

Bearnes Primary School Improvement Plan 2019-2020



Member of The Link Academy Trust

This plan has been created by the Academy Head, in consultation with staff. It identifies strategic developments that the school will endeavour to make during the academic year 2019– 2020. It guides our work and allows the stakeholders to monitor our progress towards reaching our objectives. This plan has been agreed with our Executive Principal and links with the MAT Improvement Plan.

This plan has been written following consideration of:

- Issues that were brought up in the most recent OFSTED inspections for School, and on recent Academy Learning Walks.
- Local & national developments in schools that we know will have an impact on the school during this academic year.

The contents of the plan are in line with the school vision, ethos and values.

OUR CORE VALUES

Excellence: At Bearnes, we believe that every child should achieve their full potential by experiencing an education that is innovative, reflective and responsive to cutting edge educational research. We encourage children to understand the way they learn, the purpose of learning and its relevance to the real world and their future.

Ambition: We foster a healthy lifestyle by developing understanding and encouraging good practice. We provide opportunities for pupils to develop creatively, emotionally, physically, morally and spiritually.

Inspiration: We provide our pupils with an exciting, rich curriculum involving a wide ranging experiences linked to our local environment and the wider world. We provide a stimulating and varied environment which pupils have a say in, and enjoy; where their curiosity, ability to question, think and argue rationally is fostered.

Belonging: We foster sensitivity, tolerance, understanding and responsibility within our schools communities and within our multi-cultural society. We value the contributions of all members of our schools communities, responding positively, rewarding and celebrating together. We ensure children feel confident, safe and secure so that they are able to experiment with their learning.

OUR SCHOOL AIMS

At Bearnes, we ensure that our students benefit from, and respect the diversity of, their environment - learning through educational opportunities from the locality and being involved with the community at all levels.

We have a strong ethos of self- fulfilment for the pupils of our school, while of equal importance is the development of a caring and nurturing attitude to life. We endeavour to provide all children with a safe and secure environment that has high expectations and supports them to fulfil their potential.

The caring, family atmosphere fostered by the school is reflected in the way we praise, encourage and support our pupils to build their self confidence to achieve their very best. As well as providing a broad and balanced curriculum we offer exciting and creative learning experiences. We strive to recognise talents and abilities within our children and to equip them with the skills they need for life- long learning.

This is a small school which offers its pupils an individual, caring and exciting education, we endeavour to reflect the cutting edge of education and give all pupils in this extraordinary school the opportunity to make the most of their talents and qualities.

PROGRESS THROUGH OUR PREVIOUS PLAN 2017 - 2018

School Improvement Plan: Key Issues	Brief update on progress and actions taken
<p>Key Priority 1a - To be at or above national progress for reading, writing and maths with a focus on previous high attainers.</p> <p>Key Priority 1b - To develop skills in life long and independent learning for pupils to achieve personal potential</p>	<p><i>SATs results</i> <i>Reading-75% children achieved the Expected Standard and of them 12.5 % achieved Greater Depth</i> <i>SPaG- 75% children achieved the Expected Standard and of them 37.5 % achieved Greater Depth</i> <i>Writing (teacher assessed)-62.5% children achieved the Expected Standard and of them 12.5 % achieved Greater Depth</i> <i>Maths- 50% children achieved the Expected Standard and of them 12.5 % achieved Greater Depth</i></p> <p><i>Accelerated reader has been motivating for all children and in the new school year there will be more incentives and challenges linked to the children's reading.</i> <i>The library has been audited and we have bought new reading (AR) books through the phonics Hub DfE funding.</i> <i>QFT is embedded into everyday teaching. All children are the responsibility of the class teacher- strong understanding of this in place.</i> <i>Teacher and TA supervision, provision map training and SEND INSET in place has enabled staff to gain a deeper understanding of the children and why we do what we do- positive feedback.</i> <i>Advanced precision teach training- excellent feedback and already having impact in Sycamores- roll out training planned for Autumn 1.</i> <i>Intervention profile tool –limited use due to only 1 intervention (Speech-Link). No 'kick back' since stripping back interventions to ensure TA's are working with and from the provision maps to provide high quality provision under the guidance of the teacher in the classroom- wider impact and good feedback.</i> <i>Some Mike Hughes input – needs consideration for next year to have a deeper whole school impact. Some filing of MH moments and staff who went on the training embed the principles into their practice.</i> <i>5 Star Offer opportunities in place- next step is to highlight this on our curriculum.</i></p>
<p>Key Priority 2 – To set up and deliver a well-resourced and maintained computing curriculum that ensures a broad and balanced delivery of skills and experiences for pupils</p>	<p><i>Soft Egg were supportive and productive though expensive. Limbtec have been ineffective, difficult to communicate with and unable to resolve any issues so far. Several laptops still awaiting licences.</i> <i>Computing Hub- Becky Hawling has been a crucial part of our technological advances this year. Matthew Medd and Becky have been able to ensure changes have been made including Bearnese's proposal for a bronze, silver and gold IT 'package'.</i> <i>Resources audit done. Staff confidence audit to be done.</i> <i>Curriculum planning purchased and being taught consistently.</i></p>
<p>Key Priority 3 - To develop a broad and balanced curriculum that caters for individual need and empowers pupils to tackle current world issues.</p>	<p><i>Rolling programmes in place and solid.</i> <i>B and B curriculum solid and embedded alongside skills.</i> <i>Language to be a focus next year (including DELP training).</i> <i>British Values assemblies weekly- excellent knowledge shown from children.</i></p>

Key Priority 4 - To raise the awareness of and act positively on issues surrounding mental health in pupils, staff and parents.	<i>Assemblies</i> <i>Well-being week</i> <i>Parent run toddler group with mental health champions</i> <i>Mental health champion (SS) on play ground</i> <i>Parent coffee mornings with mental health focus well attended and plans for next year in place.</i> <i>Staff supervision</i> <i>Questionnaires from IIH and AE reflected positively on the school. Ofsted staff feedback was extremely positive.</i> <i>Mental health hub team- variable success but looking more effective for next year.</i>
Key Priority 5 – To develop strategies around writer purpose and raise standards for our non-disadvantaged writers.	<i>Marking policy process- no marking month to develop our own take on response policy. Excellent process to go through with high quality discussion and outcomes.</i> <i>Early morning work boards variable but all in place and having impact. This is a focus for staff INSET next year especially in light of the SPaG in ks2 comment on our Ofsted report. Skills need embedding into children's writing.</i> <i>Phonics work with IL sham Hub- action plan and meeting to streamline good practice from EYFS up into ks1. New books purchased through DfE funding in line with our phonics teaching.</i>

THE PLAN FOR 2019 – 2020

This plan is in two parts;

- **Section A details our key School Improvement Priorities.**
- **Section B is our Maintenance Plan. This details the aspects of the school that require continuous attention in order to sustain current standards.**

The Improvement Plan covers the following areas:

- Quality of Education
- Leadership and Management
- Personal Development
- Behaviour and Attitudes

Individual subject leader action plans link with the main school action plan.

Section A: Key School Improvement Priorities for 2019-2020							
	Objective	Actions to be taken	Key personnel	Resources required Cost	Key dates	Success criteria	Monitoring RAG

<p>Key Priority 1 <i>Quality of Education - Impact</i></p>	<p>To improve the teaching & learning challenge through forensic analysis reflected in improved progress data. This will focus on the progression of reading and spelling skills throughout the school.</p>	<p>All staff to focus on 'Implement/Intent and Impact'. Lesson observations to look at challenge/impact. Pupil progress meetings identify target children forensically. Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been ie- has it improved the child's progress? AR used to dig into the gaps and areas for development for children. Class reading to be purposeful and productive.</p>	<p>AE and subject leads</p>	<p>Release time for TC to monitor - X6 ½ days of supply @£75= £450</p>	<p>PP meetings termly Monitoring termly Blinks- ongoing AR analysis end of each half term.</p>	<p>Staff are focussed on challenging pupils with high expectations. Evidence of challenge is seen in books, when talking to children and staff as well as when in lessons. Staff are able to use the response policy to ensure children are making changes and therefore progress.</p>			
<p>Key Priority 2 <i>Quality of Education - Intent</i></p>	<p>Science; Science curriculum planning, delivery and teaching will be enhanced with a focus on 'working scientifically' and ensuring this is evidenced.</p>	<p>Science week Link with IT (QR codes) Displays in school to show evidence of each strand as examples. Make links with local secondary schools Audit per term- planning meetings to inform.</p>	<p>BH BH/LA BH/AE AE/BH BH/AE</p>	<p>Resources audited and ordered after each termly planning session.</p>	<p>TBC Throughout 2019/20.</p>	<p>'Working scientifically' is evidenced in books and when talking to children. Teachers can confidently deliver the science curriculum and good practice is shared.</p>			

Key Priority 3 <i>Quality of Education - Intent and Implementation</i>	Computing; Middle leaders will lead a high quality computing curriculum and train staff to use IT, including i-pads, to enhance the teaching of all curriculum subjects.	QR codes around school.	BH/LA		Throughout 2019/20 Cost of x1 SLR per Academy.	Teacher's are able to deliver a high quality computing curriculum.			
		Use online quiz/surveys	BH			Technology is visible around the school and across the curriculum.			
		SDU Tech for extra curricular experiences	AE/BH			Parents are able to engage with children's learning (EY-KS2) through technology.			
		Explore SeeSaw/ class podcasts to engage parents and bring them into the classroom.	AE			Children have access to a wider range of resources and experiences which will develop their understanding of how technology can enhance tasks.			
		Photography exhibition	AE/BH						
			ALL						
Key Priority 4 <i>Quality of Education - Intent Behaviour and Attitudes</i>	Hubs; Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a broad and balanced curriculum.	Feedback to school staff from each hub.	KY/BH/TC	Release time £150 per	Throughout 2019/20- Staff meetings for feedback	All staff to have a greater understanding of the position of each subjects current focus, good practice and shared resources.			
		Ensure staff can feed into hub meeting agendas.	AE			All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).			
		Joint staff meetings with Hennock to share messages with strategic leads.	AE/VP						
Key Priority 5 <i>Behaviour and Attitudes</i>	New curriculum; The whole school will embed the new RE and PSE curriculum making meaningful links to our 5 star pledge.	Key days- Community Day, charity events, Cultural days, citizenship	AE/KY	£100 resources	Eid - 23 rd /24 th May Ramadan - 23 rd April	Teachers and TAs are familiar with the RE curriculum and know how to use it in each classroom/year group/differentiated.			
		British Values Assemblies whole school and class.	AE			Children will experience a wide range of cultural events.			
		Seek audit from Sharon Lord	AE			Mental Health – staff and pupils can support and discuss MH issues openly and so pupil and staff absence is reduced.			
		Mental Health/Well-being week	IIH-RH			Reduced playground incidents regarding difference of opinion.			
		Growth Mindset culture	AE/LM						

Key Priority 6 Early Years	EYFS- Expansion of our EY offer to work with families from a younger age enhanced by high quality parent induction and collaborative working.	Induction package designed to set the expectation of engagement required/home-school agreement. Toddler group- eventually this will be parent run. Pre-school open days	KY/AE	X1 DAYS SUPPLY £150	Autumn term	Higher pupil numbers in Pre-school.			
			KY	£100 SETUP	Autumn Term and then ongoing	Higher parent engagement in school events and Tapestry.			
			KY	£50 marketing	Spring term	Higher uptake in home learning tasks and therefore more chn reaching GLD.			

Section B: School Maintenance Plan for 2019-2020

1. Quality of Education- Impact

Area for maintenance	Objective	Actions to be taken	Key personnel	Resources required Cost	Key dates	Success criteria	Monitoring RAG		
1a	Improve progress rates of our current PP and SEND children	<p>Work with RH to identify key pupils and areas where PP need to make accelerated progress and create an action plan for support through analysis of provision.</p> <p>Utilise provision mapping and newly created 'core offer' to support PP pupils learning that is 'additional to and different from' the usual classroom practice.</p> <p>Advanced Precision Teaching training to enable staff to pinpoint provision for individuals.</p> <p>PP meetings– high expectations and close monitoring conversations.</p>	<p>RH AE</p> <p>AE</p> <p>All staff</p>	<p>Staff meeting time</p> <p>Progress meetings</p>	<p>Autumn 1- then termly</p> <p>PP meetings; Jan 2020 April 2020 July 2020</p>	<p>PP pupil will make progress that is in line with or better than non-PP pupils.</p> <p>Leaders and teachers will have a clear vision of how and where to target support for PP pupils.</p> <p>Group data will be clearly presented, tracked and able to be reported on newly created spreadsheet.</p>			

1b	Identify slow movers in lower key stage 2, implement strategies for individuals and track/monitor progress.	Identify slow movers in Key Stage Two and map barriers to learning. 'dig deeper'. BH to use SIMs to track SEND pupils. Ensure these children are a focus in PP meetings. This key group will be scrutinised in all moderation tasks.	AE TC BH (SENDCo) AE/BH/LM	(free training won for this!)	Autumn term Progress meetings Staff meetings throughout the year	Provision for this key group will be regularly monitored and as a result their progress will be at least good. Reasons for slow movers will be identified and actions put in place to counteract slow movement. Progress of key groups will be read alongside transience information, i.e. clear differentiation between groups of learners that have been educated in the school over varying time periods.			
1c	Develop reading comprehension through whole class reading tasks	Identify where the gaps lie in Accelerated Reader in terms of comprehension. Access Renaissance training (AR) for carrying out specific tasks. English Hub Phonics Audit Action Plan and follow up work shop. Phonics training for key staff	TC AE VP TC AE VP KY and AE	Supply costs £450 as outlined in main ASIP. Staff meeting time Staff meeting time	Autumn 2 Autumn 2 (already paid for)	Children will be accessing accelerated reader effectively and easily. Teachers will be using the information Acc reader has to support reading progress and identify areas of strength and development. SLT will spot patterns and trends and use this information to support teaching and learning in reading through staff meetings. Reading and writing skills in KS2 will be enhanced through phonics teaching. Staff in KS2 will have the confidence to apply phonics teaching when addressing these barriers.			
2. Quality of Education- Implementation									
Area for maintenance	Objective	Actions to be taken	Key personnel	Resources required Cost	Key dates	Success criteria	Monitoring and evaluation		

2a	Punctuation and Grammar embedded into writing.	EMWB to be SPaG related to pre teach skills coming up in English as well as address common misconceptions in accordance with our Response Policy. P and G to be a focus for teacher responses and book moderation.	AE/TC and English Hub	Supply costs TBC	TBC	Children will have misconceptions addressed in context away from formal marking which will ensure it is impactful. Higher % of children achieving expected level for SPaG.			
2b	Embed a home learning ethos that has high engagement	Ensure children know what is expected of them in tasks set with some element of choice. Work with parents to share our home learning vision and make them an active part of this process through workshops/open events. Develop system for feedback to parents that support learning at home.	TC AE	INSET training	Autumn 2	More pupils will engage in home learning tasks outside of school. Home school links will become even more positive and parents will feel closer to their child's education.			
2c	Improve the breadth of maths taught.	Scrutinise maths planning and ensure we are able to cover all units with the appropriate pace as children's understanding is secured. Maths Mastery course Develop the role of strategic and school based maths leads to ensure monitoring is tight and reflective of our data.	VP AE Jon BH	Supply costs TBC		KS2 Maths results will be in line with national ave. All children's maths progress will increase. Staff will have a clear understanding of how to manage/timetable White Rose units effectively to ensure breadth.			
3. Leadership and Management									
Area for maintenance	Objective	Actions to be taken	Key personnel	Resources required Cost	Key dates	Success criteria	Monitoring and evaluation		

3a	Learning walks; to develop a system that balances accountability with support and leads to outstanding practise being shared and developed across the academy.	<p>Rebranded LW's</p> <p>Learning walks focus on the current needs of the school identified by the AH.</p> <p>Staff given the opportunity to lead parts of learning walks and feed information back to SLT.</p> <p>Coaching used as part of Learning Walk culture.</p>	<p>AE</p> <p>Subject leads</p>	Release supply for subject leads TBC	Termly	<p>Learning walks will inform SLT of current standards.</p> <p>Learning walks will engage staff and support professional dialogue and development.</p> <p>Raise standards as highlighted in ASIP.</p>			
3b	Middle leaders and AH to work together to monitor subjects and their areas for development.	Use the new middle leader structure and monitoring cycle to support ML's in knowing the position of their subject.	<p>AE</p> <p>Subject leads</p>	Release supply for subject leads TBC	Ongoing	ML's know the data position, books and teaching standards which will inform further staff CPD and action plans.			
4. Personal Development, Behaviour and Attitudes									
Area for maintenance	Objective	Actions to be taken	Key personnel	Resources required	Cost	Key dates	Success criteria	Monitoring and evaluation	
4a	5 star pledge to inform assemblies and be embedded into our curriculum.	<p>Staff to ensure planning is reflective of the 5 Star Pledge.</p> <p>Identify pledge opportunities on our rolling programme.</p>	AE	Staff meeting time		<p>Termly planning meetings</p> <p>Spring term</p>	Planning will reflect wider curriculum opportunities.		

4b	Monitor and act upon attendance issues to ensure we sit above the national average.	<p>Persistent absentees will be supported to get to school daily and on time.</p> <p>Attendance Award given to class with highest percentage weekly and percentages published in the weekly newsletter.</p> <p>Monitor attendance half termly and communicate with parents according to attendance need – verbally as well as written.</p> <p>Late arrivals will need to wait at the office before being let into the main school to ensure they see JH and receive a late card to give to their teacher.</p> <p>AE to stand on the gate after the bell.</p> <p>Website tab updated with leaflets from LL/PH.</p>	PY AE EWO AE	N/A	Ongoing monitoring	Attendance percentages will increase. Pupil lateness will decrease. Parents will value their child's education and the impact that absence has on this. Attendance data will remain at the national average			
4c	Staff well-being	<p>Offer staff supervision termly (Paula Davies from MAST)</p> <p>Give Back Day</p>	AE/IIH AE	6 hours of MAST hours already accounted for by IIH. Cover if HLTA's not available.	Termly Ongoing	Reduced staff absence/turn over.			
5. Early Years Provision									

6a	Improve the outcomes for pupils on leaving the EYFS.	Enhance the induction of all EYFS pupils (from admission date) to set the expectation of parental engagement. Use the new pilot baseline assessments to plan individual provision on prov. Map and set targets for GLD. Run EYFS Hub meetings for the MAT.- info fed back to the EYFS team at Bearnas.	AE KY	In house training opportunities for staff. Release time- ½ day each term	Summer 1 Autumn 1 Termly	At least 72.4% (national ave. 2018) of EYFS leavers achieve the 'Good Level of Development'. Baseline assessment will inform planning and provision, enhancing progress and attainment. EYFS staff will be up to date with current policies, assessment and curriculum changes.			
6. Premises									
6a	New classroom to replace hall classroom as a result of the unsuccessful EYFS bid 2019.	Meet with Kay to plan/cost. Planning permission sought. Builders instructed. Build to take place from Oct 2019	AE/MM	DCC funds	Summer 2019 From Oct 2019	A new classroom to hold Y 3 and 4, remove EYSF from the hall and return to old set up. Temp hall room will be removed to ensure our hall space and classrooms are fit for purpose with PAN of 15.			
7. Community and Environment									
7a	Develop our well established Community ethos to reach more people throughout the year	Community figures into school to develop growth mindset. Work with school council to develop Community Day.	AE and KY with school council		Termly Summer term £100 resources	Children will experience 'giving back' to others and take part in charity events which supports others. Empathy and generosity as a focus.			