



# Brentnall Community Primary School

## SCHOOL DEVELOPMENT PLAN – KEY PRIORITIES – 2021/2022

The senior leadership team conducted an annual process of Strategic Self Evaluation in September 2021 and have identified key priorities under each of the OfSTED areas that are inspected:

- **Quality of Education (QE)**
- **Behaviour and Attitudes (BA)**
- **Personal Development (PD)**
- **Leadership and Management (LM)**
- **Early Years (if applicable) (EY)**
- **Quality of Education in the ASC Provision (AP)**
- **Safeguarding (SG)**

Following the COVID-19 pandemic, the school development plan is underpinned with 3 key principles of school improvement to support all members of our school community, as we return to a level of normality, ensuring first and foremost everybody is safe, well and happy allowing children to learn to the best of their ability and achieve their full potential, both through their approach to learning (behaviour and attitudes) and with access to quality first teaching and a curriculum that meets their needs (quality of education).

We will adopt the key principles of **RESET, RECOVER, REBUILD** to support our school improvement priorities:

### 1. **RESET FOR SAFETY**

**To establish a safe, secure and positive school environment by prioritising:**

- A strong culture of safeguarding.
- An ethos of respect for the protected characteristics as defined by law.
- Safe working practices in response to the COVID-19 pandemic.

### 2. **RECOVER FOR WELLBEING**

**To secure positive mental health and wellbeing for all pupils, families and staff by prioritising:**

- Relationships & Health Education (RHE)
- High quality pastoral support
- The personal development of pupils within the delivery of a broad and balanced curriculum

### 3. **REBUILD FOR LEARNING**

**To enable education recovery for all pupils by prioritising:**

- Core skills across the curriculum
- Teachers' subject, pedagogical and pedagogical content knowledge
- Quality First Teaching addressing any identified missed learning

The following key priorities have been identified for the academic year 2021-2022. These priorities and targets will be reviewed termly and adapted as necessary based on monitoring and evaluation taking place throughout the term.

### Quality of Education

- Ensure that there is longer term ambition in place for disadvantaged pupils (linked to DfE and EEF advice) and their progress is tracked to be at least as good as their peers.
- Ensure that teachers are skilled in a wide range of Quality First Teaching approaches, in order to deliver the best possible opportunities to our children
- Ensure that the curriculum allows for gaps to be taught alongside new learning for their year group, therefore addressing all learning gaps in core subjects and embedding high expectations expected by the school.
- Embed the agreed 'Curriculum Intent', as part of the Three-Year Plan Curriculum Action Plan for Intent, Implementation & Impact.
- Strengthen subject provision and achievement in foundation subjects, ensuring the intent is embedded and the implementation developed for each subject.
- Embed consolidation of skills through effective feedback, which may not always be
- To ensure reading and oracy are key strands that run throughout the curriculum, to support competency in writing.
- Ensure teachers are skilled in the use of assessment so they present subject matter clearly, checking understanding, providing accurate and clear feedback and adapting teaching as necessary in both core and foundation subjects.

### Behaviour and Attitudes

- Develop and embed a system for managing behaviour, that promotes positive relationships for all and allows restorative principles to support children in improving their behaviour.
- Ensure that the whole school policy for supporting children's positive behaviour is securely and consistently implemented throughout the school.
- Develop a strong focus on attendance and punctuality, so that all children have above average attendance and the schools achieves an average of 96.5%.

### Personal Development and Welfare

- Support all children to be mentally healthy and that they live a healthy lifestyle.
- Provide experiences and opportunities through our wider curriculum that provide children with access to a wide, rich set of experiences.
- Fully implement embed and monitor the Relationship and Health Education (RHE) framework.
- Ensure effective transition for new children to our school.
- Support parents/carers to understand how they can support their child effectively.

### Quality of Leadership and Management

- Embed systems for improving staff wellbeing and work-life balance through effective consultation and use of the EEF resources.
- Embed routines, systems and structures that are known and understood by all, ensuring deadlines are met.
- Ensure roles and responsibilities are clearly understood by all (staff and governors) and equip staff with the skills to perform to the best of their ability.

### Quality of Education in the Early Years

- Ensure the new framework is fully introduced so the curriculum is coherently planned and accurately assessed.
- Ensure effective transition into school for new starters.
- Ensure children acquire as wide vocabulary and can communicate effectively in a range of contexts.
- Support parents and carers to understand the Early Learning Goals and ensure that they know how to support their child effectively.

### Quality of Education in the ASC provision

- Establish a clear vision and purpose for the ASC Provision within a mainstream setting.
- Ensure that teachers are skilled in a wide range of Quality First Teaching approaches, in order to deliver the best possible opportunities to our children, linked to the AET Framework and standards, as well as the National Curriculum.
- Ensure that the curriculum is designed to meet the needs of all learners.
- Ensure effective transition at all points, including new pupils into the provision, transition for pupils into mainstream classes and transition for pupils leaving the resource.
- Embed the Behaviour Policy and monitor systems.
- Ensure staff are skilled in the use of assessment so they present subject matter clearly, checking understanding, providing accurate and clear feedback and adapting teaching as necessary.

### Safeguarding

- Ensure all safeguarding procedures are robust and practices ensure all children at Brentnall Primary School are safe.
- Develop and embed systems for managing and analysing pastoral data.
- Ensure that all new, and additional post COVID-19 requirements, are in place to ensure that children, families and staff are safeguarded following the pandemic.
- Safeguarding is embedded into the culture of the school with the views of the children being heard and supported, linked closely with the Salford Listening standards.