



Brookwood Primary School: School Development Plan 2022-25

Key priorities

- Develop curriculum leaders' subject expertise in order to raise outcomes and standards across the school
- Increase attendance of identified groups and reduce the number of persistently absent children
- Increase the number of pupils on roll by marketing the successes of the school effectively and changing the local conversation

Area 1: Trust priorities

Current position & baseline: All staff to complete the Educare EDI (Equality Diversity and Inclusion) training by September 2022 and as part of the induction process for new starters. CPD (Continuing Professional Development) for all staff during Twilight INSET on EDI is planned for the Autumn term 22.

BET Futures introduced in Sept 21. Interested Teachers encouraged to join research groups/ working groups; conduct research and present findings as required. BET Futures aims to '*shrink the gap between research and practice.*' Relaunch Autumn 22. As we have a newly appointed SENCo (Special Educational Needs Co Ordinator), the I CAN/BET partnership project action plan will initially be completed jointly with SPS's SENCo who initially started this work for BPS last academic year.

Environment Social Governance (ESG) introduced by the core group members Summer 22 as a Trust long-term priority.

Objective	Actions	Success Criteria	RAG	Lead
Sustainability, equality, diversity, and inclusion permeate our behaviours and thinking in everyday life.	Use the data from the Trust's self-evaluation audit to identify early and long-term priorities.	A strategic plan for EDI is developed across all areas of the school and all staff are clear of the next steps.		WT YW
	Ensure all EDI Educare courses completed.			
	Review feedback from exit questionnaires containing additional EDI specific questions to inform next steps-YW.	The school's curriculum is reflective of the Trust's EDI values.		
	CPD on raising the profile of EDI and co-production of action plan – WT.	Staff and governors have a secure understanding of policies, practices and reporting systems linked to EDI.		
	Newly formed inclusion team work together to embed inclusive practice in all areas – JR/AS.			
	SLT/wider school staff to consider the school's current contribution to ESG and how this can be improved.	The quality of teaching and provision for children with speaking and understanding needs are positively affected.		
	Governor with responsibility for EDI to be appointed.			
Complete ICAN speaking and understanding plan in collaboration with SPS (JG).				JR

Notes: Several new staff joining the school, including new HT and newly formed SLT (Senior Leadership Team).

Area 2: Quality of Education

Current position & baseline: The curriculum design continues to be developed, focusing on ensuring subject leader knowledge is secure, through CPD and partnership working with leaders from other Trust schools. This will enable all middle leaders to engage in the deep dive process as they develop their subject knowledge. A permanent position for a curriculum lead (alongside behaviour and assessment) has been created to drive the curriculum offer forward. A comprehensive CPD schedule will be in place which will provide opportunities for middle leaders to develop their knowledge and understanding of their subject and disseminate this knowledge to colleagues.

Reading remains a priority across the school, as does writing. The teaching of reading comprehension skills will continue to be embedded across KS1 (Key Stage 1) and KS2 with the use of VIPERS. The focus for writing will be ensuring clear end points, adaptive teaching strategies and stamina for writing. The Phonics scheme introduced last year will continue to be embedded alongside the introduction of a new handwriting scheme.

An intervention teacher will be in place during the Autumn term to support outcomes for Y6, with a particular focus on Writing, SPaG, and Maths (Problem Solving and Reasoning). Other interventions will be carefully tailored to the needs of each cohort.

Objective	Actions	Success Criteria	RAG	Lead
All subjects are well planned with clear progression of skills and knowledge.	<p>T&L lead to work with other Trust T&L leads to develop key priorities for the development of the role to effectively support middle leaders.</p> <p>HT and T&L lead to map out a deep dive schedule for all middle leaders to engage in the process for their subject.</p> <p>T&L leader to support middle leaders in developing knowledge and understanding of their subject through engaging in monitoring activities and deep dives.</p> <p>Middle leaders monitor and review actions each term – T&L lead to review and feedback to SLT.</p> <p>Leaders at all levels ensure CPD is tailored to meet the subject knowledge needs of staff and is closely aligned to the school’s curriculum design.</p>	<p>All subjects are well planned, progressive and have clear end points which meet the whole school curriculum intent.</p> <p>Subject leaders have an excellent and thorough understanding of how their subject is taught and the impact it has on children’s learning.</p> <p>Teaching in all curriculum areas is improved.</p>		<p>WT</p> <p>LB</p>

<p>Reading and phonics are prioritised to support children's access to the curriculum.</p>	<p>Reading lead to conduct regular monitoring of reading teaching and provide training and support as required.</p> <p>Reading lead to monitor VIPERS use across the school for consistency and application.</p> <p>All staff (new and established) to take part in further Read, Write, Inc. Training.</p> <p>Teachers and support staff to carry out interventions.</p> <p>Reading lead/SENCO to monitor progress of children and impact of interventions.</p> <p>All lowest 20% readers have daily reads.</p> <p>Teachers to monitor how often children are read with and promote the importance of reading at home.</p> <p>Audit and restock guided reading books.</p> <p>Redevelopment of library through monies raised by FOB –WT.</p>	<p>Pupils read widely and often, with growing fluency and comprehension skills to enable them to access the curriculum.</p> <p>Children's progress in reading is carefully tracked and impact measured.</p> <p>Interventions and additional support are targeted and timely.</p> <p>Parental engagement in supporting reading development is high.</p> <p>Children are reading a book which is matched to their level.</p> <p>Children's love of reading for pleasure is further enthused through access to a vibrant and exciting library space.</p>		<p>MH JR</p>
<p>Raise all children's achievement and standards in Reading, writing and maths.</p>	<p>Regular book monitoring and moderation (half termly staff meetings) to standardise and benchmark writing across whole school.</p> <p>Embed spelling programme 'Readiwriter.'</p> <p>Embed RWI Phonics programme providing training for all unfamiliar staff and refresher training as needed.</p> <p>Adopt and embed a new whole school approach to handwriting - 'Letter Join.'</p> <p>Incentivise children through the implementation of pen licenses earned from Y3 onwards.</p>	<p>Outcomes at the end of EYFS (Early Years Foundation Stage) / KS1 and 2 are in line with or above national.</p> <p>Children's writing will be of a higher standard.</p> <p>Teachers will be more confident and skilled in delivering the curriculum.</p> <p>Reading standards will improve and higher-level</p>		<p>LB MH JS</p>

CPD for teaching staff to embed the use of Arbor for teacher assessment.	vocabulary reflected in children's writing.		
Pupil Progress Meetings held each term to discuss progress of all children with a focus on SEND/DAP and identify next steps/interventions needed.	All pupils achieve the expected standard in reading, writing and maths or exceed this.		
Clarify expectations regarding Quality First Inclusive Teaching for all pupils.	Planning is purposeful, progressive and meets the needs of all children.		
Ensure high quality teacher modelling is consistent across the school.	Teachers and leaders use formative and summative		
Standalone arithmetic lesson within weekly timetable across the school.	assessment accurately to inform next steps and intervention.		
Termly MTC assessments for LKS2.	Provision for SEND/PP		
Intervention teacher employed 3 days per week in the Autumn term to support Y6.	pupils across the school is delivered consistently, resulting in good progress		
Maths lead to support teachers with the White Rose scheme and focus on variation in teaching and learning tasks.	from individual starting points.		
Year groups to plan in phases e.g., KS1, LKS2, UKS2 to support ECTs (Early Career Teachers) and those new to the school or phase.			

Notes: New SENCo, T&L lead, Reading/Phonics lead, PP lead, Maths lead returning from maternity leave, writing lead role covered by T&L lead this academic year due to maternity leave.

Area 3: Behaviour & attitudes

Current position & baseline: Behaviour of pupils at Brookwood is very good and there is a culture of mutual respect between staff and children. There is a calm learning environment. Children express that they feel safe and know that any bullying is dealt with swiftly and effectively. Pastoral support is effective, and the Well-being Hub provides a safe space for SEMH interventions to take place. While behaviour is good, the behaviour system in place has been modified over time following input from external agencies and partner schools. As a result, expectations and consequences are inconsistent.

Objective	Actions	Success Criteria	RAG	Lead
All pupils demonstrate positive and resilient attitudes to learning and demonstrate	Review the current behaviour system and policy in place. Ensure that all stakeholders understand and follow the behaviour policy.	A clear and consistent behaviour policy will be in place which is understood and followed by all stakeholders.		LB AS WT

high levels of respect for others in a purposeful learning environment.	<p>Review behaviour for learning strategies in place through learning walks and deep dives – provide CPD for all staff to ensure a consistent approach across the school.</p> <p>All negative behaviour recorded and analysed for trends – explore Arbor as a method for recording behaviour incidents.</p> <p>Provide CPOMS training for all unfamiliar staff and refreshers/updates as required.</p> <p>Create a child-friendly Anti-bullying policy.</p> <p>Reintroduce School Council –WT.</p>	<p>Children are self-regulated, motivated, and creative participants within the classroom and wider school environment.</p> <p>All stakeholders have a clear understanding of the definition of bullying in a format suitable to their level of understanding and children know who they can talk to if they have any concerns.</p> <p>Children feel heard and can support the development of the school through their leadership roles.</p>		
All children will be in school and on time every day, ensuring no learning opportunities are missed.	<p>Review current incentives in place (including attendance bear). Introduce attendance shield for KS2.</p> <p>Review current attendance information sent out to families highlighting the importance of regular school attendance.</p>	Attendance across the school will be consistently above 96%.		

Notes: New behaviour lead in post.

Area 4: Personal development

Current position & baseline: The curriculum and enrichment activities develop and nurture the talents and interests of pupils. Underpinned by our 5 values (Happiness, enthusiasm, aspiration, respect, togetherness), personal development is embedded in all subjects, especially through the PSHE (Personal, Social, Health and Economic) and RSE (Relationships and Sex Education) curriculum. Both the PE (Physical Education) and PSHE curriculum promote the skills and knowledge needed to give pupils an understanding of how to maintain a healthy lifestyle and mind. The school provides high-quality pastoral support through wellbeing interventions and access to the Well-being Hub. There is a culture of inclusion and belonging.

Objective	Actions	Success Criteria	RAG	Lead
Ensure the growth and development of the curriculum focuses heavily on personal development of our children and prepares them for life in modern Britain.	<p>Embed the SCARF PSHE curriculum across the school, incorporating SMSC and FBV (Fundamental British Values).</p> <p>Ensure the Wellbeing Hub is utilised effectively to prioritise time-out/self-care/reflection time/mindfulness.</p>	<p>Children reflect upon their self-responsibility regularly and recognise areas for development.</p> <p>FBVs are promoted within the wider curriculum.</p> <p>Children can articulate their own needs and emotions.</p>		WT AS HH

	Review the current planning and information provided to families regarding keeping children safe online.	Children can demonstrate an awareness of the issues around online safety and how to report any incidents they may be concerned about.		
Further promote the importance of physical and mental health and reduce the amount of sedentary behaviour.	Extend provision for sports participation within and beyond the school day by providing additional sports clubs which focus on vulnerable groups or those who disengage from PE, as well as those preparing to take part in competition.	Children understand the importance of maintaining an active lifestyle and keeping physically and mentally healthy. Children engage with inter-school competition and local fixtures and events.		HH MP
All pupils have equal opportunities to access the same experiences and opportunities within the wider curriculum.	Review the current extra-curricular offer provided by external providers and school staff. Complete audit of opportunities available through clubs' provision, attendance, and breadth of pupil groups (SEND/DAP) attending.	Pupils develop their social, emotional, and mental wellbeing through accessing a wide variety of extra-curricular activities.		WT YW JR

Notes: New PSHE lead in post.

Area 5: Leadership & management (including governance & finance)

Current position & baseline: A new Headteacher, SENCo and T&L lead have been appointed and will be in post from September 2022. Middle leadership capacity remains an area for improvement, especially due to staffing changes and will continue to be a priority this year to help drive the curriculum and pupil performance forward. Safeguarding is embedded in the culture of the school and is effective. Clarity regarding lines of accountability (including performance management) will be a focus for the school. There will be a period of instability due to resignations and non-renewal of terms of office of the current governing body this year.

Objective	Actions	Success Criteria	RAG	Lead
Leaders at all levels drive the school forward and are accountable for their areas of responsibility.	Develop new SLT due to the appointment of a new HT, SENCo and T&L lead. Review training needs of staff. Develop a strategic plan for CPD which informs and enhances subject knowledge and classroom practice throughout the year.	SLT meeting format ensures meetings have a clear and strategic intent. Personalised CPD offered to all staff based on the performance management cycle and		WT YW LB

	<p>Provide a schedule for staff which clearly highlights and links key dates throughout the year, such as assessment weeks, data captures, CPD and Performance Management.</p> <p>Develop middle leaders and teachers through collaborative work with other Trust schools.</p> <p>Deliver training to staff regarding the performance management cycle and expectations 21/09 – WT/YW.</p> <p>Provide training and exemplars for policy writing for subject leads.</p> <p>Provide regular opportunities for middle leaders to monitor the quality of teaching and learning across foundation subjects (half day on rotation across the year to be evidenced on subject lead monitoring proforma).</p>	<p>other needs as they arise.</p> <p>All staff are clear as to who their line manager is and what their targets are.</p> <p>Middle leaders produce a clear and effective policy or other documentation for their area of responsibility as needed.</p> <p>All policies are up to date and compliant.</p>		
To improve the effectiveness of LSA line management.	<p>Class teachers to be responsible for developing and holding support staff to account through the performance management cycle.</p> <p>Training needs and aspirations to be identified through the performance management cycle.</p> <p>LSA meetings to be held weekly during assembly time.</p>	<p>School will be able to evaluate the impact of LSAs and where necessary appropriate support will be put in place.</p> <p>Staff questionnaires demonstrate that LSAs feel valued and inspired.</p>		WT AS LB Class teachers
To increase the number of pupils on roll by marketing the successes of the school effectively and changing the local conversation	<p>Liaise with the MOD Welfare Management Committee to collate information that would be most helpful to service families when choosing a school in readiness for redeployment and post this information on the MOD Hub.</p>	<p>BPS will be over-subscribed and the first choice school for the local community</p> <p>Military families new to the area will choose BPS due to effective communication</p>		WT YW AS

	<p>Streamline information from current website and ensure new pages provide clear links to key information for current and prospective families.</p> <p>Market school events through the use of social media and liaison with local community stakeholders.</p> <p>Provide twice weekly school tours to prospective YR 2023 parents.</p> <p>Publicise Open Evening through links with local pre-schools and Trust schools 1.12.22</p>	processes prior to deployment.		
To continue to develop strategies that improve attendance to 96% and above.	<p>All staff understand the importance of good attendance.</p> <p>Set high expectations for the attendance and punctuality of pupils and communicate these regularly to pupils and parents.</p> <p>Review current incentives for promoting high levels of attendance and punctuality.</p>	Attendance is in line with national.		WT/KF/ AS
<p>Governance</p> <p>Ensure that the LGC (Local Governing Committee), is strategic and opportunities for succession planning are addressed.</p>	<p>Due to governor vacancies, explore the option of completing a governance review.</p> <p>Ensure that all governor training is up to date.</p> <p>Key governor responsibilities are reviewed and a governor with responsibility for EDI is also identified.</p>	<p>Governors ensure clarity of vision, strategic direction and hold leaders to account.</p> <p>Vacant governor positions are filled.</p>		LGC

Finance and Compliance Ensure that the school is financially viable through the exploration of additional funding streams.	Develop opportunities for boosting revenue streams through hire and activity clubs. H&S (Health & Safety) review actions are addressed, and necessary steps taken to revise processes. Ensure all staff have completed Cyber Security training.	School revenue is increased due to lettings. The school is fully compliant in terms of H&S and GDPR (General Data Protection Regulation).	YW WT
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Area 6: EYFS

Current position & baseline: A focused programme of transition is in place for the children on entry to the EYFS and there is a system in place to track progress. However, this needs to be developed further in terms of early intervention for children joining YR with additional needs and developing and embedding assessment procedures. There will be a new team in place in YR from September 2022 and so it is imperative that staff are able to access high quality EYFS training and support from other Trust schools with excellent EYs provision. The indoor area has been developed through works to the fabric of the building and zoning of areas for learning opportunities. Work has started to improve the outdoor area, but this needs to continue to be a key priority. Subject leader CPD will incorporate EYFS so that all leaders have a secure understanding of the EYFS curriculum.

Objective	Actions	Success Criteria	RAG	Lead
Further improve the learning environment with a particular focus on the outdoor area.	Audit current provision and resources. Invest in high quality resources. Review current planning and assessment documentation. Liaise with other local Trust schools.	Every area of learning is clearly defined with a specific learning focus. Carefully resourced continuous provision and excellent teaching enable children to lead their learning. Play-based learning is purposeful and provides all children with the opportunities needed to enable them to reach their full potential and prepare for KS1.		MH WT
Develop the teaching of phonics in EYFS.	Embed RWI Phonics Scheme and provide further training as required for existing and new members of staff. Provide Parent presentation on Phonics and early reading Autumn 22.	Early reading skills are positively impacted. Outcomes are above or in line with national. Teachers and support staff teach high quality phonics lesson.		MH

		Parents can support learning at home as they have a clear understanding of the school's approach to reading.		
Develop and embed planning and assessment procedures.	EYFS lead to visit other Trust schools to share and gain best practice in assessment procedures. Identify and address training needs for support staff.	Accurate assessment and high-quality evidence ensure children identified as not on track have access to targeted intervention. Gaps in children's skills and knowledge are used to inform planning. The EYFS teacher and support staff can talk with confidence about their children's progress and next steps. Children make good progress from their starting points.		MH WT

Notes: New EYFS lead in post. New support staff team in place.

NB. Priorities identified in the SDP may link to separate action plans for departments / phases / year groups.