Pupil Premium Practice Review Report
Billingshurst Primary School

28th January 2020

Context of the school

Ofsted describes the school thus;
"Billingshurst is larger than the average-sized school. Children in the early years are taught in three full-time Reception classes. Most pupils are of White British heritage. The proportion of pupils with SEND is slightly higher than the national average. The proportion of disadvantaged pupils is lower than the national average."

The school is a community primary school serving the entirety of the community of Billingshurst, which includes a small GRT community. The school itself is deeply committed to the idea of inclusion and declares its belief in this in its SEF –

"*We aim to be the school for every child in our community and have successes in ensuring inclusion of children regardless of disability, socio-economic background, health, behaviour and learning needs."*

At the time of the review, there are 610 on roll of which 59 are Pupil Premium; 9.7% which is below the national average of 24%.

This pupil premium review was carried out following on from the School's Ofsted in June 2019 in which Ofsted judged the school to be "Requires Improvement" overall and stated that they should carry out a Pupil Premium review and a review of governance; the latter having also now been completed.

Ofsted's recommendations on Pupil Premium were that the school should –

> *Improve pupils' progress, particularly that of pupils with 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.*

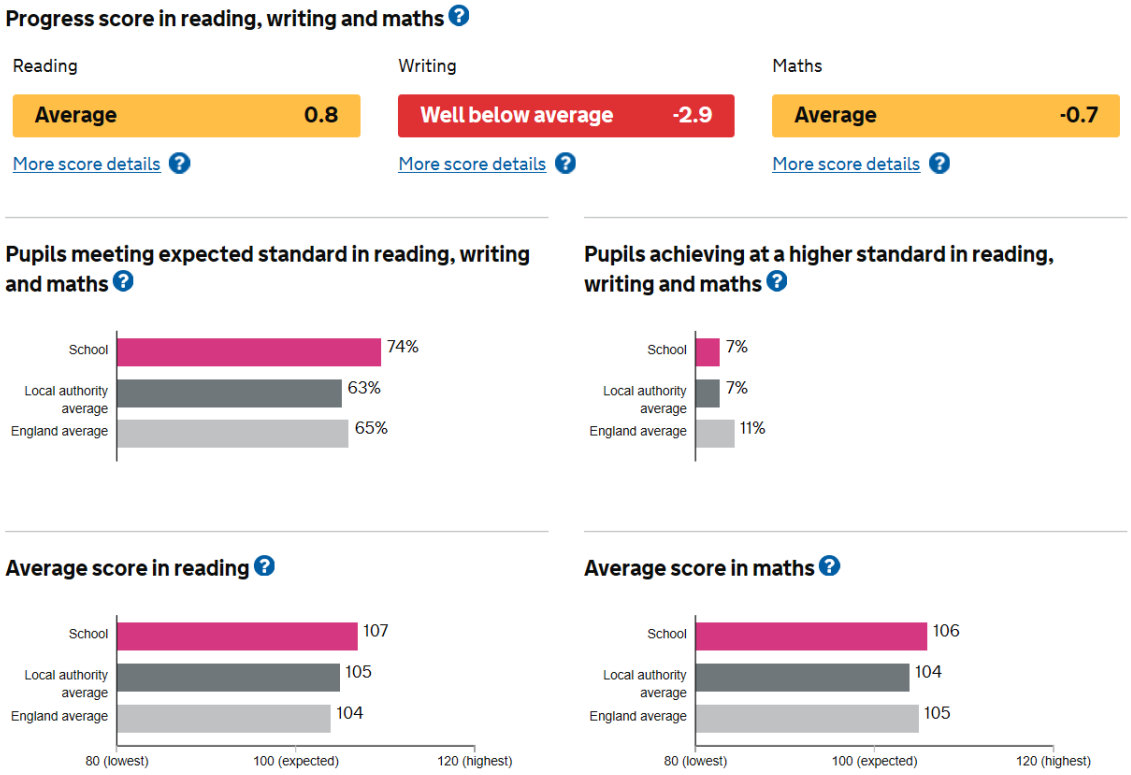
Ofsted's findings on disadvantaged were that –

- *Disadvantaged pupils are not making enough progress to enable them to catch up with their peers.*
- *The drive to improve attendance has been successful. Attendance has improved for all groups of pupils, in particular for pupils with SEND and disadvantaged pupils. Leaders have also successfully reduced the numbers of pupils who are persistently absent from school.*
- *The use of the pupil premium funding has supported an improvement in the attendance of disadvantaged pupils. However, leaders have not ensured that its use has had the impact needed for disadvantaged pupils to achieve as well as they should.*
- *Governors do not have a firm understanding of how leaders' actions have an impact on pupils' learning. This hinders their ability to provide appropriate challenge to school leaders. For example, governors do not monitor closely enough how well the additional funding for disadvantaged pupils and pupils with SEND supports their achievement.*

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- *The quality of teaching, learning and assessment is inconsistent. This has led to variations in pupils' progress, particularly that of the most able, disadvantaged pupils and those with SEND.*
- *The teaching of writing is too variable across the school. Pupils do not routinely develop their skills or practise them in extended pieces of writing. Consequently, some pupils lag behind with their writing. This is particularly the case for disadvantaged pupils and pupils with SEND.*
- *Over the last three years, pupils' progress in reading, writing and mathematics has been weak. In 2018, too few pupils reached age-related expectations in the combined measure of reading, writing and mathematics at the end of Year 6. Disadvantaged pupils and pupils with SEND made particularly weak progress.*
- *The progress of pupils currently in school is too uneven. This is particularly the case for disadvantaged pupils and pupils with SEND.*
- *Children, including those who are disadvantaged and those with SEND, make good progress in the early years.*

Data from 2019, which was published after Ofsted's inspection, shows that the school is already making progress in some of the areas identified. Overall, in KS2 74% of children made the expected standard in reading writing and maths, above the national average. For the disadvantaged, this was 56%. Whilst this clearly shows there is a gap, the school is heading in the right direction. However, there are still issues with writing and in getting children to greater depth; both issues of which the school is well aware.



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	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	9	7475	447351
Progress in reading (score, description and confidence intervals)	-0.4 (-4.7 to 3.8)	0.5 (0.4 to 0.7)	0.3 (0 to 0)
Progress in writing (score, description and confidence intervals)	-2.4 (-6.1 to 1.3)	-0.8 (-0.9 to -0.6)	0.3 (0 to 0)
Progress in maths (score, description and confidence intervals)	-1.1 (-4.8 to 2.7)	-0.2 (-0.3 to -0.1)	0.4 (0 to 0)
Percentage of pupils meeting the expected standard in reading, writing and maths	56%	68%	71%
Percentage of pupils achieving a high standard in reading, writing and maths	0%	8%	13%
Average score in reading	105	105	105
Average score in maths	105	105	106

	All pupils	Low	Middle	High
Number of pupils at the end of key stage 2	76	2	42	31
Progress in reading (score, description and confidence intervals)	0.8 (-0.6 to 2.3)	SUPP	0.7 (-1.2 to 2.5)	1.4 (-0.8 to 3.6)
Progress in writing (score, description and confidence intervals)	-2.9 (-4.2 to -1.7)	SUPP	-2.5 (-4.2 to -0.8)	-3.4 (-5.4 to -1.4)
Progress in maths (score, description and confidence intervals)	-0.7 (-2 to 0.5)	SUPP	-0.3 (-1.9 to 1.4)	-1.1 (-3.1 to 0.8)

In Early Years, disadvantaged children matched their peers (see table just below) and in the Phonics screening, they outperformed their peers with 89% achieving the expected level compared to 84% non- pupil premium.

	Pupils		Minimum Steps progress in Reception (all AoLs)		
	No.	%	% at 4+	% at 5+	% at 6+
All Pupils	91	100.0	63.7	63.7	63.7
Males	53	58.2	66.0	66.0	66.0
Females	38	41.8	60.5	60.5	60.5
FSM	11	12.1	63.6	63.6	63.6
Not FSM	80	87.9	63.8	63.8	63.8
Pupil Premium	11	12.1	63.6	63.6	63.6
Not Pupil Premium	80	87.9	63.8	63.8	63.8
SEN Support	4	4.4	75.0	75.0	75.0
Education, health and care plan	1	1.1	100.0	100.0	100.0
Not SEN	86	94.5	62.8	62.8	62.8

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ASP data from 2019 shows in the tables below

- Improved progress especially for Ever 6 children, representing the stable population of the school
- Good progress in writing matching – and indeed exceeding that of their peers at expected level
- Attainment scores close to national
- A gap remaining for both ever 6 and disadvantaged at Greater Depth.

Key stage 2 writing by pupil group										
Breakdown	Writing progress					Writing attainment				
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieved the expected standard		Achieved a greater depth	
		School	National	School	National		School %	National %	School %	National %
All pupils	75	-2.94	0.03	-2.94	0.00	76	80	78	8	20
Male	42	-3.66	-0.73	-3.66	-0.78	42	69	72	2	15
Female	33	-2.03	0.82	-2.03	0.81	34	94	85	15	25
Disadvantaged	9	-2.40	0.27	-2.40	0.25	9	78	83	0	24
Ever 6 FSM	7	-1.15	0.25	-1.15	0.23	7	86	83	0	24
Children looked after	0	N/A	0.04	N/A	0.01	0	N/A	79	N/A	20

This is revised data for 2018/19.

Key stage 2 reading by pupil group												
Breakdown	Reading progress					Reading attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
All pupils	73	0.85	0.03	0.85	0.00	76	84	73	36	27	107.4	104.4
Male	40	-0.13	-0.54	-0.13	-0.58	42	74	69	24	22	105.2	103.3
Female	33	2.04	0.62	2.04	0.61	34	97	78	50	32	110.0	105.5
Disadvantaged	8	-0.45	0.32	-0.45	0.30	9	67	78	0	31	105.1	105.5
Ever 6 FSM	6	1.19	0.31	1.19	0.28	7	71	78	0	31	105.0	105.5
Children looked after	0	N/A	0.03	N/A	0.00	0	N/A	73	N/A	27	N/A	104.4

This is revised data for 2018/19.

Key stage 2 maths by pupil group												
Breakdown	Maths progress					Maths attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
All pupils	73	-0.72	0.03	-0.72	0.00	76	87	79	25	27	106.3	105.0
Male	40	-0.41	0.73	-0.41	0.70	42	81	78	21	29	105.7	105.3
Female	33	-1.10	-0.69	-1.10	-0.72	34	94	79	29	24	107.0	104.7
Disadvantaged	8	-1.05	0.37	-1.05	0.35	9	67	84	11	32	105.4	106.1
Ever 6 FSM	6	1.07	0.34	1.07	0.32	7	71	83	14	31	105.3	106.1
Children looked after	0	N/A	0.04	N/A	0.01	0	N/A	79	N/A	27	N/A	105.1

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Given all the information above, the Pupil Premium review day included

- Time on the playground at the beginning of school as parents arrived with children
- Pupil voice with higher attaining children – both PP and non-PP for comparison
- A learning walk to look at classwork and interventions in action
- Talking to intervention teachers
- Talking to TAs
- Looking at books, especially feedback given
- Meeting with governors
- Meeting with the Headteacher and the SENDCo

Throughout the day, ALL classrooms had a quiet, purposeful atmosphere in which children were engaged in their learning. ALL children were integral to the learning and there was a truly inclusive feeling in which all were learning together. There is no setting within or between classes.

Targeting the funding from the outset—responsibilities of the Leadership Team

The school has a carefully prepared Pupil Premium Report which is on the school's website. They are using the recommended format, and it includes details of the amount of funding and the rationale for spending. The school has chosen to invest heavily in providing high quality support in KS2 in the form of highly experienced and expert Intervention Teachers. This accounts for a large proportion of the school's PP budget and is justified on the basis of the evidence from the Education Endowment Foundation.
https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/

On the review day, it was evident that this provision was being used with a great deal of thought about how to maximise its impact.

The school has correctly identified key areas of priority and has a good understanding of the barriers which are holding back disadvantaged children. This is evident both in their SEF and in their SDP. The priorities set are directly responsive to the needs of children as highlighted both in the data and in the Ofsted report. There is a strong emphasis on –

- the need to address the progress of higher attaining pupils – especially disadvantaged
- promoting oracy and enriching language through high quality reading and books
- improving writing
- supporting children to become more independent in their learning especially with the "Flexible Fridays" programme
- The importance of consistency in delivery of Quality First Teaching (QFT) for all pupils throughout the school but especially for disadvantaged children.

Leadership Recommendations:

- Continue the work using expert Intervention Teachers but ensure the focus of their attention is on the disadvantaged children – especially those who have the potential to reach Greater Depth
- Ensure ALL teachers understand the importance in positively focussing on disadvantaged children in their class. Promote the idea of **"First and Best;"** a way of focussing on key pupils to ensure they get the highest quality input from their teacher - in marking, verbal feedback, during the teacher input, when being set a task. This will help to promote the school's strongly held belief in the importance of inclusion and the fact that inclusion is about equity not simply equality.
- Continue using the current form to outline provision for disadvantaged children but ensure that the cost of the Intervention Teachers is specifically assessed for its impact on these children. Integrate this into the monitoring process for both SLT and governors
- Ensure that the Pupil Premium report identifies the **barriers** to children's learning and that these are shared and discussed with **all** staff.

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- Consider using Performance Management (PM) targets to encourage the use of teaching and learning behaviours to promote consistency. Define what is expected of teachers in relation to the disadvantaged children within their class and then make these the targets rather than simply numerical targets for outcomes.

Intervention to improve achievement in English/Maths

Teachers and Intervention Teachers work together closely and collaboratively. They are supporting children "in the moment," looking to iron out misconceptions, support the learning in class and responding immediately and flexibly to children's needs. Pre and post teaching are used to support children to "keep up not catch up." This model of provision is strong; relatively few stand-alone interventions are used as their impact on children's learning within the classroom is rightly recognised as difficult to achieve. Communication between teachers and Intervention Teachers is fundamental to this process and joint planning, use of live assessment for learning all support this work.

Teaching Assistants also support the teaching of some interventions such as First Class at Number, Read Write Inc and Snap Maths as well as lots of support for reading. Priority readers are identified and children reading with adults is seen as an important task for children who are not reading routinely at home. Similarly, work on Speech and Language is prioritised especially lower down the school and this is supported by Speech and Language professionals.

A focus on oracy is school-wide as is the high profile of reading and books. Disadvantaged children are further supported with this as the school provides them with high quality books to take home through the Book Trust. The importance of speech, language and communication is evident throughout the school and it is assessed and supported from Early Years upwards.

Leadership Recommendations:

- Ensure that TA intervention work is communicated effectively to teachers and supports class work – see below for more on this in the "Impact of Assistance" section.
- In pupil voice, children spoke of being able to write better when they could write from "what they knew." Disadvantaged children will especially need support to provide them with opportunities to stimulate their writing.
- As stated in the introduction, there was a pervasive calm and purposeful atmosphere throughout the school. However, children commented that a really quiet classroom helped them to write. This might be something to explore further.

Impact of assistance in class (enlisting support staff to raise standards)

The school has a team of highly committed, flexible TAs willing to work cooperatively and effectively with teachers. During the learning walk, they were visibly integral to the teaching taking place. Their focus is specifically on supporting individual children with Special Educational Needs (SEN) and there are no general classroom TAs. Deployment is decided on the basis of need and this is determined through Pupil Progress Meetings (PPMs) and with input and oversight of the SENDCo. Some TAs are joining with teachers during PPA time to plan together, others are not. Some direction comes from the SENDCo and some comes from the classroom teacher.

Leadership Recommendations:

- There is evidence of good practice in the deployment of TAs, but this is not always consistent. Similarly, there is not a clear and consistent understanding of what makes for good interactions with children to promote their independence. In class too, there was variability in the use of resources and ideas to scaffold children's learning. With all this in mind, it would be highly beneficial to look at the work of the "Maximising the Impact of Teaching Assistants." Details of this can be found at http://maximisingtas.co.uk/ A review of current practice could be useful using this review document; http://maximisingtas.co.uk/resources/the-ta-deployment-review-guide.php and the "Teaching Assistant's Guide to Effective Interactions" is an extremely useful source of ideas for training for both TAs and teachers.

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http://maximisingtas.co.uk/resources/the-tas-guide-to-effective-interaction.php . A particular focus on scaffolding children's learning to enable all children to work towards independence and reaching the same learning goals as their peers would be really useful. http://maximisingtas.co.uk/assets/ta-5-step-model.pdf
- Ensure that any interventions done by TAs are communicated effectively to teachers and good assessment for learning is carried out to make sure that stand-alone work is referred to, and relevant to, classwork.
- Look to promote a consistent approach for all teachers and staff in sharing information and collaborative planning.

Examination, analysis and removal of barriers

Although it is not clear on the Pupil Premium Report, the school has a good awareness of the barriers facing their disadvantaged children. Their minority position within the wider community is part of this. The school is also aware of the impact of trauma and attachment issues and works hard to ensure the emotional needs of children are integral to the provision it makes to support them. The SENDCo and Headteacher are very clear about the importance of these issues and have a clear understanding of the difference between educational needs and barriers to learning. The school has an ELSA (Emotional Literacy Support Assistance) trained TA Similarly, there is a clear understanding of the impact of Speech, Language and Communication (SLCN) difficulties and these are also a focus for attention with screening in Early Years to support early detection of these issues.

Attendance has been an issue, but the school has been addressing this and it is improving. Specific support and working with families are key to working with GRT children and this is having a positive impact on attendance.

The above-mentioned support for emotional wellbeing is invaluable in effective behaviour management of children and Ofsted noted that

- *Leaders have rigorous systems in place to monitor and support pupils' behaviour. This has resulted in a reduction in behaviour incidents this year. There have been no permanent exclusions for several years and no fixed-term exclusions for two years.*
- *Pupils understand the system to encourage good behaviour. They work cooperatively in pairs and in small groups. Pupils behave well around the school and during playtimes.*

Leadership Recommendations:

- The school already knows that consistency is the key, so working with teachers to ensure they have the same understanding of barriers to learning, of attachment and trauma issues and that this informs their practice in class is an ongoing area upon which to work. With this in mind, it might be worth considering Emotion Coaching as an approach. https://www.emotioncoachinguk.com/ and https://afaeducation.org/specialist-programmes/emotion-coaching/emotion-coaching/ for more information. Consider also the development of the behaviour policy to reflect the school's ethos. Incorporating self-regulation into the policy would help all children and families to recognise that behaviour develops for different children at different rates. For ideas on this look at https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1.pdf
- Similarly, consistency of high expectations for these children is vital. Pupil voice showed that disadvantaged children had low aspirations; where the non-PP children could accurately articulate their hopes and dreams for the future, talking about possible occupations, their interest in environmental concerns and their learning, PP children were much less able to articulate these ideas; none could say what they would like to do when they grow up whereas all the non-PP children had a ready answer to this question. In light of this, consider also the following ideas –
    - Specific projects JUST for disadvantaged children in which they can lead, discuss and have specific roles to promote self-esteem and oracy. Raising awareness of the wider world and having a chance to look at their aspirations would be beneficial. For one idea on this, look at https://www.hartfordjuniorschool.org/parent-carer-and-student-information/apprenticeships or contact the school.

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    - Use of the Intervention Teachers to provide specific time and support for disadvantaged children to work with them on metacognitive activities. The Headteacher has rightly identified metacognition as an important area to develop across the school but specific support for disadvantaged children would help them to narrow the gap and would further strengthen the impact of the spending on the Intervention Teachers.
- Continue work on developing literacy and oracy – for further ideas look at https://literacytrust.org.uk/resources/developing-whole-school-approach-teaching-vocabulary-primary-schools/

Personalisation - how does Quality First Teaching meet pupil needs?

The school has Pupil Progress Meetings (PPMs) in place and is using a variety of methods to identify need and support teachers in meeting those needs. The SENDCo supports teachers with this work and TAs are deployed to support interventions or to support children in class. The SENDCo is knowledgeable and has a wealth of experience to support teachers' work and provision mapping is detailed. The learning walk showed children were engaged in their learning and there was a positive working atmosphere in all classrooms. However, in some, children were not always clear about the learning objective, and in some writing activities especially, children needed more scaffolding to help them to write independently.

Leadership Recommendations:

- As mentioned above, develop clear and shared expectations not only of what QFT looks like for all children but also what it looks like for those who are disadvantaged. Consider the notion of "first and best;" the idea that teachers' interactions with the disadvantaged children can be the differentiation. When a task is set, go to those disadvantaged children first to make sure they know what to do and are on task; choose them first in asking questions or to take on jobs; mark their books first; give them feedback first and so on. This might also include looking for small pockets of time to work with these children individually to support general classroom work.
- As also mentioned above, working on scaffolding to support the learning objective would also be useful.
- Similarly, metacognitive discussions with disadvantaged children would be useful, and using Intervention Teachers to support response to marking would ensure those children received high quality input tailored to their needs.
- Consistently promote the clear idea that teachers are responsible for the learning of **all** children in the class - the SENDCo and others may well be able to offer support and advice, but the teacher must have oversight and responsibility for all children's outcomes.
- Consider developing expertise for all teachers in school on areas of SEND so that the burden of knowledge and expertise is shared. Consider contacting Phoenix St Peter's school to find out more about the work they have done in this area. https://phoenixstpeter.co.uk/
- Develop case studies to show how individual children's needs have been met; work on recognising the important work being done to support children in all ways not just for academic progress.

Encouraging active Governor involvement

Ofsted noted that

> *"governors do not monitor closely enough how well the additional funding for disadvantaged pupils and pupils with SEND supports their achievement."*

The governors have already undertaken an external review and a new Chair is in place as well as governor with responsibility for PP and governors are keen to improve their work to support the school. During the visit, a meeting with governors took place.

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Governors share the Headteacher's commitment to inclusion and the belief in the importance of the ethos of the school was evident. They are aware of the need to hold the school to account for the money it spends.

Leadership Recommendations:

- Consider getting support from external sources to do joint visits to develop practice in relating visits to analysis of spending and data presented by the Headteacher.
- Compare the school's data with other external information. Use EEF Family of Schools https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/ to identify schools with similar demographics and successful outcomes alongside the School Comparison website. https://www.compare-school-performance.service.gov.uk/find-a-school-in-england .
- Reports, questions and visits should focus on IMPACT. Consistently asking leaders how spending and provision has made a difference to the outcomes of PP children will help to sharpen the focus. Ensure there is evidence of questioning in the minutes and an evidence trail for visits undertaken and impact of questions asked. This is particularly important for the money being spent of Intervention Teachers. Minute questions and follow up lines of enquiry through visits to school.
- Support from the clerk and/or the LA to ensure governors are kept up to date with any changes in requirements would be helpful. Using the Key or membership of the NGA or similar would also help. Ensuring awareness of the new Ofsted framework, the governor handbook and the requirements for PP reporting will all help to make sure governors are challenging the school effectively.
  https://www.gov.uk/government/collections/education-inspection-framework
  https://www.gov.uk/government/publications/governance-handbook
  https://www.gov.uk/guidance/what-maintained-schools-must-publish-online
- Ensure senior leaders are appropriately challenged, and the strategic decisions on spending of Pupil Premium Funding are well informed by outcomes as well as best practice. Refer to external sources of information for ideas about best practice. See https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/ ,John Dunford's very useful summary at https://teaching.blog.gov.uk/2016/05/11/a-self-improving-school-system-looking-out-not-up/ and https://educationendowmentfoundation.org.uk/tools/governors-guidance

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Monitoring and evaluation – impact of spend and performance management of staff

Much of this is covered elsewhere and leads to the following recommendations;

- The use of Performance Management targets to support improving expectations
- Governor monitoring of spending
- Integrating the idea of "first and best" into learning walks
- Ensuring a shared understanding of the difference between barriers to learning and SEN and making sure this is part of SLT monitoring and discussions in Pupil Progress Meetings.

Holiday provision with a clear purpose and attendance at extra curriculum activities

The school works hard to make sure that disadvantaged children have access to extra-curricular provision. 41% of them went to clubs; significantly higher than non-PP children. Attendance too, has been addressed and is improved. (See table below for current attendance figures for PP children.)

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Year Group	No. of Pupils	Rec %	Y1 %	Y2 %	Y3 %	Y4 %	Y5 %	Y6 %	Y7 %
Year 1	7	90.4%	92.6%	-	-	-	-	-	-
Year 2	8	92.9%	94.6%	97.7%	-	-	-	-	-
Year 3	4	95.2%	96.0%	96.2%	96.3%	-	-	-	-
Year 4	6	94.2%	97.2%	96.8%	96.2%	95.0%	-	-	-
Year 5	8	89.7%	91.5%	93.9%	96.1%	95.0%	91.3%	-	-
Year 6	12	97.5%	98.2%	96.2%	98.4%	95.3%	95.1%	93.2%	-
Year 7	9	-	98.0%	96.4%	93.9%	94.8%	92.5%	94.0%	-

There is positive discrimination in the giving of rewards for disadvantaged children, but the school is not yet collecting data on this, nor on sanctions for different groups.

Leadership Recommendations:

- Collect data regarding wider outcomes such as sanctions and rewards, incidents at lunchtimes and more detailed information on attendance at extra-curricular clubs to look for patterns. Analyse data and respond to any arising issues where disadvantaged children are disproportionately represented.

What does parental engagement look like for these pupils?

The school's inclusive approach positively encourages parental engagement. Teachers and the Headteacher are a visible presence on the playground and parents were welcomed and positive on the morning of the visit. Extended parent meetings are available to support children with additional needs and there is an expectation that teachers will talk to parents regularly in the playground after school. There are home school communication books to promote dialogue and the school uses Facebook and Twitter to share information with parents.

Leadership Recommendations:

- Specific opportunities for disadvantaged families to engage with school and learning could be useful. Look for non-threatening ways for parents to come into school. Family learning days or events, café learning – see https://cafesforall.org.uk/ for ideas. Part of this might include work to promote aspirations amongst parents as well as children.
- Consider training for teachers in working with parents to increase expertise. Structured Conversation training might be useful. https://afaeducation.org/core-programmes/achieving-schools/achieving-schools/
- Consider whether using an App such as Seesaw or Marvellous Me might encourage greater parental involvement in learning https://marvellousme.com/ and https://web.seesaw.me/
- Collect data specifically to know and analyse attendance of disadvantaged families at events at school. Look for patterns and ways to increase participation.
- Look for ways to ensure all entitled parents sign up to free school meals right from Reception so that the school can maximise funding to support families as early as possible.

What's good practice?

- ✓ Strong leadership from the Headteacher who promotes a highly inclusive atmosphere, a love of reading and a desire to keep improving to make the school a better place for all children
- ✓ Dedicated and committed staff
- ✓ Highly experienced Intervention Teachers working effectively and collaboratively with classroom teachers
- ✓ Recognition and support for developing oracy, the importance of transition and the need for Quality First Teaching to be the main vehicle for improving outcomes for all children

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- ✓ Detailed analysis at Pupil Progress Meetings leading to flexible, responsive deployment of support to meet children's current needs
- ✓ Accurate self-analysis demonstrated through the SEF and clear ideas for improvement expressed through the SDP and Pupil Premium report.

What priorities are not reflected in your school improvement plan?

- ? Work on further developing relationships with parents
- ? Integrating the idea of "first and best" into QFT.
- ? Developing governor skills in analysis of data and effective visits
- ? Developing disadvantaged children's aspirations
- ? Further work to develop self-regulation and behaviour policy
- ? Developing work of TAs and teachers through the MITA project.

School: Billinghurst Primary School

Coach: Sue Arnold **Date: 28th January 2020**

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