

"I looked up to the stars and wondered which one I was from." – James McCue



Why?

To adapt our core, offer and creative provision to ensure our school community is encompassed with understanding, tolerance, recovery and a rich and diverse curriculum, which meets the needs of all pupils - ensuring that we make a difference.

Action Plan 2020.2021

How?

By securing:

The highest of standards for all pupils in Literacy to accelerate and sustain rapid progress of all pupils by igniting the thirst for learning through fit for purpose provision and the direct teaching of key skills.

By strengthening:

A creative, innovative and progression curriculum, which strives for excellence through a highly effective leadership, learning community and personalized approach based on enjoyment and positive well-being.

By ensuring a culture:

Of acceptance, recovery and tolerance within school and wider community with regards to each pupils individual bespoke needs to ensure the BPA community is enriched, successful and nurtured.

By securing:

An adaptable and ever evolving recovery plan alongside a continual disaster risk assessment in light of the ongoing COVID19 Pandemic.

By establishing:

A highly effective resource provision for ASC within the school, community and beyond; to ensure high quality provision is available for our most vulnerable pupils in a bespoke and personalized approach.

By engaging:

The wider community in raising aspirations; the growth of the school system in the locality and beyond; local businesses and providers to support and strengthen the school.

By developing:

The established Governing Body to ensure strength of leadership and decision making is robust and fit for purpose in a rich and diverse composition to drive the school to the next stage of development.

What?

To embed and enhance the writing process, paying attention to providing high quality modeling and ensuring it weaves as a golden thread throughout the entire curriculum.

To secure, enhance and develop the BPA workforce to ensure consistency and continuity throughout the school to accelerate progress of identified and targeted year groups - Y6 in line with national combined and G progress measure.

To embed and enhance the provision for computing by providing a progression approach consistent to the curriculum and provision paying attention to providing high quality modeling and ensuring there are opportunities for cross-curricular writing.

To enhance the curriculum which is designed to provide a range of meaningful experiences which also acts as a driver for high quality writing as well as meeting pupils individual needs as a result of COVID19

To continually develop and adopt the recovery plan in school to ensure the well-being and nurture of all stakeholders moving forward

To enhance the SEND provision throughout school to accelerate progress and ensure the RP provision is established and provides first class provision for the most vulnerable learners

To ensure through WAT support the wider community of BPA and RP is established and enhanced in the wider community as excellent provision for ASC pupils.

To continue to enhance a clear and successful marketing campaign which attracts, supports and strengthens the community to ensure financial stability and security for the school -including 2 year old provision, a wider WAT family and RP

To develop the Governing Body by securing strong leadership roles with a diverse composition. The link governor role to be secured whilst driving the vision 2025 for the school and Trust .

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Evaluations :Please detail quantifiable data and qa outcomes.

	<i>By securing:</i>	<i>By strengthening:</i>	<i>By ensuring a culture:</i>	<i>By securing:</i>	<i>By establishing:</i>	<i>By engaging:</i>	<i>By developing:</i>
	<i>The highest of standards for all pupils in Literacy to accelerate and sustain rapid progress of all pupils by igniting the thirst for learning through fit for purpose provision and the direct teaching of key skills.</i>	<i>A creative , innovative and progressional curriculum, which strives for excellence through a highly effective leadership, learning community and personalised approach based on enjoyment and positive well-being.</i>	<i>Of acceptance, recovery and tolerance within school and wider community with regards to each pupil's individual bespoke needs to ensure the BPA community is enriched, successful and nurtured.</i>	<i>An adaptable and ever evolving recovery plan alongside a continual disaster risk assessment in light of the ongoing COVID19 Pandemic.</i>	<i>A highly effective resource provision for ASC within the school, community and beyond; to ensure high quality provision is available for our most vulnerable pupils in a bespoke and personalised approach.</i>	<i>The wider community in raising aspirations; the growth of the school system in the locality and beyond; local businesses and providers to support and strengthen the school.</i>	<i>The established Governing Body to ensure strength of leadership and decision making is robust and fit for purpose in a rich and diverse composition to drive the school to the next stage of development.</i>
<i>Impact:</i>	<i>Writing genre map in place for all year groups to ensure progression is planned for, lessons are delivered through high quality texts and there is a diet of all genres. Writing and reading links made to the curriculum and delivered through this. Writing moderation</i>	<i>Progression of knowledge and skills documents are now in place for all subjects starting at EYFS and leading through to Y6. These are in place to ensure that teachers can identify any gaps in knowledge and understanding and confidently adapt their teaching in order to bridge</i>	<i>Pupil,premium spend and COVID19 catch up premium has been allocated to secure lower class sizes to secure the well-being and stability of pupils. Year 6 cohort taught in groups of 12 and Year 5 in groups of 14 to ensure these vital year groups have secured stability. Additional support</i>	<i>Recovery plan/Risk assessment firmly in place and shared continually with the community. After initial outbreaks, infection rate low within the school community. Intense counselling and Thrive offer now in place for all re well-being:</i>	<i>We are all very aware of the challenges faced by our Resource Provision since its official opening in September 2020. Autumn cohort of inappropriate referrals. Impact of Covid-19 - wide ranging</i>	<i>Due to covid19 restrictions on marketing of the school has been significant with limited opportunity. As a direct result virtual tours and social media have been the main driver. Other media advertisements have secured impact with - 62 in year</i>	<i>Governing body established and secured re WAF grading secure. Support and development of 5 year vision established . Governing body members complete recruitment to be at WAT quota. Minutes detail level of challenge of leadership of the academy and</i>

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	<p>taken place to build collective efficacy and ensure staff make consistent, valid, evidence-based decisions.</p> <p>Writing 'work watch' children discussed at regular pupil progress meetings.</p> <p>Revised writing process 'THE BRAMLEY WAY' to give a clearer direction and ensure the direct teaching of key skills.</p>	<p>the gap.</p> <p>A new long-term curriculum plan has been produced alongside Clive Davies ensuring all objectives are being taught in the relevant and necessary year groups which will be rolled out for the 2021-2022 academic year.</p> <p>Implementation of Knowledge Organisers and I Know Statements has had a positive impact on the recall of key facts as evidenced through the QA cycle of Science and Humanities.</p> <p>New assessment stickers for teachers to end each topic with an assessment on whether the children are 'Believe, preserve or achieve' in their topic area.</p>	<p>staff have been allocated to Year 1 to secure vulnerabilities and accelerate progress.</p>	<p>Thrive - Staff members - 2 (5%) counselling offer.</p> <p>Nicola Booth (SEND Manager)</p> <p>Sally-Ann Akitt (AP/SENCO)</p> <p>316 pupils on role - 71 pupils on SEN register - 23% - 4 pupils in receipt of a EHCP (2 in RP). 10 pupils in receipt of FFI funding (2 in RP) - New team - Impact - applied for 6 EHCP's - 3 been accepted for assessment, 3 going through mediation.</p> <p>NB is actively seeking FFI funding to match the SEN register. Many children with SEND have had their needs enhanced due to COVID, team have supported staff and parents through this time identifying children to be thrive</p>	<p>implications for children and their families and the response from the Local Authority with regards to the Annual Review cycles and the delays many families have faced.</p> <p>Local Authority delay in processing and consulting provision(s)</p> <p>A succession of inappropriate referrals/consultations during spring term. These consultations could be classed as 'high profile' children with the most complex needs, for example, children who are new to Leeds and attended a LA (or non-LA) special school in their previous LA. In addition, we have had consultations for placement ahead of transfer to a</p>	<p>transfers.</p>	<p>enhanced provision moving forward</p>
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		<p>We are now collecting this data at the end of each topic and keeping a selection of books for moderation purposes. There is a QA cycle in place which ensures that all subject leaders are provided with the opportunity to "deep dive" their specific subject and identify areas of strength and development. The 2021-2022 cycle will be the first undisrupted cycle due to lockdown and isolation in the 2019-2020 and 2020-2021 academic years.</p>		<p>assessed or referred to the school counsellor or BARCA wellbeing sessions. THRIVE - SAA/Pastoral</p>	<p>special school. Our combination of consultations has meant we have had to say 'No' to those that have come our way.</p>		
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<p><i>Next steps:</i></p>	<p><i>Writing process firmly embedded across school for consistent approach.</i></p>	<p><i>A full and uninterrupted QA cycle so all subject leads are provided with the opportunity to deep dive their subject. The embedding of 'I know statements' to ensure all objectives are given the necessary coverage across the curriculum. Confident assessment of where children are working in regards to the curriculum through the use of 'Believe, Persevere and Achieve' grading/stickers. To fully embed writing within the curriculum and provide a wide variety of opportunities for writing recovery (progression in writing through Science).</i></p>	<p><i>To deliver a whole school thrive approach to secure emotional stability and recovery for all. Counselling to continue for the full next academic year to secure emotional stability of identified staff and pupils. COVID19 catch up funding to be targeted in identified key year groups demonstrating poor learning and emotional behaviours /data to accelerate progress for all - year 2 and year 5. Well-being week to address recovery for all</i></p>	<p><i>Continue to be on high alert in terms of COVID19 following DFE Guidance as it evolves. Clear direct plan re social and emotional well-being for all at heart of action plan 2021.22</i></p>	<p><i>To establish and build on a collaborative working model between the LA (SENSAP) and BPA. To use the AET Autism Standards framework to ensure that key legislation and aspirations of SEND Code of Practice and Common Inspection Framework are maintained</i></p>	<p><i>To continue to drive and market the school in the locality and beyond with a bespoke package. To develop bespoke consultancy program to utilise the rich skill etc within the school to secure financial stability.</i></p>	<p><i>To continue to recruit a rich and diverse workforce in terms of school governance.</i></p>
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