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Billingshurst Primary School

Post-Ofsted

School Improvement Plan

2020-21

Reviewed October 2020 to take account of the impact of COVID-19 pandemic

*Italics indicate tasks carried forward as delayed by pandemic and school closure
March – September 2020*

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*At Billingshurst Primary School our ethos is key throughout the school; the **unique child; enabling environments; positive relationships**; children learn and develop at **different rates** and in **different ways***

Aims:

- Inclusion underpins all strategies and actions to ensure all children are achieving; it is the core purpose of the school
- 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
- To ensure improvements leading to a 'good' judgement at the next Ofsted inspection

'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

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

Governor responsibility: Stuart Wager

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. For PPG pupils, the gap between progress of PPG pupils at BPS and other pupils national is reduced further. For pupils with SEND, the gap in writing progress is reduced and SEND pupils are making progress above that expected (0)

Cancellation of 2020 assessments make this milestone void. Impact of Covid pandemic makes 2021 progress outcomes uncertain at present. Review milestone spring 2021

Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
Improve leadership and management by: <ul style="list-style-type: none"> • Further tackling inconsistencies in teaching • Developing the skills of middle and year group leaders so that they play a full role in school 	Further development of accountability and impact of UPS year leaders: <ul style="list-style-type: none"> • Reinstate year leaders meetings at least half termly (remotely if necessary) to hold year leaders accountable for the delivery of 	Autumn Term 2020 Autumn Term 2020	HT HT	After school – no cost	FGB Summer 1 Governor from Standards committee to attend year leaders' meeting	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

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
<p>improvement</p> <ul style="list-style-type: none"> Improving the effectiveness of the governing body Improve the leadership of the provision for pupils with SEND 	<p>curriculum in year group. Include:</p> <ul style="list-style-type: none"> Curriculum plan reviews Review of progression and the outcomes through scrutiny of children's work Scrutiny of planning to ensure consistency Focus on clarity of learning objectives Review of effectiveness of short-term planning <p>Develop strength of subject leaders, including targeted middle leader training:</p> <ul style="list-style-type: none"> Complete NPQML CPD projects on subject leadership NPQML candidates to support other subject leaders – present projects at 	<p>Autumn Term 2020</p> <p>Spring Term 2021</p> <p>Spring term 2021</p>	<p>HT/SLT</p> <p>RH, LG, NB</p> <p>RH, LG, NB and</p>	<p>Cost paid in 2019-20 budget</p> <p>Staff meeting/ Inset time</p>	<p>FBG Summer 1: share examples of standards files with governors</p>	<p>three subjects</p> <p>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. PPG pupils are making good progress from their starting points.</p> <p>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.</p> <p>Leaders at all levels are held to account through performance management for improvements in curriculum planning, provision and outcomes in their relevant areas.</p>

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
	<p>staff meeting</p> <ul style="list-style-type: none"> Leaders to complete standards files for subjects to support outcomes, consistent expectations and raise standards further <p>Further strengthen impact of UPS staff in providing a sustained and significant contribution to school improvement:</p> <ul style="list-style-type: none"> Refine UPS specific targets to support improvement plans in writing, reading and mathematics PM target setting to include specific UPS reference to expectations in pay and conditions document and requiring to sustained and significant contribution to school improvement UPS without year 	<p>Complete by Summer 2021</p> <p>Autumn Term 2020</p> <p>November 2020</p> <p>November 2020</p>	<p>HT</p> <p>Subject leaders/ DHT</p> <p>HT/PM Leaders</p> <p>SLT</p> <p>SLT</p>	<p>No cost</p> <p>No cost</p> <p>PM meetings in budget £1,155</p>	<p>FGB Summer 1 Examples of UPS targets set, actions by UPS teachers and impact</p>	<p>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 curriculum as well as providing standardisation for all teachers and moderated evidence for scrutiny.</p>

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
	<p>leadership portfolio to be given area of responsibility that supports school's progress towards targets</p> <p>To support the leadership of SEND through management of workload and delegation of roles within inclusion team:</p> <ul style="list-style-type: none"> • <i>Complete external SEND audit</i> • Staff to complete Structured Conversation training to support work with parents of children with SEND (recommended PPG review) • Training on WS Ordinarily Available Provision to support Quality First Teaching for SEND children • <i>Intervention Team to develop monitoring role, supporting class</i> 	<p>November 2020</p> <p>Spring Term 2021 January 2021</p> <p>February 2021</p> <p>Autumn</p>	<p>HT</p> <p>HT/ SENDCo HT</p> <p>HT/ SENDCo</p> <p>SENDCo</p>	<p>No cost</p> <p>£1000 paid March 2020 Staff meeting time</p> <p>Staff meeting time</p> <p>No cost</p>	<p>SEND governor visits Termly reports to FGB Governor to attend rescheduled review. Termly SEND report to governors</p>	<p>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 interventions show evidential impact – targets met, standardised scores' progress.</p>

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
	<p><i>teachers with SEND provision and monitoring impact: report to SENDCo</i></p> <p>To ensure a manageable workload and effective stress management strategies underpin all improvement work:</p> <ul style="list-style-type: none"> • <i>Reinstate working group post lockdown to focus on completion of stress risk management document</i> • Working group to undertake workload surveys of staff • Workload on agenda of SLT meetings to address issues arising from implementation of new strategies and practices 	<p>2020 ongoing</p> <p>November 2020</p> <p>December 2020</p> <p>On-going</p>	<p>In Teachers</p> <p>HT/SBM</p> <p>SBM/AHT KS2</p> <p>HT</p>	<p>£330 per meeting to release class teachers (20</p> <p>As above</p> <p>No cost</p>	<p>FGB Spring 1 Survey outcomes and actions</p> <p>Stress risk assessment shared</p>	<p>There is a reduction in long term absence due to work 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.</p>

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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
- 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 qualified 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. For PPG pupils, the gap

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between progress of PPG pupils at BPS and other pupils national is reduced further. For pupils with SEND, the gap in writing progress is reduced and SEND pupils are making progress above that expected (0)

Cancellation of 2020 assessments make this milestone void. Impact of Covid pandemic makes 2021 progress outcomes uncertain at present. Review milestone spring 2021

Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
<p>Improve leadership and management by:</p> <ul style="list-style-type: none"> Further tackling inconsistencies in teaching <p>Improve pupils' progress, particularly that of SEND, disadvantaged pupils, and the most able pupils by ensuring that teaching:</p> <ul style="list-style-type: none"> Provides appropriate challenge and support Enables pupils to practise their skills and develop their ideas in extended pieces of writing Secures pupils' 	<p>Establishing expectation for Quality First teaching to ensure <u>consistent</u> high quality teaching</p> <ul style="list-style-type: none"> Launch new learning policy BPS Principles of Teaching to form basis of Teaching and Learning objective in 202-21 PM cycle Move to whole class/live feedback to ensure children understand achievement and next steps Develop strategies of metacognition in teaching and learning as defined in BPS Learning Policy Further develop consist approach to teaching of Oracy – Oracy Policy Develop lesson structure based on 	<p>Inset Sept 2020</p> <p>October 2020</p> <p>November 2020</p> <p>September 2020</p> <p>September 2020 onwards</p> <p>In place January 2020</p> <p>January 2020</p>	<p>HT DHT SLT</p> <p>HT</p> <p>HT SLT</p> <p>HT SLT</p> <p>HT</p> <p>HT ESL</p> <p>HT SLT</p>	<p>No cost</p> <p>PM cycle release £1,155</p> <p>No cost</p> <p>No cost – Inset time</p> <p>TLR release – in budget</p> <p>Staff meeting time</p>	<p>FGB Spring 2 New learning policy shared with governors FGB Autumn 2</p> <p>Share examples of live feedback (video) Governor visit</p> <p>Oracy policy shared – governor visit</p>	<p>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.</p> <p>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</p> <p>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.</p> <p>Teaching is consistently effective</p>

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
<p>ability to explain their ideas in mathematics</p> <ul style="list-style-type: none"> To improve children's oracy skills in talk for learning 	<p>BPS principles, in line with that successfully introduce in maths, for teaching of writing</p> <ul style="list-style-type: none"> In depth induction and support programme for NQTs to ensure strong start to teaching at BPS Implement support programme for teachers identified as requiring further development <p><i>Revision and review of teaching of reading in Y3 to ensure quality provision and rapid progress for all children and groups:</i></p> <ul style="list-style-type: none"> Implement Phonics assessment and catch up programme for children missing Y2 teaching during lockdown and did not meet standard in Y1 phonics Resource progressive 	<p>September 2020 onwards</p> <p>Autumn 2020</p> <p>Autumn 2020</p> <p>November</p>	<p>ESL</p> <p>DHT</p> <p>HT SLT</p> <p>AHT KS1 AHT KS2</p> <p>ESL</p>	<p>NQT release time 10% - see budget</p> <p>No cost</p> <p>No additional cost – LAS and Int' Teachers</p> <p>Additional</p>	<p>Governors to talk to NQTs summer term 2021</p> <p>Report to FGB Spring 2</p> <p>ESL report FGB Summer 1</p>	<p>and securing good outcomes for all pupils; teaching shows secure subject knowledge and effective 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.</p> <p>The revised learning policy/principles of teaching are evident in classroom practices consistently across the school.</p> <p>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.</p> <p>Reading outcomes at KS1</p>

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
	<p>reading scheme for those children not yet fluent and not on track to achieve ARE in reading</p> <ul style="list-style-type: none"> <i>RWInc training for new/untrained staff KS1/EYFS/Y3</i> <p><i>Oracy: to develop the teaching of Oracy as a pedagogic foundation of our teaching and learning:</i></p> <ul style="list-style-type: none"> <i>Establish working group through English curriculum group to embed practice across the school</i> <i>Develop Oracy policy alongside Learning policy to establish clear principles of Oracy pedagogy</i> <i>Develop pupil friendly Oracy learning outcomes, linked to work on metacognition (see English plan)</i> <i>Focus on Oracy in</i> 	<p>2020</p> <p>On-line November 2020</p> <p>November 2020</p> <p>By January 2020</p> <p>Autumn 2020</p>	<p>HT</p> <p>HT ESL</p> <p>HT ESL</p> <p>ESL</p>	<p>resources to be allocated</p> <p>Cost to be established now new staff in place</p> <p>No cost</p> <p>No cost</p> <p>TLR release time in budget</p>	<p>ESL FGB Summer 1</p> <p>Oracy policy shared with governors</p>	<p>improve on 2019.</p> <p>Monitoring shows the engagement of children in talk for learning in the classroom; children are actively engaged in 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</p>

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
	<p>monitoring – feedback to staff and development of a portfolio of good practice to support staff in development of Oracy teaching</p> <ul style="list-style-type: none"> Set specific Oracy targets for disadvantaged children <p>Ensure children develop fluent writing skills though purposeful and challenging extended writing opportunities:</p> <ul style="list-style-type: none"> Embedded small steps in sentence construction document into English planning by year groups Establish a structure to writing lesson, based on the school’s learning policy, with shared and modelled writing, audience and purpose and quality texts at the heart of all writing 	<p>Autumn 2020</p> <p>By January 2020</p> <p>Autumn 2020</p> <p>January 2020 Inset</p>	<p>SLT ESL</p> <p>HT SLT</p> <p>All</p> <p>HT SLT ESL</p>	<p>No cost</p> <p>No cost</p> <p>No cost</p> <p>Inset day 4th Jan 2021</p>	<p>ESL Report FGB Summer 1</p>	<p>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</p>

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
	<ul style="list-style-type: none"> • Further develop teachers' skills in planning for and teaching writing to ensure context, purpose, inclusion and engagement in learning to write • Monitor the teaching of writing through focused learning walks, scrutiny and work with year leaders • Review plans for teaching spelling taking into account the need to teach from previous year's curriculum to fill gaps caused by lockdown • Support teachers to develop skills in giving live feedback in the teaching of writing (see English plan) <p>Further develop reasoning in mathematics through</p>	<p>January 2020 Inset</p> <p>Autumn 2020</p> <p>October 2020</p> <p>Autumn and spring term 2020</p>	<p>AHT KS1 AHT KS2</p> <p>SLT ESL</p> <p>AHT KS1 AHT KS2 ESL</p> <p>SLT</p>	<p>No cost – PPA</p> <p>No cost</p> <p>No cost</p> <p>No cost</p>	<p>MSL report FGB</p>	<p>Maths outcomes at KS1 and progress outcomes at KS2</p>

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
	<p>focused teaching in mathematics lessons:</p> <ul style="list-style-type: none"> • Revise long and medium term planning to make stronger links with NCETM approaches for teaching mastery mathematics and greater clarity in NC learning objective • Ensure 'anchor' tasks are established, effective and developing children's reasoning skills • New maths leaders to complete handover with AHT KS2 and establish further priorities for maths teaching • Support teachers to develop skills in giving live feedback in mathematics teaching 	<p>November 2020</p> <p>Autumn term 2020</p> <p>Autumn term 2020</p> <p>Autumn 2020</p>	<p>DHT AHT KS2 MSL</p> <p>SLT MSL</p> <p>AHT KS2 MSL</p> <p>SLT</p>	<p>TLR release time in budget</p> <p>No cost</p> <p>No cost</p> <p>No cost</p>	<p>Spring 2</p>	<p>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</p> <p>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</p>

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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 in 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
- 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

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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 2021: 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. Pupils with SEND and PPG are making good progress in line with their peers and as measured from prior attainment.

Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
<p>To ensure a clear, progressive and broad curriculum through:</p> <ul style="list-style-type: none"> Ensuring the curriculum is progressive in skills, knowledge and 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 	<p>Identify agreed ways of recording high quality outcomes for the wider curriculum:</p> <ul style="list-style-type: none"> <i>Completion of 'standards' file developed by subject leaders (see Leadership)</i> Further development of Learning Journal to record high quality outcomes in the wider curriculum <p><i>Ensure and embed an effective, time-managed method of recording assessments in the wider curriculum:</i></p> <ul style="list-style-type: none"> <i>Use of Target Tracker to record summative assessments and</i> 	<p>Delayed by COVID complete Summer 2021</p>	FSL	No cost	FGB Summer 1	<p>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.</p> <p>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</p> <p>Pupils' work across the curriculum is of good quality</p> <p>Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical</p>
		<p>November 2020</p>	SLT	No cost	Share examples of standards files	
		<p>On-going</p>	DHT	No cost	Share examples of Learning Journals	

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
	<p><i>effective evidence</i></p> <ul style="list-style-type: none"> • Moderation of foundation subject outcomes to ensure effective and accurate assessment across the curriculum • Support teachers in developing model of live feedback in foundation subject lessons <p>Provide CPD in areas of the curriculum where teachers' expertise needs development:</p> <ul style="list-style-type: none"> • Progression in art skills and use of sketchbooks • Progression in geographical skills and knowledge • Progression in history skills and knowledge – extracting history teaching from English teaching to ensure children gain progressive skills in 	<p>Spring term 2021</p> <p>Autumn 2020</p> <p>Inset Sept 2020 22.9.20</p> <p>Spring 1 2021</p> <p>Spring 1 2021</p>	<p>SLT</p> <p>SLT</p> <p>ASL</p> <p>GSL</p> <p>HSL</p>	<p>Staff meeting time</p> <p>No cost</p> <p>Inset and staff meeting time</p> <p>Inset and staff meeting time</p> <p>Inset and staff meeting time</p>	<p>FGB report Summer 1</p> <p>Examples of sketch books</p>	<p>knowledge, concepts and procedures appropriately for their age.</p> <p>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</p>

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Intent	Implementation	When	Who	Resources (including cost)	Monitoring	Impact
	history curriculum <ul style="list-style-type: none"> Review of science teaching to ensure teaching lost by lockdown is taught. Monitoring to focus on progress of disadvantaged in foundation subjects 	December 2020 Autumn onwards	SSL SLT FSL	Inset and staff meeting time No cost		

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

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Inc Ld	Inclusion Leader
SLT	Senior Leadership Team
TLR	Teaching and Learning Responsibility (usually a UPS teacher)
MSL	Mathematics Subject Lead
ESL	English Subject Lead
FSL	Foundation Subject Lead
FGB	Full Governing Body
TES	Traveller Education Support
LA	Local Authority
UPS	Upper Pay Scale
NLT	National Literacy Trust
ARE	Age Related Expectations