

**Brinkworth Earl Danby's C of E
Primary School**



SCHOOL IMPROVEMENT PLAN 2018/2019
Updated March 2019

Summary of Ofsted April 2015 – Good, December 2018 - Good

Strengths

- 2018 – Leadership team has maintained a good quality of education
- 2018 – Effective teaching promotes pupils’ progress. Y6 expected levels exceed national in reading, writing & maths. EYFS improved data.
- 2018 – Safeguarding is effective. Safe recruitment of staff/ volunteers is exemplary
- 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

- 2018 – Improve the teaching of writing so that children in the early years and pupils in KS1 develop the handwriting skills for their age
- 2018 – further increase the proportion of pupils both at KS1 & 2 who reach the higher standard in writing
- 2018 – ensure that additional funding for disadvantaged pupils is used effectively to overcome pupils’ barriers to learning & secure their good progress, particularly in writing
- 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.**

School Context														
Number of pupils on roll	March 2019 - 154				Number of pupils eligible for pupil premium (pupil premium(P), service (S))	31 PP – 13 S - 18				Number of pupils with education, health care plan (EHCP)	2			
Percentage of pupils on track to meet expected standard/attainment target - combined (December)	FS				Percentage of pupils on track to exceed expected standard/ attainment targets	FS				Number of pupils currently not on track to meet expected standard/attainment target	FS			
	Y1	83%				Y1	4%				Y1	17%		
	Y2	81%				Y2	0%				Y2	19%		
	Y3	86%				Y3	0%				Y3	14%		
	Y4	33%				Y4					Y4	22%		
	Y5					Y5					Y5			
	Y6					Y6					Y6			
Pupil intake information (% of pupils with low (L), middle (M). high (H) prior attainment)	L: M: H:									Staff turnover the previous year				
Percentage of pupils with English as an additional language	FS- 0				Pupil achievement for whole cohort (e.g. average progress scores for KS2)					Pupil achievement by characteristics (e.g.disadvantaged, EAL, gender)				
Overall absence (2017-2018)					Persistent absence (2017-2018)									
Key staffing areas of issue (temporary posts, staff receiving support)														
Budget information (e.g. free reserves, in-year surplus or deficit, 3 year projections)														
Key performance indicators for the next three years														

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
- Children leave EYFS at least in line with national or above (GLOD – 2018 – School –87%, National – 71.5%) (Reading 86.9%, writing 86.9%, Numbers 91.3%, PSED 91.3%)
- 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

<p>Monitoring Who How and When</p>	<p>Subject governor 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.</p> <p>A record of the discussions will be made to the Education development committee in term 4, and 6.</p>	<p>Evaluation Who How and When</p>	<p>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.</p>		
<p>External Validation</p>	<p>LA CASP – visit 3 focus</p>	<p>External School</p>			
<p>Lead Person</p>	<p>HT/ EYFS lead</p>	<p>Others involved</p>	<p>Subject Leaders for English (SC), Maths (CF), Education Development Committee Govs.</p>		
<p>Action</p>	<p>Start date</p>	<p>End date</p>	<p>Resources Needed</p>	<p>Cost to</p>	<p>Evaluation</p>

					School	
1.1	<p>Ensure the pupils are year 1 ready in writing through</p> <ul style="list-style-type: none"> • Correct pencil grip • Secure letter formation • Good presentation • Modelled teaching of skills • Early writing skills are taught 	September 2018	Ongoing	Class teacher, HT & AHT at pupil progress meetings	£50 – writing aids	
1.2	<p>Raise the attainment of writing in line with the EYFS curriculum, provide challenging learning opportunities to increase the number of children at excelling</p> <p>Raising expectations of staff and pupils</p>	September 2018	Ongoing	Class teacher & HT at pupil progress meetings & EYFS meetings	£150 supply costs	
1.3	<p>Continue monitoring all disadvantaged learners</p> <ul style="list-style-type: none"> • Progress • Attainment • Interventions • TA deployment • Equality of opportunity 	September 2018	Ongoing		None	
1.4	Use Cornerstones & baseline assessment to support planning & raise expectations	September 2018	Ongoing	Teacher time	None	
1.5	<p>EYFS leader to meet regularly with EYFS teachers to review planning, assessment & data</p> <ul style="list-style-type: none"> • Review planning against EYFS profile • Monitor class teaching regularly • Ensure quality first teaching • Increased interaction with pupils 	Termly 2018 - 2019 October December February April May July		FS teacher time/ EYFS leader	None	

1.6	Achieve third year of the Bristol Standard file <ul style="list-style-type: none"> Portfolio of evidence 	March 2019	3 year project	FS teacher time	Supply costs	
1.7	Gradually increase teaching time & focus time more towards expectations for year 1	September 2018 ongoing		FS teacher time/ EYFS leader	None	
1.8	Increase liaison between Early Years providers and school to aid transition and share good practice.	Term 3 onwards		FS teacher time	Possible supply costs	
1.9	Monitoring of books by HT/ DST to ensure high quality presentation, letter formation	October December February April May July	Ongoing	Head Teacher time CASP time	None	

Evaluation

Area for Improvement 2 – Teaching: Continue to improve the quality of teaching (Quality of Teaching, Learning & Assessment)
Key entitlement is to high-quality teaching and learning that enables all 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 and problem solving is taught across all classes

Monitoring	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	Evaluation	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.		
Who		Who			
How and When		How and When			
Lead Person	HT	Others involved	All class teachers, subject leaders, DHT, senior leaders		
External Validation	LA CASP – September 2018, February 2019, June 2019	Other External Validation	Ofsted, LA moderation		
Action	Start date	End date	Resources Needed	Cost to	Evaluation

					School	
2.1	<p>Expectations All staff (including TAs) Staff are informed and use the new Cornerstones Curriculum Staff plan using the curriculum format using the cross curricular approach Staff use Cornerstones assessment to track their pupils.</p>	September 2018		PPA time Staff meetings INSET as needed	£5000 curriculum – already purchased £1000 resources	
2.2	Staff to continue to monitor and analyse the data for their subject area across the school.	September 2018	ongoing	Subject release time	PE costs per afternoon	
2.3	Keep up to date with current initiatives across the curriculum	October 2018	ongoing	Subject release time	None	
2.4	Follow the assessment schedule and use assessments to better inform future planning and provision	October 2018	ongoing	PPA time	None (PPA already in budget)	
2.5	Continue to develop quality feedback and dialogue marking across English and Maths	September 2018	ongoing	Teacher time	None	
2.6	Continue to develop the use of 'No Nonsense' spelling programme across all year groups (Y2-6) Evaluate at the end of term 6	Term 2 Term 4 Term 6		Staff meetings English SL time	None PE costs per afternoon	
2.7	Carry out moderation internally and externally <ul style="list-style-type: none"> • Class • Key stage • Subject • Cluster moderation (Hobbes & Malmesbury cluster groups) • End of Key Stage 	Term 4		Staff meetings Cluster meetings	Supply costs	
2.8	Review PSHE across the school <ul style="list-style-type: none"> • Relationships and Sex Education Policy 	Term 3	ongoing	PSHE time/ SLT/ all stakeholders		On hold at this time due to DfE

	(RSE) Ensure staff using SCARF resources for planning					announcement regarding statutory policy pending.
2.9	Continue to monitor and review data and interventions for DL pupils <ul style="list-style-type: none"> • Appropriate interventions • Progress made • Attainment • Compare results against National/ LA • TA deployment 	End of terms 2, 4, 6		SL time		
2.10	Review SEND documentation & ensure all staff understand their requirements as class teachers <ul style="list-style-type: none"> • Identify SEND • Appropriate documentation • Review interventions • Liaise with parents and external professionals • Liaise with inclusion manager 	Termly October December February April June July	ongoing	PPA time Teacher time Liaison with Inclusion manager Pupil progress meetings	PE costs per afternoon	
2.11	Re introduce ELSA work across the school using new referral forms	Term 2	ongoing	Inclusion Manager time		
2.12	Performance Management is completed for <ul style="list-style-type: none"> • Teaching staff • TA's • Catering staff • MDSA's • Admin 	October 31 st for teaching staff November 31 st for HT Term 2/3 for all other posts		Time with HT (Teachers) CASP & governor time (HT) Time with inclusion manager (TA's) Time with school business manager (Other support staff)	Supply time as needed	

CPD
 Staff meetings and INSET to cover CPD:
 TD Day Child Protection, First Aid, Fire Safety
 Data & Targets
 SEND
 Cornerstones curriculum
 Computing

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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 2018 - 2019

- 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
- All staff and governors know their responsibilities under KCSIE September 2018

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 <ul style="list-style-type: none"> • to have attended appropriate training • to continue to record all training attended in line with recommended LA protocols 		September 2018	ongoing	LA updates for HT & AH	Supply costs for DHT	
3.2	Review the following policies, ratify with governors, involve/ inform staff & other stakeholders, update website <ul style="list-style-type: none"> • Health & Safety • Child Protection • E Safety (in line with KCSIE Sept 2018) 		September 2018	ongoing	HT time HSW time F&S time	None	

	<ul style="list-style-type: none"> • Accessibility • Medical Needs • Social media • Code of conduct • Staff behaviour 					
3.3	Review behaviour policy to support new teaching staff	Term 2	ongoing	HT time DHT & school council Newsletter	None	
3.4	Take part in anti-bullying week <ul style="list-style-type: none"> • Anti-bullying charter for pupils 	Term 2		SL time	None	
3.5	Outdoor Areas are further reviewed <ul style="list-style-type: none"> • Lead from each site • Plans created • Grants identified • Support from BEDSA 	Term 3	Ongoing	SLT		
3.6	Well being week – to incorporate PE and Eco week	Term 6		All staff External providers		

Training Needs 2018 -2019
 Headteacher – CP training (advanced) updates – Domestic Abuse/ GCP2
 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 2018 - 2019

- 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’
- Continue to monitor and review the impact of the new class structure
- Monitor and review the impact of the Cornerstones curriculum
- Communication across the school is improved

Monitoring	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 any changes to the action plan		Evaluation	Education development committee will meet with the Head and DHT 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.			
Who			Who				
How and When			How and When				
Lead Person	HT/DHT		Others involved	All teaching staff, SLT			
External Validation	CASP						
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 and class teacher 3 times per year	PE costs	

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 <ul style="list-style-type: none"> Continue to send the newsletter of Christian Values celebrated FS phonics evening for parents Parents Evenings take place on both sites preceded by an interim report Maths evening for parents 	September 2018	ongoing	Class assemblies booked onto the calendar throughout the year 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... <ul style="list-style-type: none"> Learning walks Link governors Governor training as required/ requested All governors	September 2018	Ongoing	Governors able to attend training		
4.5	Governor Improvement Plan is updated	September/October 2018		Governor time	None	
4.6	Continue to monitor provision and progress of Pupil premium children. <ul style="list-style-type: none"> Data and monitoring information is kept routinely across the school and by each class teacher Funding is spent appropriately for the pupils who need it. 	September 2018	ongoing	Staff meetings and pupil progress meetings. HT & DHT time.	None	

	<ul style="list-style-type: none"> Impact of appropriate interventions monitored through pupil progress meetings 					
4.7	<p>Review the monitoring system for SEND children – by Inclusion Manager</p> <ul style="list-style-type: none"> 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 2018	ongoing	Staff meetings and pupil progress meetings. HT, DHT & Inclusion Manager time.	None PE costs	
4.8	<p>Monitor progress and attainment across the school – throughout the year and at the end of the year using a variety of measures</p> <p>Baseline assessment KS1& KS2 SATs Phonics Wiltshire Tracker/ Cornerstones assessment Spelling & reading ages</p> <p>Compare with local and national data</p> <ul style="list-style-type: none"> Fischer Family Trust Mosaic data ASP LA data on perspective 	September 2018	ongoing	Staff meetings	None	
4.9	<p>Book Scrutiny –</p> <ul style="list-style-type: none"> Progression Presentation Marking 	September 2018	ongoing	HT & DHT time Staff meetings	None	

	Support teachers in working towards end of KS1 & 2.					
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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						
<ul style="list-style-type: none"> • Both sites are welcoming to children, parents and visitors • Both sites are H&S compliant • Outdoor activity opportunities are increased • 						
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 play trail items for LS	Term 2/3	Term 4			No longer doing playtrail at LS. Track instead?
5.2	Increase signage on both sites	Term 1				
5.3	Investigate LED lighting for both sites. Also other energy efficient opportunities	Term 4				
5.4	Repair fields on both sites	Term 4		external contractor	£2500	
5.5	Working parties – US – brambles, field, finish track, plant hedge, seed field, vegetable patch	Term 1 Term 4		Parental support		2 working parties very successful. US much tidier. Still to complete veg patch. Now tidy pond. LS next year

5.6	H& S compliance – Fire, fixed wiring	Term 2	Ongoing	Caretaker/ SBM/ contractors		All completed. Actions work through during remainder of terms
	H&S Audit	Term 3	2/3 years	LA auditor		No actions

Evaluation

TD Days foci:

3rd September 2018 - Child Protection Training, Fire Safety Training, Epi pen, Asthma

24th October 2019 – Child Protection, SEND, EoKS1 & KS2 expectations

25th February 2019 –Data (Brinkworth)

3rd June 2019 - Cornerstones

25th July 2019 - 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

DHT – Deputy 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

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*

ASP – Analyse School Performance

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