**Bearnes Primary School Improvement Plan 2018-2019**



Member of The Link Academy Trust

This plan has been created by the Head of School, in consultation with staff. It identifies strategic developments that the school will endeavour to make during the academic year 2018 – 2019. 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**

**Teaching and Learning :**

**Improve standards in spelling across the school.**

**Enhance the scope and depth of teaching British Values, PHSE and SRE across the school;**

**Behaviour and Safety:**

**Enhance support for SEMH through the formal introduction of attachment based mentoring.**

**-***At the beginning of the year there was time allocated to this but this wasn’t consistent all year. When it took pace the impact on children’s resilience and ability to self regulate was huge. Key pupils recorded incidents on Behaviour Watch lessened as a result. High quality whole staff training on removing pupils barriers to learning (Sept 2018) will ensure QFT is in place to support pupils. Provision Maps can provide the opportunity for ABM to take place.*

**Make use of the close working relationship we have with the Inclusion Hub based on site.**

**-***The courses themselves were high quality and well received. There was not always time given to follow up the strategies taught with key pupils. This year we will ensure that this is built into provision mapping.*

**Quality of Teaching, learning and Assessment:**

*To deepen understanding (mastery) of mathematical ideas by embedding the CPA progression;*

*-Guided whole class modelling has secured engagement from children.*

*-Children have grown in confidence when sharing and discussing their learning and explaining their answers.*

*-The children’s work showcases the children’s understanding through a variety of ways including; drawing and explanation.*

**Achievement:**

Recruit and upskill additional governor

*- This was not achieved.*

**THE PLAN FOR 2018 – 2019**

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:

* Outcomes for Pupils
* Quality of Teaching
* Learning and Assessment
* Leadership and Management
* Personal Development and Welfare
* Community and Environment.

The objectives this year build on last year, under leadership from the Head of School and Executive Principal.

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

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| Section A: **Key School Improvement Priorities for 2018-2019** | | | | | | | | | | |
|  | Objective | Actions to be taken | Key personnel | Resources required Cost | Key dates | Success criteria | Monitoring  RAG | | |  |
| Key Priority  1a  **Outcomes for pupils** | **To be at or above national progress for reading, writing and maths with a focus on previous high attainers.** | Embed the Quality First Teaching tool kit to support teachers in ensuring that their teaching is supportive of all learners.  Supervision run by the Academy Head with teaching assistants to support their understanding of our SEND pupils learning needs. Case study lead- problem solving through discussion.  Advanced precision teaching training from MAST for all teachers and TA's.  Introduce the intervention profile tool to ensure that all interventions are effective and regularly monitored to ensure progress. | AE | Advanced Precision Teach Training | Sept ‘18 whole staff training  July 2018  November 2018  Feb 2019  May 2019  June2019  Spring term  Cost via Inclusion Hub | Previous high attainers and ‘non disadvantaged’ pupils progress data will be better than expected in that they will sit in line with or above historical data.  Staff knowledge of children’s learning needs will be reflected in children’s progress and supported by high quality, well informed professional dialogue.  Pupil provision mapping will show measurable progress and the impact will be tangible. Provision will be high quality and QFT will reduce the amount of |  |  |  |  |
| Key Priority 1b  Teaching and learning | **To develop skills in life long and independent learning for pupils to achieve personal potential** | Core group attending MH sessions will provide staff training around the Magenta Principles.  Coaching techniques in place to provide opportunities for professional development, discussion, support and accountability.  Regular videoing of lessons to be a part of our CPD reflective culture.  Embed the 5 Star Core Offer | AE  SC  TC (SL) | Supply costs  x2 staff x4 core group MH sessions.  Autumn 2018 | Mike Hughes training throughout the year- staff meeting time to feed back and discuss this learning culture.  Discussion and exploration with staff team | A whole school culture of exhilarating and engaging learning will be evident in every classroom through discussion and attitudes. Children will display a deeper understanding through their knowledge of how they reached this understanding (metacognition).  Teachers will facilitate opportunities for children to think, talk and ‘do’ in every lesson, considering the ways in which children engage with the information they are given to reflect the Magenta Principles.  Coaching will enable reflection and professional dialogue to develop teaching and learning progress.  Staff meeting to reflect on what we do and what is important to Bearnes reflective our own aims. |  |  |  |  |
| Key Priority 2  Computing | **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** | Secure an IT support package to enable the technology at Bearnes to work at its full capacity.  Establish a MAT computing hub working group to facilitate audits, curriculum overviews and skills document to ensure our pupils access ‘cutting edge’ computing opportunities.  Audit staff and pupil attitudes to computing and develop an action plan to solve areas of concern.  Audit computing resources and develop an action plan which will map out the needs and costs in order that the computing curriculum is taught effectively. | AE  SC  VP  BH | SoftEgg  To be competed after the audits | To be competed after the audits | Technology will be consistently working to a good standard, up to date and replenished in order to reignite the teaching of an exhilarating computing curriculum.  Staff and children will have their computing barriers alleviated and as a result teaching and learning will be innovative.  Computing will be embedded in all areas of the curriculum to enhance the ways in which children engage with information (Mike Hughes’ Magenta Principles) |  |  |  |  |
| Key Priority  3  Curriculum | **To develop a broad and balanced curriculum that caters for individual need and empowers pupils to tackle current world issues.** | To explore the term ‘broad and balanced’ and consider what this means within the culture of learning of Bearnes.  Ensure our rolling programmes across all key stages and subjects are ‘broad and balanced’, concise and draw pupils in to learning.  Skill sets planned for including subject specific, relevant and up to date language | AE  SC  TC  VP | £250  Supply costs for SLT staff-internal where possible. | Ongoing  Autumn 1 INSET 27/9/18  Ongoing | Pupils will engage with a curriculum that enables them to use their knowledge from ‘subjects’, in their approach to **all** learning.  Pupils will develop their ‘learning language’ which will enable them to discuss their understanding and reflect upon *how* they are learning. |  |  |  |  |
| Key Priority  4  Well-being and mental health | **To raise the awareness of and act positively on issues surrounding mental health in pupils, staff and parents.** | Collate information on our mental health position as a staff and for the pupils.  Establish the focus of the Mental Health Hub team to enable us to access appropriate training and resources.  Embed personal well-being as part of our work culture through supervision, social media, newsletters, assemblies and training.  Ensure pupils have a ‘voice’ and the language with which to express their concerns and needs  Mental Health Champion on the school council/ in the playground to be able to support some playground issues.  Identify children with and those of, parents with mental health needs as a key group and ensure they are making sufficient progress. Support these families through regular coffee morning supervision. | AE  RH  JM | Supply costs  £500  Termly well-being activity to be explored.  KY  -PSE/ Assembly resources £100  -Training to be explored through IIH  £100- refreshments | Autumn 2 | Staff and pupils at Bearnes will have knowledge of how to talk about and look after one another’s mental health. Positive mental health will impact on staff well-being and therefore the culture at Bearnes.  Our stakeholders concerns will be heard, discussed and supported. Pupils, staff and parents will feel listened to and supported.  Pupil council- self-elected allows children to share their views and opinions to drive change.  Pupils will feel supported in the emotional aspects of their life and know how to express concerns, needs and seek support to stay ‘mentally healthy’.  Behaviour Watch monitoring will show a growing a resilience amongst pupils when dealing with daily issues.  The parents will have an understanding of how to encourage a mentally heathy lifestyle for their families.  Parents and families at Bearnes will have a positive link with the school and a ‘voice’ to share their concerns prior to these having a detrimental impact on their children’s lives. |  |  |  |  |
| Key Priority 5  Curriculum standards - writing | **To develop strategies around writer purpose and raise standards for our non-disadvantaged writers.** | Revisit sequences with a focus on purpose and individuality.  Develop pupil working groups around the editing process that improve pupil outcomes, develop pupil accountability and coaching skills and support purpose and audience.  Develop paired writing strategies that support daily classroom practice.  To embed a G&T writer programme that ensures writers get opportunities to work with gifted writers, professionals, aspirational environments and that writing is published and celebrated.  Embed daily spelling tasks to ensure that children are applying the spelling patterns.  Key Stage One phonics teaching will be enhanced to ensure that spelling patterns are embedded in their independent writing. | TC  AE  TC  TC/AE | TC release 1 day a half term to plan/deliver  £900 (450 with Hennock)  TC released-IH funded to run a GT writer workshop. Other subject leads to do the same.  Training grant applied for.  (£250 supply cover) TSA |  | Children will be passionate about their writing experiences.  Children will bounce off each other, professional writers, resources are in place within their environment to produce writing of a high standard.  Children will edit effectively and develop peer coaching that positively impacts the coach as well as the recipient.  SPaG results will improve for non-disadvantages pupils.  Key Stage One phonics results will continue on an upward trend.  Key Stage One writing will be reflective of high quality phonics teaching. |  |  |  |  |

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| Section B: **School Maintenance Plan for 2018-2019** | | | | | | | | | | | | |
| 1. Outcomes for Pupils | | | | | | | | | | | |  |
| **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 children** | Work with BH to identify key pupils and areas where PP need to make accelerated progress and create an action plan for support.  Utilise IIH provision mapping and wave 1 strategies to support PP pupils learning that is ‘additional to and different from’ the usual classroom practice.  Advanced Precision teaching training to enable staff to pinpoint provision for individuals.  Appraisal targets for writing leading to developed data tracking in writing for groups – high expectations and close monitoring conversations  PP children part of staff meeting monitoring scenarios – ensure spotlight  Ensure that pre-teaching becomes a daily intervention for PP children | BH  AE  AE | Twilight time to train all staff. | Autumn 1- ten termly  PP meetings  7.1.19  23.4.19  3.6.19 | Provision Map reviews will show children moving through the graduated approach and away from further provision that is ‘additional to and different from’ teachers planning therefore TA’s will be working within the classroom more. Less 1:1 isolated work.  PP pupil will make progress that is in line with non-PP pupils.  Leaders and teachers will have a clear vision of how and where to target support for PP pupils.  Group data will be clearly presented and able to be reported  SLT and teachers will have a clear idea about where to target support and track pupils | |  |  |  |  |
| **1b** | | **Identify slow movers within 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’.  Ensure these children are a focus in Progress meetings.  This key group will be scrutinised in all moderation tasks.  Pupils part of staff meeting moderation exercises – ensure spotlight | AE  TC |  | 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.  Teachers personal practice will develop in line with individual Quality First Teaching and learning techniques | |  |  |  |  |
| **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) with SLT team for carrying out specific tasks.  PP meetings use data to discuss pupil progress in reading. Ensure pupils are discussed as readers – guided reading adding to discussions | TC  AE  SC  TC AE  VP SC  AE | Supply costs £500 | Autumn 2  Autumn 2  (already paid for)  Spring term staff training | 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. | |  |  |  |  |
| 1. Quality of Teaching, Learning and Assessment | | | | | | | | | | | |  |
| Area for maintenance | Objective | | Actions to be taken | Key personnel | Resources required Cost | Key dates | | Success criteria | Monitoring and evaluation | | |  |
| **2a** | **Use the coaching model to improve the quality of teaching and learning for more teaching to be outstanding over time** | | Staff meeting time dedicated to watching videos of classroom practice and pupil learning behaviour – how can we develop our practice to support these learners? | AE | N/A | Autumn term 2018 | | Teachers will gain an in-depth understanding of the barriers and support strategies used y pupils in their class.  Reflecting on these critically will change and develop practice and support independent learning and standards.  The school will develop an ethos around getting to the nub of successful practice and effective provision for all pupils. |  |  |  |  |
| **2b** | **Develop ‘response policy’ to ensure include guided learning, marking, pupil marking and feedback, target setting all are worthwhile and link to progress.** | | Work with the heads and staff to develop and implement a policy to replace the marking policy.  Consider our current marking policy – Maths and English  Consider way in which we currently feedback to pupils  Redesign our marking policy to include a wider response policy ensuring teachers spend more time marking for impact and discussing learning/promoting independent learners. | Heads and then Academy staff | HofS meetings  INSET training time | Spring term | | The teacher’s response to pupils work is an active part of the learning process.  Any written responses are purposeful and acted upon by pupils.  Children will take more responsibility for their own learning and progress.  Teachers workload will be scrutinised and marking will only take place if impact is evident. |  |  |  |  |
| **2c** | **Promote a home learning ethos whereby pupils in key stage 1 and 2 are initiating and taking ownership over tasks.** | | 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.  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. |  |  |  |  |
| 1. Leadership and Management | | | | | | | | | | | |  |
| Area for maintenance | Objective | | Actions to be taken | Key personnel | Resources required Cost | Key dates | | Success criteria | Monitoring and evaluation | | |  |
| **3a** | **To continue to improve how data is interrogated to evaluate the effectiveness of the school in all core areas with special regard to PP, SEND and slow movers.** | | HofS to make clear the impact the school is having on key pupil groups by up-skilling in order to interrogate data using SPTO.  SEF reports will use this data to better show the impact of the school. | AE  RH | NA | Ongoing | | 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. |  |  |  |  |
| **3b** | **Learning walks;**  **to develop a system that balances accountability with support and leads to outstanding practise being shared and developed across the academy.** | | Learning walk relationships built between Heads of School that support an improvement culture and provide a critical friend.  Learning walks focus on the current needs of the school identified by the HofS/SLT and staff.  Staff given the opportunity to lead parts of learning walks and feed information back to SLT.  Coaching used as part of Learning Walk culture. | AE  TC | 3 days release for H of S | Termly | | Learning walks will inform SLT of current standards.  Learning walks will engage staff and support professional dialogue and development.  Learning walks will inspire all schools within the Academy. |  |  |  |  |
| **3c** | **Engage pupil, parent and community voice to develop and sustain school and community culture** | | Coffee mornings and open day early in the year gives parents a voice to discuss and shape the future of the school, sharing our vision for the coming year.  A programme of Back to School sessions engages parents in the life of the school and encourages them to celebrate their child’s learning with them.  Parents support of the school grounds/environment encouraged through Love Our School Days and our events as invited by the school council. | AE  RH  AE  BS  KY | £100 –refreshments | Coffee mornings;  19th Sept 18  5th Nov 18  Open and Back to School Day; 9 th Oct  Spring and Summer Term | | Parents will have a voice and will be involved with the direction of the school.  Parents will be aware of current educational thinking and support their child at home with greater confidence.  Parents will engage with and support school events. |  |  |  |  |
| **3d** | **Support link school within the MAT forging an SLT and developing shared roles and responsibilities** | | Designate roles of Senior teacher  Complete job description and discuss school roles – core subject areas  Block meetings and agenda points across the year. | AE SC  TC VP | Supply costs  £400 | Half termly meetings | | Practice shared between Bearnes and Hennock will support teacher expertise and workload.  It will encourage open minded approaches for all children and ensure outward progression.  Children will develop links with pupils from different schools and backgrounds and develop empathy and resilience. |  |  |  |  |
| **3e** | **Recruit and up skill governors - provide the school with a supportive, reflective partner and ensure a culture of learn, support and challenge is embedded.** | | Establish a programme enabling Governors to continually update their knowledge of the school, allowing them to effectively hold school leaders to account in terms of teaching and learning.  Design and implement an induction programme for new Governors  Develop reporting system that supports learn, support and challenge ethos. | SC  AE  ND  N&T govs | HOS programme | 2.10.18 | | A full governing body will operate.  75%+ attendance combined on meeting and program events.  HOS will evidence how they’ve responded to Gov’s questions to show learn, support and challenge is having an impact. |  |  |  |  |
| 1. Community and environment | | | | | | | | | | | |  |
| Area for maintenance | Objective | | Actions to be taken | Key personnel | Resources required Cost | Key dates | | Success criteria | Monitoring and evaluation | | |  |
| **4a** | **Continue to build on strong community links with local churches, old people’s centres and businesses and charities in order to instil community identity and respect.** | | Establish a school ambassadors/‘friends of Bearnes’ group made of various stakeholders to share our vision, fund-raise, support and spread the word about the school.  Community links established to engage with and support our school events.  Eco awareness- recycling to be put ‘back on track’ throughout the school. Recycling team to run an assembly for pupil awareness. Eco Warriors to oversee recycling. | AE  KY  BS  HM | Internal cover for 1 day per term to organise events.  Marketing- £100  N/A | Community day in Summer 2 2018. | | Pupil voice and leadership skills are developed alongside community spirit.  School maintains good reputation and place at the heart of the local community and pushes further afield. Traditional Media and social media coverage of events promotes the school.  The pupils will show an understanding of the importance of recycling and the impact this has on our local environment. |  |  |  |  |
| 1. Personal Development, Behaviour and Welfare | | | | | | | | | | | |  |
| Area for maintenance | Objective | | Actions to be taken | Key personnel | Resources required Cost | Key dates | | Success criteria | Monitoring and evaluation | | |  |
| **5a** | **Develop the close working relationship we have with the Inclusion Hub to support staff and pupils.** | | Engage with IIH events and support regarding emotional resilience.  Induct new SENDCo support via secondment by working alongside SENDCo/HofS on EHC applications and TAF’s.  Embed the SEND class folder and monitoring cycle to ensure provision is in place and measured for impact regularly via the Graduated Approach.  Use the new curriculum framework for PSHE to develop a tailored curriculum that supports our pupils and links with our rolling programme. | AE  RH  JM  AE  JM  AE  VP |  | Ongoing  Ongoing  Autumn 1  (20th Sept) | | Pupils who often disregulate will have their emotional needs addressed and therefore they will manage the challenges of a school day.  Staff well-being and morale will be increased due to the support with children displaying challenging behaviour.  SENDCo support will develop an enhanced knowledge of SEND processes, provision and pupils needs.  Pupil’s barriers to learning will be identified early and provision will support individuals to make progress.  PSHE will have a high standing within the curriculum and the day to day running of the school. |  |  |  |  |
| **5b** | **Monitor and act upon attendance issues to ensure we sit well above the national average.** | | Persistent absentees will be supported to get to school daily and on time.  Attendance Award given to class with highest percentage weekly and percentages published in the weekly newsletter.  Monitor attendance half termly and communicate with parents according to attendance need – verbally as well as written. | TR  AE  EWO  AE | N/A | Ongoing  Monitoring  15.10.18  10.12.18  11.3.19  1.4.19  20.5.19  15.7.19 | | Attendance percentages will increase.  Pupil lateness will decrease.  Parents will value their child’s education.  Children will want to come to school.  Attendance data will remain above the national average |  |  |  |  |
| 1. Early Years Provision | | | | | | | | | | | |  |
| **6a** | **Improve the outcomes for pupils on leaving the EYFS.** | | Establish a new EY leader and EY TA  Use baseline assessments to plan individual provision on prov. map.  Attend EYFS Hub meetings | AE  KY | In house training opportunities for staff.  Twilight | Summer 1  Autumn 1  Ongoing | | At least 70% (national ave. 2017) 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. |  |  |  |  |
| **6b** | **Enhance the EYFS outdoor learning environment to facilitate independent learning opportunities.** | | Removal of broken mud kitchen.  Rebuild and rejuvenate the planters in EYFS garden.  Enhance ‘open ended’ resources to ensure frequent high quality, child led learning opportunities. | AE  BS  KY | £500 | Autumn term | | Outdoor space is utilised and made fully accessible for independent and purposeful play.  EYFS pupils will initiate and talk about their learning independently. |  |  |  |  |
| 1. Premises | | | | | | | | | | | |  |
| **7a** | **Re-submit CIF bid for essential building expansion- mezzanine floor in the hall to accommodate key stage two.** | | Business Manager to re submit a CIF bid via EYFS funding | MM | Time resources | Ongoing | | Replacement classrooms that are fit for purpose and meet guidance on space allowance per pupil. |  |  |  |  |