

Brackla Primary School



School Development Plan Summary

January 2025

Below is a summary of progress made during the Autumn Term 2024 and further updates will be provided at the end of the spring and summer terms.

Priority 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)

Priorities	What does this mean?	Progress to date
<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 (CSC) 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>The school has made good progress in enhancing the quality of feedback provided to pupils. By implementing a range of evidence-based strategies, the school has seen improvements in pupil engagement, understanding, and the overall effectiveness of the feedback process as evidenced in the learning walk carried out in November.</p> <p>The actions taken have had a positive impact on the quality of feedback provided to pupils across the school. The learning walk revealed that 'Feedback Friday' sessions are being consistently implemented, with pupils demonstrating a better understanding of their strengths and areas for improvement.</p> <p>Discussions with pupils during the learning walk indicate that pupils feel more engaged in the feedback process and are better able to understand how to improve their work. Further training will be provided to address specific actions identified during the learning walk.</p>
<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>This is an area of focus for the spring term.</p>
<p>Ensure there is a consistent approach to WILs and WIGs</p>	<ul style="list-style-type: none"> ● Ensure an agreed approach to WILs (learning objectives) and WIGs (success criteria) is used 	<p>Where implementation of WILs and WIGs is used effectively, it has had a positive impact on both staff and pupils having a clear focus on their learning and what is expected of them. By ensuring</p>

ensuring a clear focus on skills.	<p>consistently across the school;</p> <ul style="list-style-type: none"> Increased opportunities for pupils to collaborate and generate their own WIGs are used when and where appropriate. 	that all staff members are aware of and engaged with the CSC training and the importance of WILs and WIGs, the school has been able to foster a shared understanding. Further work in the spring term will ensure a clear focus on ensuring the WILs and WIGs meet the agreed criteria.
-----------------------------------	---	---

Priority 2: 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?	Progress to date
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	<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>By incorporating the local area more frequently into teaching and learning, our pupils are beginning to develop a stronger connection to their community and a deeper understanding of the unique characteristics and history of the local region. This has led to more engaging and relevant learning experiences that reflect the lives and experiences of our pupils. Pupils have visited Brackla, Bridgend, Cardiff and Caerleon to deepen their understanding of the locality.</p> <p>The school's focus on exploring the history, experiences, and contribution of minority ethnic people needs further development and the plan for diversity will be shared with staff in the spring term.</p> <p>The establishment of the Criw Cymraeg has helped to reinforce the importance of Welsh language and culture, and has provided more opportunities for pupils to practice and develop their language skills in a range of contexts.</p>
To establish a well structured and sequenced progression map for the remaining AOLEs ensuring breadth and coverage.	<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 	The Expressive Arts progression map will be implemented with all staff using it to inform their medium-term planning in the spring term. In Humanities, the focus on enquiry-based learning has been reflected in the high-quality opportunities provided for pupils.

	within each progression step.	
To produce the next 3 year plan for the curriculum in line with the Curriculum for Wales and school context.	<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. 	This area is due to be actioned in Spring B.

Priority 3: To further develop the role of the Senior Management Team with a clear focus on leading and improving and developing approaches for supporting families from low income households ensuring the learning needs and wellbeing of each individual learner are met.

Priorities	What does this mean?	Progress to date
To further develop the role of the Senior Management Team (SMT) with a clear focus on leading and improving	<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. 	The actions taken have had a positive impact on the development of the SMT's role and the school's overall leadership and management. The Deputy Head network meetings have facilitated valuable collaboration and knowledge-sharing between the school's leadership team and their counterparts from other schools. This has enabled the SMT to learn from best practises and gain new insights to inform their own improvement efforts. The participation of two SMT members in the senior leaders development programme has strengthened their skills and confidence in leading the school. The mentoring support and targeted leadership tasks have helped to expand their capabilities and prepare them for more strategic decision-making. The revision of roles and responsibilities for all teaching staff has brought greater clarity and accountability to the school's leadership structure. This has helped to ensure that all members of the SMT and teaching team understand their respective duties and are better equipped to contribute to the school's overall improvement.
To develop approaches for supporting financially challenged families ensuring the	<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 actions taken have provided valuable insights into the financial challenges faced by our families and have laid the groundwork for a coordinated, cluster-wide approach to address these issues. The 'cost of the school day' survey revealed specific areas where families are experiencing financial strain, such as

<p>learning needs and wellbeing of each individual learner are met.</p>	<ul style="list-style-type: none">• 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.	<p>the costs associated with school trips, uniform, and extracurricular activities.</p> <p>By sharing the survey results and collaborating with cluster colleagues, we have been able to successfully identify common challenges and develop targeted strategies to support our families. The creation of a termly calendar of school costs and events, as well as a visual aid to communicate the available financial support, will help families better plan and manage their expenses. The upcoming focus group will further inform our understanding of the needs and experiences of our families from low income households.</p>
---	---	---