress and soon start to speak more confidently and express themselves more clearly. As they move through the school, many pupils develop a wide and rich vocabulary
- Throughout the school, pupils develop their reading, writing and understanding of mathematical concepts well.
- Most pupils develop digital skills well and pupils ably use their digital skills creatively across the curriculum.

Wellbeing and attitudes to learning:

- Nearly all pupils show pride in their school and feel safe because of its nurturing and caring ethos. Most pupils enjoy attending school and find their lessons interesting. Nearly all pupils' behaviour in class, when working in break-out areas and learning outside is exemplary.
- Outdoor learning is a strength of the school. The school's outdoor leader prepares stimulating experiences for the pupils, from which they develop confidence, self esteem, perseverance, and strong creativity skills.
- Nearly all pupils have a positive attitude to learning. They show good levels of interest in their work and talk enthusiastically about it. Nearly all pupils listen attentively to teachers and concentrate well on their work during lessons.

Teaching and Learning experiences:

- Across the school, staff establish positive working relationships with pupils. The school provides a broad and balanced range of learning experiences that most pupils enjoy.
- The school has created a clear vision for its curriculum in collaboration with local schools. As a result, the curriculum builds successfully on pupils' skills, knowledge, and experiences as they move through the school.
- Teachers' knowledge of the curriculum is good. They set high expectations and plan clear objectives for learning. They deploy support staff to support pupils' progress successfully.
- Teachers have developed spaces within classrooms, corridors and other rooms into exciting break out areas. This allows pupils to follow their own interests related to the topics. This develops their independence and collaboration skills exceptionally well. This is a strong feature of the school.
- Arrangements to monitor pupil progress are highly effective. Staff use the information to plan appropriate activities to support pupils in their learning.

Care, support and guidance:

- The school is a happy, nurturing community and the positive relationships between staff and pupils and

among the pupils themselves are a strong feature of the school. Staff have excellent working relationships with pupils, and, as a result, behaviour is exemplary.

- The provision for pupils identified as having ALN is excellent. The school's ALNCo works successfully in partnership with staff members to ensure that there is good identification, tracking and effective provision for individuals and groups of pupils from an early age. Comprehensive pupil progress reviews result in staff members developing a deeper understanding of the needs of these pupils.
- The school has robust procedures for monitoring attendance, and as a result attendance rates are improving. Staff promote a highly robust culture of safeguarding, ensuring that the welfare of all is a priority.

Leadership and management:

- The headteacher provides excellent leadership. She is supported by a highly effective leadership team who place a high value on staff well-being and all staff have clear roles and responsibilities.
- School leaders have developed an annual cycle of self-evaluation which enables staff and leaders to review progress on areas of improvement. Staff at all levels fully understand their role in contributing to school improvement and regularly review progress towards them.
- Senior leaders encourage and support innovation without comprising the focus on pupil progress. There are robust performance management processes in place, which, together with a detailed programme of professional learning, ensure that the whole-school team receives appropriate development opportunities.
- The school engages and communicates well with parents and carers, who feel that they are listened to. Most parents and carers feel well informed about the school's curriculum and benefit from accessing workshops and regular updates through newsletters and online platforms.
- Governors provide effective support and challenge to the school. They are dedicated to their role to support leaders to improve teaching and learning.

Areas for development:

The school received one recommendation from the Estyn inspection in January 2024 (identified in point 1).

1. Improve the quality of feedback to ensure that pupils understand what they do well and what they need to do to improve (Estyn recommendation January 2024).
2. To continue to embed a bespoke curriculum for Brackla Primary School in line with the Curriculum for Wales and our school context.
3. To further develop the role of the Senior Management Team with a clear focus on leading and improving and developing approaches for supporting financially challenged families ensuring the learning needs and wellbeing of each individual learner are met.

Priority 1: Learning and Teaching: Improve the quality of feedback to ensure that pupils understand what they do well and what they need to do to improve (Estyn recommendation January 2024).

Priorities

What does this mean?

<p>Improve formative assessment processes throughout the school to improve pupils' understanding of their strengths and areas for development.</p>	<ul style="list-style-type: none"> • Audit current practice for Feedback Friday throughout the school; • Work with Central South Consortium to explore strategies to strengthen formative assessment and implement as appropriate; • Provide professional learning opportunities for all staff as required; • Continue to monitor impact and ensure consistency throughout the school. • Update the feedback and marking policy to reflect the changes as appropriate.
<p>Further develop pupils and staff use of questioning throughout the school to assess understanding and challenge thinking.</p>	<ul style="list-style-type: none"> • Re-visit the approach to questioning and the potential effective questioning can have on learning; • Identify good practice throughout the school and share with all staff; • Provide professional learning opportunities for all staff as required; • Continue to monitor impact and ensure consistency throughout the school.
<p>Ensure there is a consistent approach to WILs and WIGs ensuring a clear focus on skills.</p>	<ul style="list-style-type: none"> • Ensure an agreed approach to WILs (learning objectives) and WIGs (success criteria) is used consistently across the school; • Increased opportunities for pupils to collaborate and generate their own WIGs are used when and where appropriate.

Priority 2: Curriculum: To continue to **embed** a bespoke curriculum for Brackla Primary School in line with the Curriculum for Wales and our school context.

Priorities	What does this mean?
<p>To further extend opportunities for: develop learning experiences that reflect the local area effectively; pupils to learn about the history, experiences and contribution of minority ethnic people; pupils to use their Welsh skills across the curriculum and outside of the classroom</p>	<ul style="list-style-type: none"> • Include opportunities to utilise the locality when planning each termly topic; • Provide opportunities for pupils to learn about the history, experiences and contribution of minority ethnic people; • Provide further opportunities to utilise the use of Welsh second language across all areas of the curriculum; • Provide high quality professional development for all staff; • Showcase pupils' learning with a range of stakeholders in a variety of ways involving the local community.
<p>To establish a well structured and sequenced progression map for all AOLES ensuring breadth and coverage.</p>	<ul style="list-style-type: none"> • Progression maps are in place for all Areas of Learning and Experience (AOLEs) which follow the format and content as agreed; • Progression maps are used to inform medium term planning; • A tracking tool is developed and used successfully by AOLE leads to demonstrate coverage within each progression step.

<p>To produce the next 3 year plan for the curriculum in line with the Curriculum for Wales and school context.</p>	<ul style="list-style-type: none"> • Strengths of the current 3 year cycle are identified and used in the future plan; • Stakeholder voice is gathered to inform the next 3 year plan; • Resources are considered and purchased as necessary; • The plan is implemented from september 2025.
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Priority 3: Leadership: To further develop the role of the Senior Management Team with a clear focus on leading and improving and developing approaches for supporting financially challenged families ensuring the learning needs and wellbeing of each individual learner are met.

Priorities	What does this mean?
<p>To further develop the role of the Senior Management Team (SMT) with a clear focus on leading and improving</p>	<ul style="list-style-type: none"> • Establish the role of the new Deputy Headteacher; • Establish roles and responsibilities for each of the Senior Management Team (SMT) members; • Roles of Upper Scale teachers are developed and include leading in priority areas; • Ongoing leadership CPD opportunities are regularly accessed to develop skills and management strategies.
<p>To develop approaches for supporting financially challenged families ensuring the learning needs and wellbeing of each individual learner are met.</p>	<ul style="list-style-type: none"> • A lead member of staff drives the vision and strategic plan for supporting this approach throughout the school and across the cluster; • The new 'Pod' is established as a space for families for support; • Equity and equality is explored and understood by all staff; • A cost of the school day exercise is carried out and used to identify where amendments can be made; • An anti-poverty strategy is developed and impacts positively on many families.