Brinkworth Earl Danby's C of E Primary School

SCHOOL IMPROVEMENT PLAN
September 2017

Summary of Ofsted April 2015 - Good

Strengths

- **Pupils generally learn well in all subjects and achieve at or above national standards**
- **Teachers have strong subject knowledge and use this to plan interesting lessons for the pupils. They provide clear explanations and question pupils carefully to help them learn.**
- **Pupils feel safe and secure because of robust procedures for ensuring good standards of care.**
- **Pupils are well behaved, polite, responsible and hardworking. The school has a caring ethos.**
- **Senior leaders, managers and governors have made effective and consistent changes to improve the quality of teaching and the levels of pupils'' progress. They are keen to develop this further.**
- **The school's ethos helps pupils to develop a strong moral compass. The pupils develop a good understanding of different cultures and religions.**

Area for development

- **The quality of teaching is not strong enough to promote overall outstanding progress by the pupils.**
- **The quality of teaching and the consequent progress of children in the early year's provision, in the reception class, requires improvement.**
- **Outcomes for disadvantaged pupils and those with special educational needs are inconsistent. While the majority of these pupils achieve well, the performance of some pupils does not always match that of other pupils in the school.**
- **The school's plans to improve feedback between pupils and staff are new and have not yet been implemented fully, and so are not having enough impact.**

Summary of SIAMS March 2015 - Good

Strengths

- **Pupils' enjoyment of and enthusiasm for religious education (RE) and collective worship results in effective learning about Christianity and how it can impact on their behaviour and attitudes.**
- **The school's recent work on the development of spirituality is having a positive impact on pupils' ability to reflect more deeply and translate this into positive actions.**
- **School leaders are accurate in recognising what needs to be done to develop the Christian distinctiveness of the school further and acting on this in a timely way.**

Areas to improve

- **Develop pupils' opportunities for spiritual development by supporting parents more in reinforcing the school's Christian values at home.**
- **Give pupils frequent opportunities to plan and lead whole school acts of worship so that they understand the importance of each aspect to the worship experience.**
- **Ensure that monitoring of the Christian ethos by foundation governors is securely developed, robustly recorded and used to support further improvements as a church school.**

Area for Improvement 1 – To ensure that the children in EYFS make consistently strong progress across all areas of learning (Early Years Provision)

Priority target: All children to make at least expected progress or more in each area of development across the year.

Success Criteria - Achievement

- **Teaching is consistently good or better – use of triangulated judgements**
- **Progress is consistently strong in all areas of learning – achieve GLOD in line with national**
- **Leadership and management of EYFS is good**
- **Children leave EYFS at least in line with national or above (GLOD – 2017 – School – 61%, LA – 71%) (Reading 83%, writing 72%, Numbers 72%, PSED 78%)**
- **Clear planning to ensure child initiated play enables pupils to be exposed to excelling activities**
- **The second year of the Bristol Standard will be submitted & achieved**
- **Pupils are year 1 ready by the end of their Foundation stage year**

Monitoring **Who** **How and When**	Subject governors for EYFS will meet at least 2 times a year with the Lead Person to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes the action plan for area 1. A record of the discussions will be made to the Education development committee in term 4, and 6.	**Evaluation** **Who** **How and When**	Education Development Committee will meet with LH / SC 2 times a year to receive a report on evidence of progress against the success criteria in at the end of term 4 and 6; then provide a summary report to governors at the FGB in term 4 and 6.
External Validation	LA moderating visit – LA SIA – visit 3 focus	**External School**	
Lead Person	**HT/ EYFS lead**	**Others involved**	**Subject Leaders for English (AEW/SC), Maths (CF/AL/CC), Education Development Committee Govs.**

	Action	Start date	End date	Resources Needed	Cost to School	Evaluation
1.1	Ensure the pupils are year 1 ready in writing through • Secure letter formation • Good presentation	September 2017	Ongoing	Class teacher, HT & AHT at pupil progress meetings		

	• Modelled teaching of skills • Early writing skills are taught					
1.2	Raise the attainment of writing in line with the EYFS curriculum, provide challenging learning opportunities to increase the number of children at excelling Raising expectations of staff and pupils	September 2017	Ongoing	Class teacher, HT & AHT at pupil progress meetings & EYFS meetings		
1.3	Continue monitoring all disadvantaged learners • Progress • Attainment • Interventions • TA deployment • Equality of opportunity	September 2017	Ongoing			
1.4	Use Wiltshire Tracker & baseline assessment to support planning & raise expectations	September 2017	Ongoing	Teacher time		
1.5	Monitoring of Bristol Standard and classroom environment by external advisory teacher	September 2017 ongoing		External moderator		
1.6	EYFS leader to meet regularly with EYFS teachers to review planning, assessment & data • Review planning against EYFS profile • Monitor class teaching regularly • Ensure quality first teaching • Increased interaction with pupils	Termly 2017 - 2018 October December February April May July		FS teacher time/ EYFS leader		

1.7	Achieve second year of the Bristol Standard file • Portfolio of evidence	March 2018	3 year project	FS teacher time	Supply costs	
1.8	Gradually increase teaching time & focus time more towards expectations for year 1	September 2017 ongoing		FS teacher time/ EYFS leader		
1.9	Monitoring of books by Ht/ AST to ensure high quality presentation, letter formation	September 2017	Ongoing	Head Teacher time CASP time		
1.10	Visit to an outstanding foundation stage class with single year group	Term 3		Head teacher & teacher time		

Evaluation

Area for Improvement 2 – Teaching: To be outstanding by continuing to improve the quality of teaching (Quality of Teaching, Learning & Assessment)

Key entitlement is to high-quality teaching and learning that enables <u>all</u> children to make good progress to reach or exceed national expectations

Priority Target: To continue to provide quality first teaching through child centered learning

Success Criteria
- Teachers have high expectations of all pupils and teaching is consistently effective in challenging the vast majority of pupils and contributing to their outstanding progress
- A very large majority of all pupils achieve expected progress or above in all year groups
- Teaching is stimulating & children are engaged & enthusiastic.
- Pupils acquire knowledge effectively and learn well
- Teaching is effective and promotes learning
- Work is presented to a very high standard and handwriting reflects the school's agreed approach
- Writing is taught across the curriculum
- Maths mastery is taught across all classes

<u>Monitoring</u> **Who** **How and When**	Governor will meet at least two times a year with the Lead Persons to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan	<u>Evaluation</u> **Who** **How and When**	Maths/English link Governors will meet with the Head to receive a report on evidence of progress against the success criteria in at the end of term 3, and 6; then provide a summary report to governors at the FGB in term 3 & 6.
Lead Person	**HT**	**Others involved**	All class teachers, subject leaders, AHT, senior leaders
External Validation	LA SIA – November 2017, February 2018, June 2018	**Other External Validation**	Ofsted, LA moderation

	Action	Start date	End date	Resources Needed	Cost to School	Evaluation
2.1	**_Expectations_** **_All staff (including TAs)_** SL are knowledgeable of their subject across the school. This is ongoing due to the change of SL and the new curriculum	September 2017		Subject Release time	HT to release otherwise HLTA (£40) Supply time & HLTA time for each new subject leader	
2.2	Staff to monitor and analyse the data for their subject area across the school.	September 2017	ongoing			
2.3	Joint subject leads to work closely together, monitoring and reviewing progress, attainment and coverage across both sites	October 2017	ongoing			
2.4	Keep up to date with current initiatives across the curriculum	October 2017	ongoing			
2.5	Follow the assessment schedule and use assessments to better inform future planning and provision	October 2017	ongoing			
2.6	Continue to develop quality feedback and dialogue marking across English and Maths	Term 3 & 4				
2.7	Implement 'No Nonsense' spelling programme	Term 2 and Term 4				
2.8	Carry out moderation internally and externally • Class • Key stage	Term 4				

	• Subject • Cluster moderation (Hobbes & Malmesbury cluster groups) • End of Key Stage					
2.9	Review PSHE across the school • Sex Education Policy	Term 4	ongoing	PSHE time/ SLT/ all stakeholders		On hold at this time due to DfE announcement regarding statutory policy pending.
2.10	Continue to monitor and review data and interventions for SEND and DL pupils • Appropriate interventions • Progress made • Attainment • Compare results against National/ LA • TA deployment	End of terms 2, 4, 6				
2.11	Performance Management is completed for • Teaching staff • TA's • Catering staff • MDSA's • Admin	October 31st for teaching staff November 31st for HT Term 2/3 for all other posts				
	CPD Staff meetings and INSET to cover CPD: ==TD Day Child Protection, First Aid, Fire Safety== Data & Targets Spelling, Maths Mastery, Computing Forward Planning, SDP SEND, DL					

Evaluation

Area for Improvement 3 – **Personal Development, Behaviour and Welfare :** **Continuing to improve all aspects of personal development, behaviour and safeguarding practices**

Key entitlement is to high-quality safeguarding practices and excellent behaviour for learning

Priority Target: Behaviour & safeguarding is outstanding

Success Criteria 2016 - 2017
- **All statutory requirements for Safeguarding are met**
- **All statutory policies are in place**
- **Personal development continues**
- **All designated safeguarding leads to have attended appropriate training**

Monitoring	Lead governors will meet twice a year with the Lead Persons to discuss progress. A record of discussions will be made to the curriculum committee in terms 4 and 6.	**Evaluation**	Committees will evaluate work presented by HT and other staff 3 times per year through reports and policy updates. To be evaluated against success criteria at the end of terms 4 and 6.
Lead Person	**HT**	**Others involved**	SLT

	Action	Start Date	End Date	Resources Needed	Cost to School	Evaluation
3.1	All designated safeguarding leads • to have attended appropriate training • to continue to record all training attended in line with recommended LA protocols	September 2017	ongoing	LA updates for HT & AH		
3.2	Review the following policies, ratify with governors, involve/ inform staff & other stakeholders, update website • Health & Safety • Child Protection • E Safety • Data Protection					

	• Accessibility • Medical Needs • Social media • Code of conduct					
3.3	Review behaviour policy • Positive Playtimes •	Term 2 & 4	End of Term 4 2017	HT time Assistant heads & school council Newsletter		
3.4	Take part in anti-bullying week • Anti-bullying charter for pupils					
3.5	Outdoor Areas are reviewed • Lead from each site • Plans created • Grants identified • Support from BEDSA	Term 3	Ongoing	SLT		
3.6	Introduce new lanyards for staff/ visitors on both sites	Sept 2017				

Training Needs 2017 -2018
Headteacher – CP training (advanced) updates
DDSL – single agency training
Staff – Prevent training, CP refresher, H&S update, Fire training, asthma & epi pen training
Governors – CP training (for relevant governors), prevent update

Evaluation

Area for Improvement 4 - Leadership and Management of the school: Further develop the school as a professional learning community
Key entitlement is that school leadership promotes leadership of learning that impacts on pupil progress and attainment

Priority Target: To ensure leadership and management of the school is effective and leads to further sustainable improvements in attainment and particularly rates of progress

Success Criteria 2017 - 2018
- **Pupil progress meetings are embedded into the school cycle.**
- **Link governors meet twice per year with their Subject leaders and have a good understanding of their subject area**
- **All staff understand and make every effort to 'close the gap' for all disadvantaged groups and SEND pupils**
- **Understand the impact of SEND & Disadvantaged learners interventions**
- **Continue with parental & community engagement**
- **Build on the premise of 'We are one school across two sites'**
- **Monitor and review the impact of the new class structure**
- **Monitor and review the impact of the 'Learning Curriculum'**
- **Communication across the school is improved**

Monitoring **Who** **How and When**	Governor(s) on Education Development Committee will meet 2 times a year with the Lead Persons to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note an changes to the action plan .	**Evaluation** **Who** **How and When**	Education development committee will meet with the Head and AHT to receive a report on evidence of progress against the success criteria in at the end of term 2, and 6; then provide a summary report to governors at the FGB in 2018 term 2 and 6.
Lead Person	**HT/AHT**	**Others involved**	Al teaching staff, SLT
External Validation	**SIA**		

	Action	Start date	End date	Resources Needed	Cost to School	Evaluation
4.1	Pupil progress meetings are embedded throughout the school – include discussion regarding all disadvantaged pupils & SEND	Three times per year for each year group		Planning meeting between HT, AHT and class teacher 3 times per year		

4.2	Subject leaders are able to explain & understand attainment/ progress throughout the school for their subject – Evidence collected	December April July	ongoing	Staff meetings		
4.3	**Parents:** Continue to further improve communication with parents using a range of mechanisms e.g. schoolcomms, interim reports, workshops, Christian values information, newsletters & Open days - Parents information workshop - - Parents are invited to Class Assemblies followed by class visits - Newsletter of Christian Values celebrated are sent - Parents questionnaire is conducted, early 2018 (governors) - FS phonics evening for parents - Parents Evenings take place on both sites preceded by an interim report	September 2017	ongoing	Class assemblies booked onto the calendar throughout the year (Friday) Questionnaire, printing & analysis Curriculum evenings organised by staff Dates are booked in advance and put on the calendar/ communicated to parents	Admin time	
4.4	*Governors* Governors maintain a visible presence during open days / parents evenings / school events etc… - Learning walks - Link governors **All governors**	September 2017	Ongoing	Governors able to attend training		
4.5	Review the Wellbeing survey completed by years 4, 5 & 6 in March 2017. Look at implications and discuss with school council					
4.6	Continue to monitor provision and progress of Pupil premium children. Data and monitoring information is kept routinely across the school and by each class	September 2017	ongoing	Staff meetings and pupil progress meetings. HT & AHT time.		

	teacher • Funding is spent appropriately for the pupils who need it. • Impact of appropriate interventions monitored through pupil progress meetings					
4.7	Review the monitoring system for SEND children – by Inclusion Manager • Staff are better aware of their role in collating data & information • Data and monitoring information is kept routinely across the school • Funding is spent appropriately for the pupils who need it. • TA's are used to support pupils and carry out interventions • Impact of appropriate interventions monitored	November 2017	ongoing	Staff meetings and pupil progress meetings. HT, AHT & Inclusion Manager time.		
4.8	Monitor progress and attainment across the school – throughout the year and at the end of the year using a variety of measures Testbase Baseline assessment KS1& KS2 SATs Phonics Wiltshire Tracker Spelling & reading ages Compare with local and national data • Fischer Family Trust • Mosaic data • ASP • LA data on perspective	September 2017	ongoing	Staff meetings		
4.9	Increased communication on each site and inter site • All staff to receive SDM minutes	September 2017				

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- SBM to email updates to all staff - Whiteboards in staffrooms - Calendar on 365 - Playground monitoring - HT/ AHT termly meetings with TA's - SBM termly meetings with lunchtime staff - HT weekly meetings with admin staff - HT weekly meeting with SBM - HT/ AHT weekly meeting	

Evaluation

Area for Improvement 5 – **Improve the premises on both sites**

Priority Target: 21st century School – H&S compliant, promotes learning

Success Criteria 2017 – 2018
- **Both sites are welcoming to children, parents and visitors**
- **Both sites are H&S compliant**
- **Outdoor activity opportunities are increased**
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Monitoring	Lead governors will meet twice a year with the Lead Persons to discuss progress.	**Evaluation**	Committees will evaluate work presented by HT and other staff 3 times per year through reports and policy updates. To be evaluated against success criteria at the end of terms 4 and 6.
Lead Person	**SLT**	**Others involved**	SLT, subject leads, BEDSA

	Action	**Start Date**	**End Date**	**Resources Needed**	**Cost to School**	**Evaluation**
5.1	Investigate the costs and any implications of a pathway around US field	Term 3				
5.2	Investigate play trail items for LS	Term 2/3				
5.3	Investigate the costs for a mosaic on each site	Term 1				
5.4	Increase signage on both sites	Term 1				
5.5	Refresh both visitor entrances • Decorate • Rehang certificates & decorations • Build shelf at US • Review furniture	Term 2/3				

Evaluation

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TD Days foci:
1st & 4th September 2017- Child Protection Training, Fire Safety Training, Epi pen, Asthma, First Aid
19th February 2018 – Cluster TDD
4th June 2018 - TBC
25th July 2018 - Preparation for September, class planning, TA support, review of academic year, SIP

Glossary:
PPM – Pupil Progress Meeting
PDM – Professional Development Meeting
SLT – Senior / School Leadership Team
HT – Headteacher
AHT – Assistant Headteacher
SL – Subject leader
GB – Governing Body
FGB – Full Governing Body
CoG – Chair of Governors
AfL – Assessment for Learning
SIP – School Improvement Plan
CASP- Challenge & Support Partner (JO French)
M&E – Monitoring & Evaluation
AG&T – Able Gifted & Talented
CPD – Continuing Professional Development
NS – National Strategies
TD – Teacher Development
LA – Local Authority (Wiltshire)
EYFS – Early Years Foundation Stage
SEND – special educational need and disabilities
PP – Pupil Premium
DL – Disadvantaged Learners
ASP -

Wiltshire Tracker Indicators for assessment
Emerging – significant differentiation needed or curriculum
from a lower year group
Developing – in class differentiation
Expected
Exceeding – extension task relative to year group objectives
Excelling – Tasks linked to higher year group

Ofsted descriptors

Proportion
Description

97-100%   Vast/overwhelming majority or almost all

80-96%   Very large majority, most

65-79%   Large majority

51-64%   Majority

35-49%   Minority

20-34%   Small minority

4-19%   Very small minority, few

0-3%   Almost no/very few