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Billingshurst Primary School

Post-Ofsted

School Improvement Plan

2019-20

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Billingshurst Primary School: School Improvement Plan 2019-20

At Billingshurst Primary School the principles of EYFS are key throughout the school;
*the **unique child**; **enabling environments**; **positive relationships**; children learn and develop at **different rates** and in **different ways***

Aims:

- Excited, happy learners who achieve the very highest progress and attainment: above national attainment and progress;
- Leadership of BPS is supporting, and learning from, other schools
- All teachers see themselves, and act as, leaders with the established 'competence' and 'clarity of vision and purpose'; high quality teaching and learning is consistently producing strong outcomes for all pupils
- Inclusion underpins all strategies and actions to ensure <u>all</u> children are achieving; it is the core purpose of the school
- To ensure improvements leading to a 'good' judgement by Ofsted in 2021

'Disadvantaged' includes at BPS: Pupil Premium, FSM, GRT, low-prior attainment, low socio-economic background (but not PP), children with EHP/CP/CIN plans and children joining the school, particularly since KS1 and any child identified by the school as requiring a specific intervention. It does not include SEND. All children identified or being identified as SEND will have personalised and specific support as determined by their needs. Quality First teaching ensures excellent provision for all SEND pupils.

This School Improvement Plan results from the analysis of outcomes in 2019 and the recommendations of the 2019 Ofsted Inspection report.

School Improvement Targets:

1. **Leadership**; effectiveness of leadership in ensuring improved outcomes for pupils
2. **Teaching and Learning**; *consistent* high quality of teaching and assessment; development of Oracy and talk for learning pedagogy; improved outcomes for pupils with SEND, disadvantaged pupils and the most able
3. **Curriculum**; creative, broad curriculum that promotes independence, resilience and stamina; engages all children; text driven and supported by teachers' strong subject knowledge

'Outcomes' are the measure of success and are reflected in each area of school improvement

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Key area of school Improvement 1: Effectiveness of Leadership and Management

Governor responsibility: Dave Hairs

Success Criteria: The effectiveness of leadership and management is judged as at least 'good': there are consistently improving outcomes for pupils, especially 'disadvantaged' reflected in improving progress outcomes; progress outcomes are above the national average; actions secure substantial improvement in outcomes for all children; teaching is highly effective across the school; teachers are motivated and trusted to take risks and innovate in ways which are right for their children;
Milestone:
July 2020: July 2020: EYFS and KS1 outcomes are above the national at ARE and achievement at Greater Depth at KS1 is higher than 2019 and in line with national. At KS2 progress of all children in reading, writing and mathematics is improved from 2019. Those achieving ARE in combined reading, writing and mathematics is in line with national outcomes

Intent	**Implementation**	**When**	**Who**	**Resources (including cost)**	**Monitoring**	**Impact**
Improve leadership and management by: • Further tackling inconsistencies in teaching • Developing the skills of middle and year group leaders so that they play a full role in school improvement • Improving the effectiveness of	Induction programme of new Assistant Head, including professional qualification (NPQSL/H) and establishment of roles within new leadership team, Further development of accountability and impact of year leaders: • In-school leadership development programme, supported by NLE* to develop	Autumn Term Spring Term	HT NLE: TaH BM, JF, SD, IG,	£2187.5 course costs £2040 release costs Release costs for 5 teachers for 1 day each plus half day	Standards Committee: Spring Standards Committee: summer Governor to attend meeting with NLE	Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet and exceed the government's expectations, or in the qualifications obtained. KS2 outcomes for progress are improved from 2019 and FFT rankings show top 50 for all three subjects Pupils are ready for the next stage of education,

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
the governing body • Improve the leadership of the provision for pupils with SEND	accountability and focus on improvements • Appraisal targets linked to development of consistent practice in year groups • Three-weekly wider leadership meetings to ensure progress of all pupils and evaluation of practice and interventions: fidelity and reach of agreed practice Develop strength of subject leaders, including targeted middle leader training: • Undertake NPQML for identified curriculum leads to ensure effective subject leadership (AIIB bid for funding) • Leaders to develop standards files for subjects to support	Autumn term Three-weekly cycle each term Spring term Summer term	SLT SLT: AJ, LG, RH, NB, ToH	follow-up: £1325 No cost No cost AIIB bid to be completed for NPQML costs and release Subject leaders staff meeting	Governor from Standards committee to attend wider leaders' meeting Standards Committee: summer Subject leader to report to committee. Governors to attend Inset in April: Curriculum focus	employment and training. They have the knowledge and skills they need. Pupils with SEND achieve the best possible outcomes and make good progress from their starting points Pupils' work across the curriculum is of good quality Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. Leaders at all levels are held to account through performance management for improvements in curriculum planning, provision and outcomes in their relevant areas. NPQML leaders are able to identify improvements in the implementation and impact of their curriculum area though improved provision and outcomes; standards files evidence these improvements and the quality of the

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
	outcomes, consistent expectations and raise standards further			time for file collation and completion: no cost		curriculum as well as providing standardisation for all teachers and moderated evidence for scrutiny.
	Further strengthen impact of UPS staff in providing a sustained and significant contribution to school improvement: • Refine UPS specific targets to support improvement plans in writing, reading and mathematics • In-school training to develop leaders ability to evaluate impact of targets and identify further improvements required	Autumn term Spring and summer term	SLT HT	Appraisal meeting time: no additional cost Staff meeting time: no additional cost	Standards Committee: Spring	
	To support the leadership of SEND through management of workload and delegation of roles within inclusion team: • Review role of SENDCo within	Autumn term	HT/ SENDCo		Standards Committee: summer SEND governor visits	SEND children are making good progress from starting points: KS2 outcomes show progress in line or above all pupils; monitoring of teaching shows good provision and scaffolding for SEND pupils to make good progress; monitoring of

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
	leadership team to ensure manageability of role • Identify further administrative support to enable effective leadership of SEND • Review specific roles of Inclusion Teachers to support the work of SENDCo in monitoring provision for SEND children • Review Inclusion Teachers' roles in evaluating impact of quality provision for children with SEND • CPD for teachers to better understand the role of SENCo and their responsibility for SEND *NLE support from DfE package to be negotiated To ensure a manageable workload and effective	Autumn term Spring Term Spring Term On-going	HT SENDCo SBM HT SENDCo HT SENCo HT			interventions show evidential impact – targets met, standardised scores' progress. There is a reduction in long term absence due to work

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
	stress management strategies underpin all improvement work: • SBM to undertake Mental Health First Aid training • Establish a BPS stress risk assessment document with a working group of staff • Further survey staff to gain views on areas of demand such as IT provision			£200	Governors survey to staff spring term	related issues; staff are able to identify how their workload has improved or made more efficient; staff know where to get support and routes to manage stresses in the work place.
	Undertake a review of Governance with the local authority to ensure effectiveness of governance in ensuring rigour and holding leaders to account	Autumn 2019	Govs	£1200		Those responsible for governance understand their role and carry this out effectively. Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education

Evaluation:

- Leaders have clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice

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- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualifies teachers, build and improve over time
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling
- Leaders effectively engage with pupils and others in their community, including, where relevant, parents, employers and local services. Engagement opportunities are focused and have purpose
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload
- Leaders protect staff from bullying and harassment
- Safeguarding is effective

Key area of school Improvement 2: Quality of Teaching and Learning

Governor responsibility: Jo Newton-Smith

Success Criteria: The quality of teaching, learning and assessment is judged as improving further because of improving outcomes; there is consistent high quality teaching across the school; teachers are determined that children achieve well; children are eager to know how to improve; children love the challenge of learning and are resilient to failure; outcomes are excellent – all children make substantial and sustained progress across the curriculum

Milestone:

July 2020: EYFS and KS1 outcomes are above the national at ARE and achievement at Greater Depth at KS1 is higher than 2019 and in line with national. At KS2 progress of all children in reading, writing and mathematics is improved from 2019. Those achieving ARE in combined reading, writing and mathematics is in line with national outcomes

Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
Improve leadership and management by:	Revision of monitoring strategy to develop a two-tiered approach: professional	Autumn Term	HT SLT TLR	TLR release time No further cost	Standards committee: Spring	Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
• Further tackling inconsistencies in teaching Improve pupils' progress, particularly that of SEND, disadvantaged pupils, and the most able pupils by ensuring that teaching: • Provides appropriate challenge and support • Enables pupils to practise their skills and develop their ideas in extended pieces of writing • Secures pupils' ability to explain their ideas in mathematics • To improve children's oracy	development and dialogue through informal, regular and focused monitoring; targeted intervention where improvement is required to maintain quality of education Develop teachers' skills and effectiveness through action research, linked to school's areas for improvement: • Identifying own area for focus and interrogate own practice • Work with identified peer to coach and be coached • Share outcomes with other teachers through presentation/video Establishing expectation for Quality First teaching to ensure <u>consistent</u> high quality teaching	Autumn term Spring term Summer term	SLT lead All All All SLT	Appraisal meeting time Staff meeting time Staff meeting time	T and L committee: Spring T and L committee: Spring	results from national tests and examinations that meet the government's expectations, or in the qualifications obtained. Pupils are ready for the next stage of education, employment and training. They have the knowledge and skills they need. Pupils with SEND achieve the best possible outcomes and make good progress from their starting points Pupils' work across the curriculum is of good quality Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. Action research is improving outcomes through more effective provision and teachers are taking responsibility for their own development; teaching is effective Teaching is consistently effective and securing good outcomes for all pupils; teaching shows secure subject knowledge and effective

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
skills in talk for learning	• Focused CPD to develop principles of teaching and learning at BPS against aims, vision and EYFS principles with all teachers • AIIB project on meta-cognition and reflective learning to support the school's policy development • Revise/re-write Learning policy in light of outcomes above • Work with other schools through AIIB project to ensure effective implementation of project • Review progress and improvements in quality of teaching and consistent high quality practice • Reflective CPD sessions to reflect on effective teaching across the curriculum: history,	Autumn term and Jan Inset October 19 Jan 20 Spring term Termly Termly	HT/ DHT SLT HT/ DHT SLT SLT Sub leads	Staff meeting and inset day Jan Free training No cost No cost Staff meeting time Staff meeting time	Governors to attend provision visit in spring term. Governors to shadow leaders monitoring activities.	assessment; the curriculum is implemented with oracy and reading evident at the core of teaching; teachers are able to identify the improvements they have made to their practice and the impact this has had on pupil outcomes. The revised learning policy/principles of teaching are evident in classroom practices consistently across the school.

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
	geog, art, music, science etc					
	Revision and review of teaching of reading in KS1 and Y3 to ensure quality provision and rapid progress for all children and groups: • Evaluate effectiveness of current provision • Implement re-organisation of teaching to ensure equal access to targeted high quality teaching and interventions for targeted children • Review resources and ensure plan for funding through current and 20-21 budget • RWInc training for new/untrained staff Oracy: to develop the teaching of Oracy as a pedagogic foundation of	September 19 November 19 Autumn term Autumn/ Spring	KS1 and KS2 Leads Eng Lead KS1 KS2 lead Eng Lead HT	No cost No cost Cost to be planned after review Add cost of training and release	T and L committee: autumn	The sharp focus on ensuring younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, give them the foundations for future learning. Children are making secure progress in reading and interventions are accelerating the reading of lower attaining children. Reading outcomes at KS1 improve on 2019. Monitoring shows the engagement of children in talk for learning in the classroom; children are actively engaged in

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
	our teaching and learning: • English Lead to complete Oracy 21 pioneers training • Establish working group through English curriculum group to embed practice across the school • Incorporate oracy into our teaching principles • Develop pupil friendly Oracy learning outcomes, linked to work on metacognition (see English plan) Ensure children develop writing skills though purposeful and challenging extended writing opportunities: • Develop progression in writing skills document to support the progression in teaching writing –	Starts Oct 19 Nov 19 Jan 20 Spring term Autumn term	Eng Lead Eng Lead SLT Eng Lead Eng Lead SLT	£1095: £600 for training and £4095 for leader release No cost No cost TLR release time TLR release time	T and L committee: Summer	talking about their learning and strategies for developing and teaching oracy are evident in every classroom; all children, especially those who are disadvantaged, show confidence when talking about their learning and there is progression in articulacy as children progress through the school Writing outcomes at KS1 and KS2 improve in 2020 from 2019; progress at the end of KS2 is judged at least average and disadvantaged and SEND children are progressing at least as well as other pupils

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
	quality versus just quantity • CPD to develop teachers' subject knowledge further, focused on sentence level development • Monitor the teaching of writing through focused learning walks, scrutiny and work with year leaders (see English plan) Further develop reasoning in mathematics through focused teaching in mathematics lessons: • Termly CPD for staff in identifying reasoning opportunities in all mathematics lessons • Monitor the teaching of reasoning in mathematics through focused learning walks, scrutiny and work with year leaders	Termly On-going Oct 19 On-going	Eng Lead SLT Ma lead SLT	Staff meeting time No cost Staff meeting time No cost	T and L committee: spring and summer T and L committee: spring and summer	Maths outcomes at KS1 and progress outcomes at KS2 improve in 202 from 2019; progress at KS2 is above zero; disadvantaged and SEND pupils are making at least as good progress as other pupils

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
	Undertake the recommended Pupil Premium Review to ensure best provision and outcomes for disadvantaged pupils: three day review with Achievement for all	January 2020	HT	£1650	Governor representative at review meetings	At KS1 and KS2, disadvantaged children are making at least as good progress in reading, writing, mathematics and the wider curriculum as other pupils; attainment gaps are narrowing and a higher number of children are achieving ARE in all areas

Evaluation:

- Teachers have good knowledge of the subjects and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it I a way that creates unnecessary burdens on staff and pupils
- Teachers create an environment that focuses on pupils. The [resources] teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

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- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books closely connect to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning
- Teachers ensure that their own speaking, listening, writing and reading of English supports pupils in developing their language and vocabulary

Key area of school Improvement 3: Curriculum

Governor responsibility: Jo Newton-Smith

Success Criteria: The curriculum meets all statutory requirements, is broad and balanced. The curriculum is engaging and creative – children are interested in their learning and excited by what they are being taught. There is a high level of independence and pupil choice from EYFS to Y6

Milestone:

July 2020: the curriculum is supporting improved outcomes in reading, writing and mathematics; the wider curriculum is progressive and achieving good outcomes in foundation subjects; pupils work from across the curriculum is of consistent good quality

Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
To ensure a clear, progressive and broad curriculum through: • Ensuring the curriculum is progressive in skills, knowledge and	Finalise progression documents in all curriculum subjects: • Revise timetabling and arrangements for PPA teaching • Ensure progression is identified in and between year group	Autumn term 2 Inset Feb	DHT SLT	No cost No cost Inset day	T and L committee: Spring	Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet the government's expectations, or in the qualifications obtained.

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
understanding from EYFS to Y6 • To ensure high quality outcomes in all areas of the curriculum • Ensure our curriculum builds progressively our children's learning skills	unit planning to ensure clear progression and high quality outcomes in all curriculum area so pupils 'know more, remember more and do more' Identify agreed ways of recording high quality outcomes for the wider curriculum: • 'standards' file developed by subject leaders (see Leadership) • Development of Learning Journal to record high quality outcomes in the wider curriculum Ensure an effective, time-managed method of recording assessments in the wider curriculum: • Use of Target Tracker to record summative assessments and effective evidence	 Spring 1 On-going Spring 1	 Sub leads All DHT DHT	 Staff meeting time No cost Staff meeting time	 T and L committee: spring Leaders to present standards file to committee Summer 2020 Curriculum lead to present examples of learning journals to committee spring 2020	Pupils are ready for the next stage of education, employment and training. They have the knowledge and skills they need. Pupils with SEND achieve the best possible outcomes and make good progress from their starting points Pupils' work across the curriculum is of good quality Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
	Provide CPD in areas of the curriculum where teachers' expertise needs development: • Undertake teacher survey to see where areas for support are identified • Inset day to revise and evaluate curriculum plans to ensure cohesive, progressive and creative learning opportunities within and between year groups • Allocate time for regular review of evidence of high quality outcomes and progression in acquisition of knowledge, skills and understanding	Autumn 2 Feb Inset Review April Inset Termly staff meetings	SLT SLT DHT lead SLT	No cost No cost Inset day Staff meeting time	Standards committee: spring Governors to see outcomes of survey Governors to attend inset T and L committee: summer	A planned programme of CPD is evidentially having impact in improved and more consistent provision across the core and foundation subjects of the national curriculum; appropriate links are making the curriculum relevant and all children are achieving well; where there are remaining weaknesses there are plans to address through further CPD

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Evaluation:

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- The curriculum is successfully adapted or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence
- Pupils study the full curriculum; it is not narrowed. A broad range of subjects is taught in all years.

Glossary

PM	Performance Management
SEND	Special Educational Needs/Disabled
GRTH	Gypsy Roma Traveller Heritage
PP	Pupil Premium
DHT	Deputy Headteacher
HT	Head Teacher
Inc Ld	Inclusion Leader
SLT	Senior Leadership Team
TLR	Teaching and Learning Responsibility (usually a UPS teacher)
FGB	Full Governing Body
TES	Traveller Education Support
LA	Local Authority
UPS	Upper Pay Scale
NLT	National Literacy Trust
ARE	Age Related Expectations

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