



#oneyeartomakeadifference

Rapid, transformative improvement

Because of Team BP...



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254 lessons seen
with feedback
provided - we
know our
strengths and
next steps

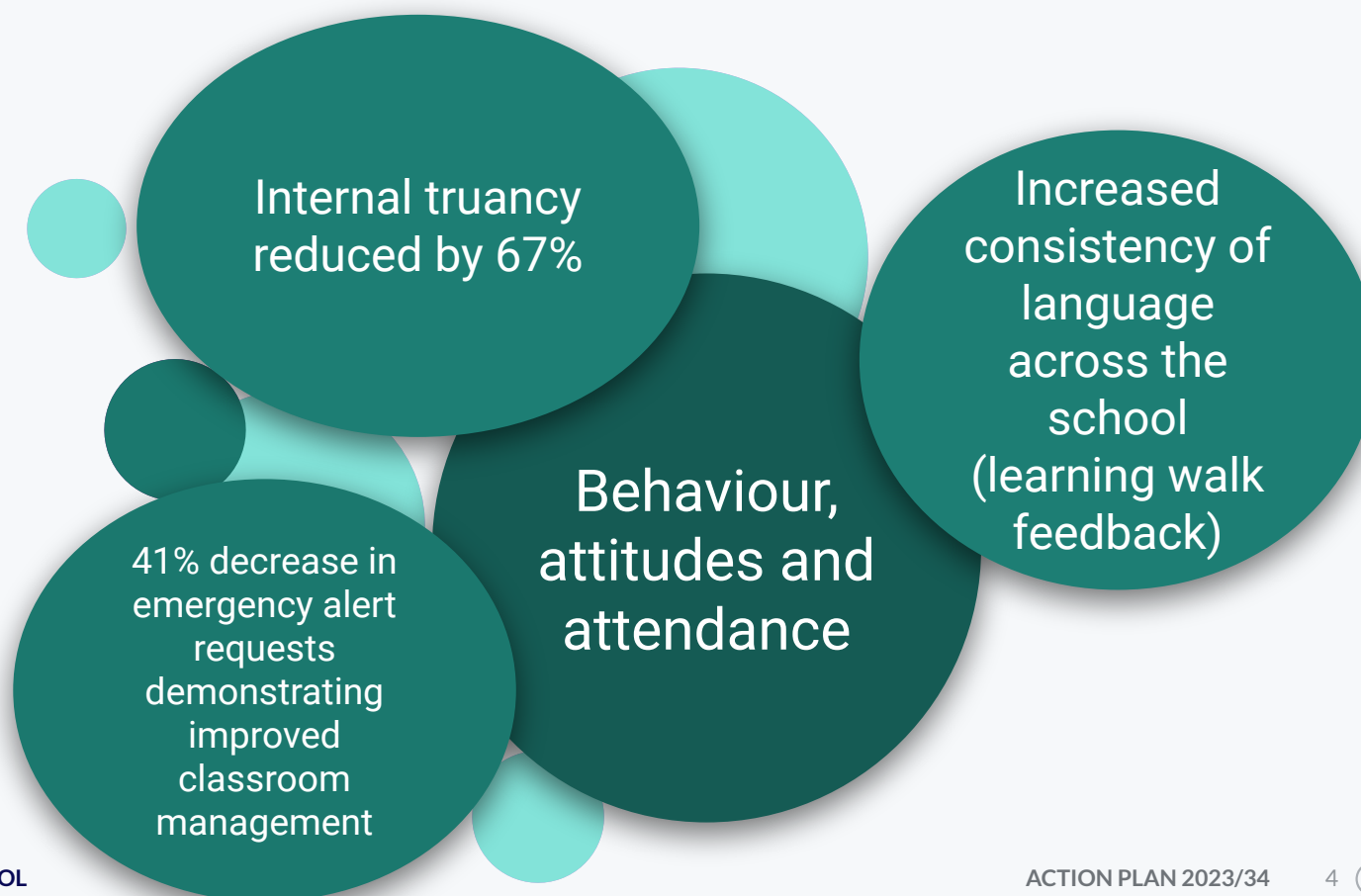
Improved
consistency
across lessons
starts, do now,
threshold

Learners are more
able to articulate
their learning
journey including
the sequence of
learning

Quality of
education

Rapid, transformative improvement

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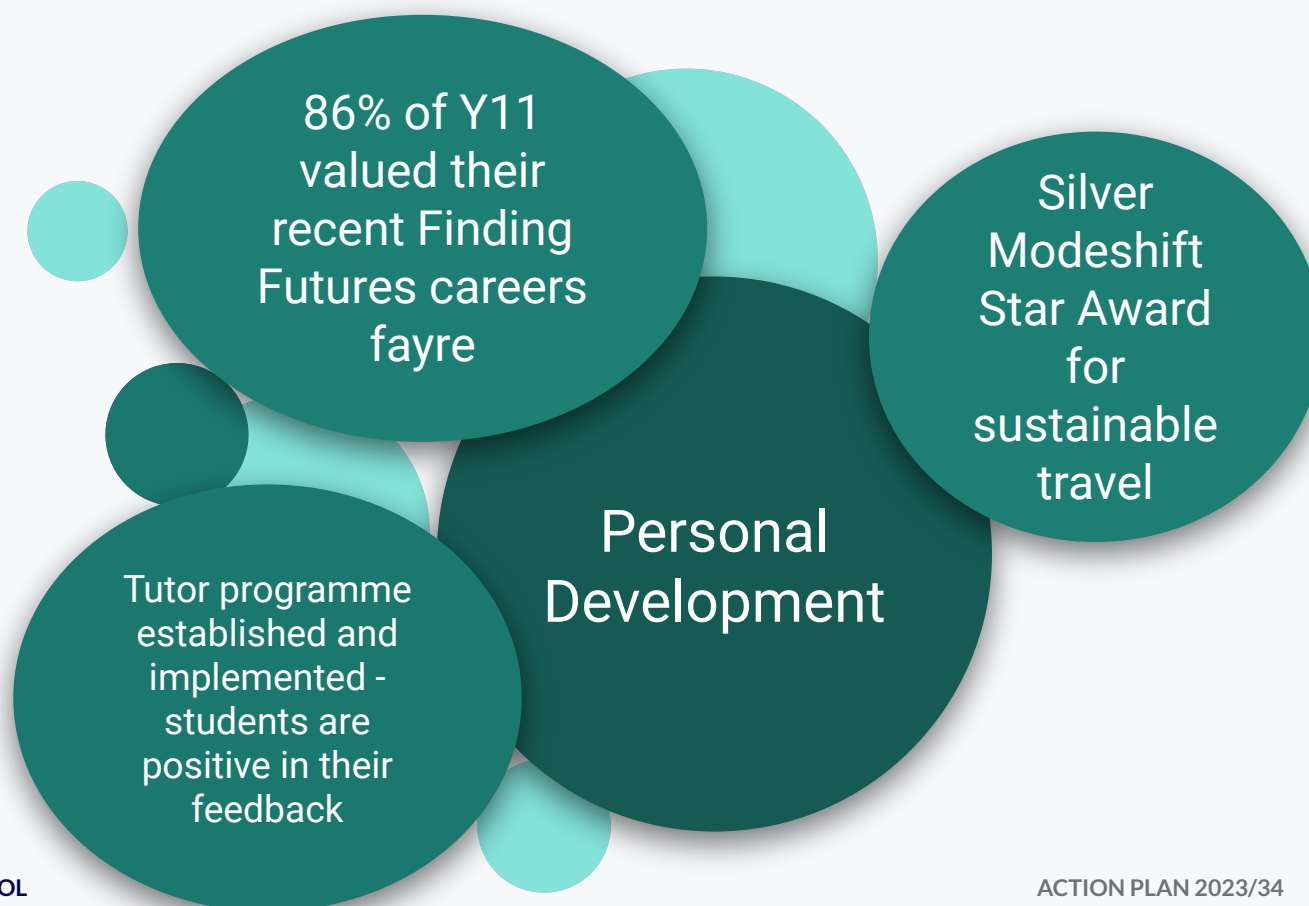
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**BRUNE
PARK
SCHOOL
VISION
AND
MISSION**

OUR VISION

We envision a future where all of our pupils are happy, successful, and safe. We believe that every child deserves to have a bright future, and we are committed to helping them achieve their ambitions. We will continue to provide a high-quality education, a safe and supportive environment, and the resources that all of our pupils need to succeed - no matter their starting point.

OUR MISSION

Brune Park Community School is committed to providing a happy, successful, and safe learning environment for all of our pupils. We believe that every child has the potential to succeed, and we are dedicated to helping them reach their full potential. We do this by providing a challenging and stimulating curriculum, a supportive and nurturing environment, and a wide range of extracurricular activities.



TOGETHER WE WILL:

Create a positive and welcoming school climate where all pupils feel safe and respected.

Provide a challenging and rigorous curriculum that meets the needs of all learners.

Offer a variety of extracurricular activities that allow pupils to explore their interests and talents.

Provide support for pupils who are struggling academically or emotionally.

Work closely with families to ensure that all pupils have the resources they need to succeed.



OFSTED AREAS FOR IMPROVEMENT

Ofsted found that, while safeguarding is effective, leaders have not always ensured that safeguarding processes are followed as precisely as they could be. Some leaders and staff do not always follow their own policies consistently enough. Leaders must ensure that safeguarding processes are used diligently and in line with their own policies.

ATTENDANCE AND INTERNAL TRUANCY

Too many pupils miss too much school, in particular pupils with SEND and disadvantaged pupils. There is too much low-level disruption and internal truancy during lessons. Leaders' work to address these issues is having limited impact and improvements are too slow overall. Leaders need to establish strategies to raise pupils' attendance rapidly so that pupils are in school and learning takes place undisturbed.

BULLYING AND UNKINDNESS

Pupils do not feel safe from bullying and the use of derogatory and abusive language. Incidents often go unreported as pupils have little or no faith in leaders and staff to deal effectively with reports of unkindness or bullying. Leaders must establish an effective, systematic approach to ensuring that pupils' behaviour is consistently good and that pupils are confident to report unkind behaviour and bullying.

PUPIL ACHIEVEMENT

Pupils do not achieve consistently well across the curriculum. Support for pupils with SEND and disadvantaged pupils is not effective enough. Assessment is not consistently effective. Leaders must ensure that the curriculum is well designed and implemented across all subjects and takes account of pupils' additional needs and different starting points.

BRUNE PARK SCHOOL KEY PRIORITIES

Our Key Priorities arising from the Ofsted Inspection report are summarised below:



BEHAVIOUR AND ATTITUDES

- Reduce internal truancy
- Improve attendance for all and especially those with identified as disadvantaged/SEND
- Reduce low-level disruption
- Improve relationships and trust between adults and students



QUALITY OF EDUCATION

- Ensure consistent high expectations in all lessons
- Develop use of formative assessment to inform next steps and adaptive teaching
- Ensure curriculum sequence enables all learners to be challenged and to achieve well



LEADERSHIP AND MANAGEMENT

- Development of middle leaders to enable improved outcomes for ALL and especially SEND/dis/vulnerable
- Improve the culture of Safeguarding
- Reduce incidents of bullying and ensure learners have trust in adults to respond

**“WE ARE 100%
COMMITTED TO
IMPROVING THE
QUALITY OF
EDUCATION FOR OUR
PUPILS”**



KEY POINTS QUALITY OF EDUCATION

This area of the action plan explores how our curriculum is being developed to define the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. It enables our school to evaluate pupils' knowledge and skills against those expectations.



CONSISTENT HIGH EXPECTATIONS

Explicit expectations shared with all staff regarding lesson content.



Implementation of weekly learning walks with feedback to teacher, subject lead and quality of education team.



Development of middle leaders to ensure consistent high standards - with opportunities for cross-subject working to support each other.



DEVELOP USE OF ASSESSMENT

A whole school policy for formative assessment and our expectations for the use of summative assessment to inform next steps.



Professional Learning for formative assessment and how it is used for subject leaders to develop expectations in their departments.



Sharing of good practice. Emphasising the impact of in the moment response time to feedback in order to improve and extend application.



DEVELOP CURRICULUM SEQUENCING

Curriculum sequences clearly focus on knowledge and skills. There is reasoned intent in why learning strands sit where they do within Schemes of Learning..












Agree whole school intent on what we want our curriculum to achieve for all learners when they leave BP. intent statement are then localised at department level.



MLT meet half termly to share their curriculum maps and discuss the cross-curricular cross over to rationalise their decision in how sequencing this knowledge is interleaved through other curriculum areas.

KEY POINTS BEHAVIOUR AND ATTITUDES

This area of our action plan considers how our leaders and staff create a safe, calm, orderly and positive environment in our school and the impact this has on the behaviour and attitudes of pupils.

- | | | |
|---|--|---|
|  <p>REDUCE INTERNAL TRUANCY
Continue to refine and implement BP approach to tackling internal truancy</p> |  <p>IMPROVE ATTENDANCE
Establish a clear process with robust follow up for the majority of students with declining attendance.</p> |  <p>REDUCE LOW LEVEL DISRUPTION
Review and refine positive reinforcement and consequence strategies. Implement robust tracking system to ensure early intervention and addressing of needs.</p> |
|  <p>Communication with all stakeholders all relevant information.</p> |  <p>Establish a process for engaging with parents/carers for students who show a decline in attendance.</p> |  <p>Introduce robust educative and consequences approach to the use of derogatory language. Standardisation of readmission/reintegration letters</p> |
|  <p>Establish and implement role of tutor, HOD, HOY and SLT in our approach to tackling internal truancy.</p> |  <p>Implement consistent positive recognition strategy for expected attendance</p> |  <p>Creation of Pupil Passports for all students to support with personalised learning</p> |

KEY POINTS LEADERSHIP AND MANAGEMENT

This area of the action plan is about how leaders, managers and those responsible for governance ensure that the education that our school provides has a positive impact on all our pupils.

- | | | |
|---|--|--|
|  <p>DEVELOP MIDDLE LEADERSHIP
Insert some data, analysis, explanation about the title here. It should be short and brief.</p> |  <p>IMPROVE SAFEGUARDING CULTURE
Quality Assurance of the records that we have to identify the gaps in practice.</p> |  <p>REDUCE INSTANCES OF BULLYING
Staff PL on what kindness and respectful conversations, language use, body language and staff self awareness.</p> |
|  <p>Insert some data, analysis, explanation about the title here. It should be short and brief.</p> |  <p>Coaching/peer mentoring to enable consistent practice/learning from each other.</p> |  <p>Introduction of adult 'ambassadors' to support and provide advice/guidance on how to address inappropriate language use e.g. misogynistic language.</p> |
|  <p>Insert some data, analysis, explanation about the title here. It should be short and brief.</p> |  <p>Introduce robust monitoring schedule - including spot checks of CPOMS, Arbor and Provision Map ensuring opportunities for reflection by SLT and wider team.</p> |  <p>Review current approach to promoting anti-bullying ambassadors. Launch explicitly in Y7 for students and parents.</p> |

WHAT WILL SUCCESS LOOK LIKE AT BRUNE PARK SCHOOL?



STATISTICAL TARGETS

We are clear that:



Attendance will increase to above national
94%+



Progress 8 will increase by:
TO +0.1



English and mathematics GCSE will be
above the national average
64%+ in English I/GCSE
64%+ in mathematics GCSE

