

Bethersden Primary School

School Improvement Plan 2015-16



This plan outlines the actions, resourcing, monitoring and evaluation processes to be taken by Bethersden Primary School to ensure that the school's performance continues on its journey to Outstanding.

Key Priorities for 2015-16

PRIORITY	OBJECTIVES
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1. OUTCOMES	<p>1-1: To ensure that attainment of all pupils, including disadvantaged pupils, is in line with and where possible above national average, with a focus on maths.</p> <p>1-2: To ensure that all pupils, including disadvantaged pupils make substantial and sustained progress, developing excellent knowledge and understanding in reading.</p> <p>1-3: To enable pupils to become prepared for the next stage of their education through deepening learning and embedding a 'Growth Mindset' culture.</p>
2. TEACHING, LEARNING AND ASSESSMENT	<p>2-1: Ensure that all teachers demonstrate a deep knowledge and understanding of the subjects they teach, particularly in line with the new curriculum and that questioning is used effectively to support and challenge pupils.</p> <p>2-2: To support all staff in attaining 100% consistently good & 50% outstanding teaching through: A: Embedding RWI strategies for teaching and learning across the curriculum and maintaining model school expectations at all times. B: Becoming familiar at using the new assessment framework for formal & informal assessment, target setting and provision mapping for all pupils.</p>
3. LEADERSHIP AND MANAGEMENT	<p>3-1: To ensure that the new curriculum is broad & balanced and inspires pupils to learn through confident acquisition of knowledge, understanding & skills</p> <p>3-2: To ensure that both leaders and governors have a deep and accurate understanding of the school's effectiveness and provide a clear focus on promoting equality and diversity across the school.</p>
4. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	<p>4-1: To embed and build upon the school's open culture to ensure that it actively promotes all aspects of pupils' welfare, particularly to ensure that pupils are safe and feel safe at all times.</p> <p>4-2: To maintain excellent standards of behaviour and for individuals or groups with specific needs there is a sustained improvement in behaviour.</p> <p>4-3: To build upon current effective transition procedures, with a focus at key times (R/1, 2/3, 6/7), ensuring that outstanding behaviour and attitude is upheld at all times</p>
5. EARLY YEARS PROVISION	<p>5-1: To provide a highly stimulating environment and exceptional organisation of the curriculum to provide rich, varied and imaginative experiences for all pupils.</p>

GOVERNANCE	<p>In order to move to Outstanding, it is anticipated that the Governing Body will put into effect its own action plan based on the school self -review findings of 2014/15 and feedback from Ofsted inspection March 2014</p>
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Key Issues for Improvement

Key Issue 1: Outcomes (Raising Attainment and Accelerating Progress)

End of Key Stage 2 Targets 2015/16 (Cohort 15 pupils)

Combined Literacy and Numeracy Target: 86% Expected (Proficient)

	Expected (Proficient)	Exceeding (Mastery)
Reading	86%	33%
Writing	86%	33%
Maths	86%	33%

2 levels progress or equivalent	Reading	100%
	Writing	100%
	Maths	100%

End of Key Stage 1 Targets 2015/16 (Cohort 16 pupils)

	Expected (Proficient)	Exceeding (Mastery)
Reading	87%	37%
Writing	87%	37%
Numeracy	87%	37%

Key Issue 2: Teaching, Learning & Assessment (Triangulated monitoring shows that all staff demonstrate strong elements of outstanding teaching and clear understanding of targets and tracking/assessment data)

Key Issue 3: Leadership and Management (All leaders impact positively on learning so that all progress is good and outstanding)

Key Issue 4: Personal Development, Behaviour & Welfare (There are marked improvements in behaviour over time for individuals with specific behavioural needs)

Key Issue 5: Early Years Provision (New EYFS team are uncompromising in their pursuit of excellence for all children over time)

Governors in conjunction with the SLT will regularly monitor and evaluate this Action Plan

Priority 1: OUTCOMES

Continue to build upon and improve pupils' progress and attainment across all subjects and vulnerable groups

Source: 2015 Data & Whole school SIP input

Objective 1-1: To ensure that attainment of all pupils, including disadvantaged pupils, is in line with and where possible above national average, with a focus on maths.				
Success Criteria/Outcomes Impact on pupil progress: EYFS: 100% to achieve exceeding from a baseline of 40-60 months KS1: 31% + to achieve step 9 (Mastery) in reading, writing & maths from a baseline of exceeding in EYFS KS2: 33% + to achieve step 21 (Mastery) in reading, writing & maths from a baseline of 3+ at the end of KS1 Pupils take ownership of their targets and use them as “stepping stones” to achieve next step				
Actions	Lead Person	Dates	Resources	Monitoring (See schedule)
Interventions are focussed, regular and reviewed termly for individual children. Children who receive an intervention for 9 hours a term or more must demonstrate acceleration of progress (1/3 of a step per term).	ED/SB	Term 1 onwards	CPD for TAs	Provision review meeting
Assessment criteria is embedded to ensure that progress and attainment can be tracked and demonstrated in line with the new curriculum. Pupils use criteria as targets to move their own learning on.	ED/SB	Term 1 – Term 6	Set up targets £200	TRA & other schools using ‘Steps’ system
Regular book scrutinies to ensure that staff and pupil expectations are high and consistent. Staff PDM to share books from outstanding schools.	ED/SB/SG	Term 1 onwards	Release time for subject leaders £1000	TRA/LA
Subjects leaders and other staff regularly visit each other’s classrooms to identify good practise and collectively take responsibility for every pupil across the school.	ED/SB	Term 1 onwards	Staff mtg time	PPMs Record of visits
Termly progress meetings with greater collective accountability for pupils across the whole school with a key focus on vulnerable groups. Focus on Growth Mindset for all pupils so that they are focusing on their own individual learning journey.	ED/SB	Termly	Supply cover for staff release £1020	PPM minutes Data
Further develop maths blasters ensuring regular, practical activities are planned for and which may include a ‘pop quiz’ style of learning.	SG	Term 2	Time for teachers to build resource	Observation of teaching Book scrutinies
Build up a resource bank for Maths Blaster activities, which include a focus on listening skills and instruction focused activities.	SG	Term 3	Specific resources purchased £500	Observation of teaching
Improve mental maths across all year groups through planned activities, with a focus on learning times tables.	SG	Term 2	Time for implementation	Observation of teaching Book scrutinies
Evaluation/Next Steps				

Objective 1-2: To ensure that all pupils, including disadvantaged pupils make substantial and sustained progress, developing excellent knowledge and understanding in reading.

Success Criteria/Outcomes Impact on pupil progress:

EYFS: 60% FSM achieve GLD

KS1: 87% disadvantaged pupils achieve 'expected'

KS2: 86% disadvantaged pupils achieve 'expected'

Actions	Lead Person	Dates	Resources	Monitoring (See schedule)
Literacy & Language training to up-skill staff around higher expectations in reading and writing.	SB	Term 1 & 6	Training is £2500 (reduced for model schools)	RWI development days
Consistent use of the library through regular timetabled slots in order to increase pupils' understanding of how to use the library effectively.	SB/KF	Term 1 onwards	Additional resources £1000	Drop-ins
Quality, planned story times for all year groups, which include pupil voice and ensure staff have opportunities to recommend specific authors and share a wide range of genres.	SB	Term 2	Time/supply – SB to monitor	Drop-ins
Promote parent information sessions around RWI, reading for pleasure and reading books. Parents are clear about academic levels and home/school expectations.	SB	Term 1	Time/release SB	Parent feedback
Embed the use of reflective journals and learning logs for pupils and teachers and make specific links to Language & literacy.	ED/SB	Term 1 ongoing	RWI development days £500	Staff/pupil discussion L&L drop-ins
Develop book week into an 'immersion' week to engage all readers and increase parental engagement with a renewed focus on 'passion for reading'.	ED/SB	Term 4	Time/release SB	Planning/books/drop-ins Pupil discussion

Evaluation/Next Steps**Objective 1-3:**

To enable pupils to become prepared for the next stage of their education through deepening learning and embedding a 'Growth Mindset' culture.

Success Criteria/Outcomes Impact on pupil progress:				
EYFS: 80% pupils achieve GLD KS1: 87% pupils achieve 'expected' level KS2: 86% pupils achieve 'expected' level				
Actions	Lead Person	Dates	Resources	Monitoring (See schedule)
Planned immersion days & weeks to inspire learning across all curriculum subjects.	ED	Term 1 onwards	Resources/trips/visitors £1000	Pupil discussions Staff feedback
'Skillstastic', stunning starts/marvellous middles/fabulous finishes include outside speakers from a range of backgrounds to inspire pupils' with their learning.	SB	Term 1 onwards	Resources/trips/visitors £1000	Impact on progress Pupil discussions
Continue to 'set' for RWI & maths to support accelerated progress and/or outcomes for <u>all</u> pupils.	SB/ED	Term 1 onwards	RWI consumables £500	Lesson obs/planning
SEN & pastoral support programmes, including provision mapping, underpin the acceleration of progress for disadvantaged pupils through regular PPMs and provision mapping meetings	SB	Term 2 onwards	Time/supply – ED/SB to monitor	PPMs – progress & attainment data
Evaluation/Next Steps				

Priority 2: TEACHING, LEARNING AND ASSESSMENT
To improve and enhance the standard of teaching and learning across the curriculum through sustained outstanding practice, ensuring that every child achieves their full potential.
Source: Whole School SIP input

Objective 2-1: Ensure that all teachers demonstrate a deep knowledge and understanding of the subjects they teach, particularly in line with the new curriculum and that questioning is used effectively to support and challenge pupils.				
Success Criteria: Pupil achievement and progress continues to support outstanding teaching & learning in the classroom Staff are confident with the new curriculum expectations and become increasingly familiar with the end of year assessment criteria to measure individual pupil attainment Planning reflects cross curricular links, which are explicit in reflecting literacy and numeracy skills across all other curriculum areas				
Actions	Lead Person	Dates	Resources	Monitoring (See schedule)
Whole school topics ensure clear progression throughout the year and ensure that the lower and higher attaining pupils are challenged in every subject through a personalised learning journey.	ED	Term 1	Inset days TRA SL time	Planning scrutinies Pupil discussion Book share
Pupil conferencing is planned, focused and effective in reviewing all children's progress against their individualised targets and enhances the ownership of their learning.	ED/SB/SG	Term 2	Release time for SB/SG Staff mtg time	Planning scrutinies Lesson drop-ins
Implement whole school immersion days linked to topic or specific weeks, which include specialists sharing expertise.	ED	Term 1 onwards	Resources/Specialists bought in £1500	Pupil discussion Staff meeting
Enhance learning opportunities through outdoor provision and activities, with some specific links to promotion of healthy schools.	RC/AS	Term 4 onwards	Release time PPA/staff mtg time	Pupil discussion Staff meeting
Identify effective use of questioning through deepening learning technique (Nick Hind). Share eggs of effective questions.	ED/SB	Term 1	Inset day £800 Nick Hind	Lesson drop-ins Staff meeting
Evaluation/Next Steps				

Objective 2-2: To support all staff in attaining 100% consistently good & 50% outstanding teaching through: A: Embedding RWI strategies for teaching and learning across the curriculum and maintaining model school expectations at all times. B: Becoming familiar at using the new assessment framework for formal & informal assessment, target setting and provision mapping for all pupils.

Success Criteria:				
100% teaching judged to be good with significant elements of outstanding (In- house and external moderation)				
Pupils take ownership of their learning, particularly in pupil conferencing, focusing on independence and self-reflection				
Termly progress reviews ensure children are on track in R, W, M to make accelerated progress, with a particular focus on children working above age expectations (mastery)				
The RWI behaviour management strategies and 5 'Ps' are clearly evident in all learning environments and across the curriculum				
Actions	Lead Person	Dates	Resources	Monitoring (See schedule)
RWI & Literacy /Language training for all staff. Staff are consistent with use of strategies across the school and during all lessons.	SB	Term 1 onwards	RWI training £1500	Lesson observations Staff mtgs/MOFFs
Regular MOFFs continue in literacy and maths to identify strengths and improve areas for development.	SB/SG	Term 1	Time for RK/SB to lead MOFFs	Leaders to observe through drop-ins impact of MOFF
Regular, planned opportunities for staff to observe each other and colleagues in other settings to identify good & outstanding practice.	ED/SB	Term 2-3	Supply for release £1000	Drop-ins Book scrutinies
Teacher's knowledge of the new curriculum and assessment expectations ensures that children who are exceeding age appropriate expectations have relevant challenge to deepen and extend their learning.	ED	Term 2 onwards	Inset training (see above) Cover for PPMs £1200	Lesson obs Book scrutinies
Tracking of children under new assessment system is robust and involves clear target setting (for pupil and staff), formative and summative methods of assessment and provision mapping for any child not achieving expectations.	ED	Term 1 onwards	Pupil progress meetings Supply to cover £1200	PPMs Provision mapping includes AA pupils
Regular book scrutinies triangulate monitoring alongside data and observations and inform T&L judgement.	ED/SB/SG	Term 1 onwards	Time for release £600	Drop-ins PPMs
Evaluation/Next Steps				
Priority 3: LEADERSHIP AND MANAGEMENT				
To ensure that all aspects of L&M impact positively on raising the quality of teaching, learning and progress across the school to outstanding.				
Source: Whole school SIP input				

Objective 3-1:				
To ensure that the new curriculum is broad & balanced and inspires pupils to learn through confident acquisition of knowledge, understanding & skills				
Success Criteria				
All staff fulfil the criteria set as National Teachers Standards (inc performance pay criteria)				
All staff as leaders contribute fully to the School priorities set out in the SIP and linked to their individual subject action plans				
Staff pro-actively undertake CPD around their specific curriculum areas and undertake regular assessments and disseminate this information to other staff				
That staff continue to take a collective responsibility for every child in the school and the impact they can have on every child's progress and attainment				
Actions	Lead Person	Dates	Resources	Monitoring (See schedule)
All staff appraisal is linked to pupil progress and focuses on driving standards up across specific subjects for all pupils. CPD links explicitly to appraisal.	ED	Term 1 & 4	Release time for appraisal Training for appraisers	HT reports PPMs
Assessment in line with the new curriculum is moderated both in school and across the TRA and other schools using the '21 step' system. Exemplars of emerging, expected and exceeding are created for each year group.	ED	Term 3	Time to create exemplars Time given for moderation	TRA LA moderation Staff mtgs
Staff are given regular subject leadership time to monitor, assess and drive their subjects forward and adhere to a well thought out action plan linked to the SIP	SG	Termly	SL time – SG to cover and timetable	Record sheets
Middle leaders set high expectations and regularly monitor books across the school. Staff have opportunities to see books from other schools.	SB	Term 1	Pro-formas and exemplars Books from outstanding schools	Book scrutinies
Linked to T&L: Implement whole school immersion days linked to topic or specific weeks, which include specialists sharing expertise.	ED	Term 1 onwards	Resources/Specialists bought in (£1500 as above)	Pupil discussion Staff meeting
Evaluation/Next Steps				

Objective 3-2:
To ensure that both leaders and governors have a deep and accurate understanding of the school's effectiveness and provide a clear focus on promoting equality and diversity across the school.

Success Criteria				
GB, HT & SLT and middle leaders provide an ambitious and clear vision and direction for the school				
Supportive GB are confident to challenge and question HT & other leaders				
HT, staff and GB have worked together to identify areas of strength and development that feed into a clear school plan focused on raising and maintaining standards				
The motivated and enthusiastic school team are all driving forward together to achieve consistently high expectations				
Actions	Lead Person	Dates	Resources	Monitoring (See schedule)
All staff and gobs have an opportunity to attend a visioning day to identify key priorities for the school	ED/Sam B	Term 1	Inset time	SIP
Rigorous monitoring schedule in place, regularly reviewed by HT, SLT and GB	ED	Term 1 onwards	SLT meeting time	Drop-ins Book scrutinies PDMs, HT report
Development areas from monitoring feeds into whole school and individual CPD for staff development attaining to outstanding	ED	Term 1 onwards	Release time for staff Supply cover & training costs £2000	Staff mtg mins
Regular PPMs & follow-up provision tracking informs all leaders and teachers the whole school attainment and progress picture	ED/SB	Term 1 onwards	Supply cover £1200 (as above)	PPM Data
Subject leaders have opportunities to feedback to governors about the T&L/outcomes within their subject	ED	Term 3	SL release time	Gov mtg mins HT report
Evaluation/Next Steps				

Priority 4: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE
All children and adults are respectful, proud and have an outstanding attitude; exemplifying excellent behaviour for learning.
Source: Whole school SIP input

Objective 4-1: To embed and build upon the school's open culture to ensure that it actively promotes all aspects of pupils' welfare, particularly to ensure that all pupils feel safe at all times.				
Success Criteria To maintain excellent standards of behaviour and for individuals or groups with specific needs there is a sustained expectation of behaviour. Behaviour and safety arrangements are kept under regular review so that every pupil feels safe around school at all times Lunchtime behaviour reflects the outstanding behaviour for learning exemplified in the classrooms				
Actions	Lead Person	Dates	Resources	Monitoring (See schedule)
Attendance officer rigorously monitors each child's attendance alongside the inclusion manager and LA officer and deals quickly with any concerns arising	AT/LB	Term 1	Attendance focused time	LA (EWO) visits
Designate and publicise a friendship bench in the playground through school council engagement and a variety of competitions	DA/KF/SH/AS	Term 2	Signage	Pupil voice Playtime observations
Create a friendship monitors/buddies to monitor the bench and support pupils struggling to play on the playground	KF/LB	Term 1	Buddy/monitor badges £25	Pupil/staff voice Playtime observations
Implement a mood/feeling box through school council to gather pupil view re behaviour/playground	SH/AS	Term 2	Release time for SH/AS	Pupil voice Playtime observations
The strategies in place at lunchtime are embedded to ensure that the general behaviour reflects the outstanding behaviour for learning seen in any learning environment.	SB/JY	Term 1 ongoing	Rewards, top table, music, pastoral support £500	Inclusion mtgs Behaviour charts
Evaluation/Next Steps				

Objective 4-2:
To build upon current effective transition procedures, with a focus at key times (R/1, 2/3, 6/7), ensuring that outstanding behaviour and attitude is upheld at all times.

Success Criteria				
Pupils' feel well-supported through key transition times All pupils settle into learning routines quickly Feedback from parents around key transition times, especially into Year R and 7, is wholly positive and recognises the school's child-centred approach.				
Actions	Lead Person	Dates	Resources	Monitoring (See schedule)
Continue to build on links with pre-schools and secondary schools. Named transition lead to attend network meetings.	LB/RC/SB	Term 5	Release time/supply cover to attend transition mtgs £250	Staff feedback Mtg minutes
Continue targeted access to nurture group at Homewood for key pupils	LB	Term 3	Possible need to buy additional spaces £500	Session feedback Behaviour logs
Build upon effective Year R transition this year with time built in to liaise at nursery, home visits and targeted sessions throughout Term 6.	SB/LB	Term 6	Release time for SB to attend home visits/nurseries	Parent feedback questionnaires
Further develop the end of year transition for all classes to ensure that all pupils, particularly vulnerable & disadvantaged pupils, have clear expectations and feel settled on return to school after the Summer break.	ED/SB/LB	Term 6	Transition time to liaise with next teacher/TA	Staff/pupil discussion
Evaluation/Next Steps				

Priority 5: EARLY YEARS PROVISION
To ensure that outcomes are consistent across all areas of learning and that disadvantaged pupils are close to or closing the gap with their peers.
Source: Whole school SIP input & 2015 EYFS data

Objective 5-1:				
To provide a highly stimulating environment and exceptional organisation of the curriculum to provide rich, varied and imaginative experiences for all pupils				
Success Criteria				
80% pupils achieve GLD				
60% FSM achieve GLD				
Actions	Lead Person	Dates	Resources	Monitoring (See schedule)
Buddy system to ensure Year R pupils feel supported, confident and encouraged at play times.	SB/JY/DA	Term 1 onwards	Friendship bench/zone £250	Pupil discussion
Regular liaison with outstanding EYFS settings to identify exemplary practice and develop this within the Bethersden setting.	SB/ED	Term 3	Release time for CT/TAs	Observation Outcome data
Build upon the outstanding indoor learning environment for all pupils that supports pupil independence and facilitates opportunities across all areas of learning.	SB/WG/LI	Term 2	Planned resources £7500 Toilet £1500	Learning walk GLD data
Create an outstanding outdoor learning environment for the pupils that facilitates opportunities across all areas of learning for all pupils.	SB/WG/LI	Term 1-2	Planned resources £2500	Learning walk GLD data
Evaluation/Next Steps				