



Billingshurst Primary School

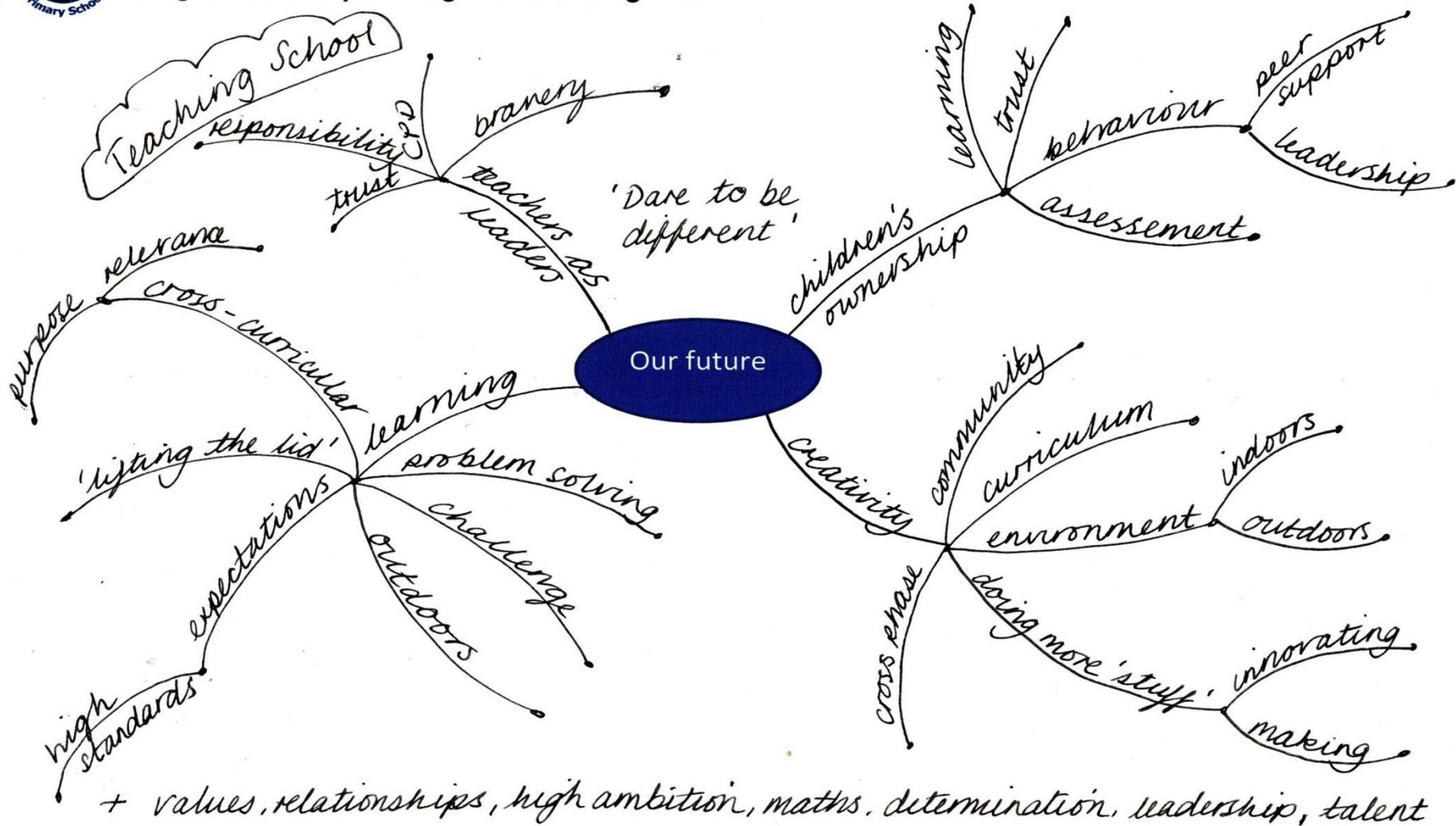
**Moving to Outstanding plan
2016-2018**

Billingshurst Primary School: Moving to Outstanding Plan 2016 - 2018



- finance, statutory assessments, over-complication, will, time, staffing

Billingshurst Primary 'Moving to Outstanding' Plan



Billingshurst Primary School: Moving to Outstanding Plan 2016 - 2018

School Improvement Plan for 2016 – 2018

Details specific to 2016 – 2017 where funding is known

Revision for 2017 – 2018 to achieve milestones in light of new funding for 2017 – 2018

Vision – ‘Our future’

1. Outcomes – overview plan with specifics detailed in 2 -4
2. Effectiveness of Leadership and Management
3. Quality of Teaching, Learning and Assessment
4. Personal Development, Behaviour and Welfare

These should be read in order as Leadership defines Teaching which defines Behaviour.

Aims:

- Excited, happy learners who achieve the very highest progress and attainment
- Achieve ‘outstanding’ criteria for Ofsted 2018
- Achieve Teaching School status
- Establish strong relationships with Initial Teacher Training Universities
- Leadership of BPS is supporting, and learning from, other schools
- Manage effectively the financial constraints
- All teachers see themselves, and act as, leaders with the established ‘competence’ and ‘clarity of vision and purpose’ to underpin this
- Children are partners in assessment, learning, curriculum design and management of behaviour

Billingshurst Primary School: Moving to Outstanding Plan 2016 - 2018

Key area of school Improvement 1: Improved outcomes for all children

Governor responsibility: Rachel Chambers

Success Criteria: Current pupils make substantial and sustained progress across the curriculum. Progress of disadvantaged, disabled and SEND children matches or is improving towards that of other pupils with the same starting point. Progress is above average for all groups of pupils

Milestones: These will be adjusted once national and school data is published in Autumn 2016 and school performance parameters are known. New statutory assessment expected for summer 2017.

By end of summer term 2016: Outcomes at all three key stages are at least in line with national averages, including that of vulnerable children (SEND, disadvantaged and Gypsy Roma Traveller Heritage). Analysis of outcomes identifies and informs plans for 2016 -2017

By end of summer term 2017: Attainment is at least in line with national averages and progress is above that of similar children nationally

By end of summer term 2018: Attainment is at least in line with national averages and progress is above that of similar children nationally

See also specific English and Maths Improvement plans and Pupil Premium report for Governors and Parents



Billingshurst Primary School: Moving to Outstanding Plan 2016 - 2018

| Objective | Tasks | Lead | Timescale | Resources (including cost) | Monitoring | Impact on standards/quality of teaching | Evaluation: to be RAG rated half-termly |
|---|---|--|--|---|--|---|---|
| <p>From each different starting point, the proportions of children making and exceeding expected progress in English and maths is high compared with national figures. Attainment is at least in line with national averages.</p> | <ul style="list-style-type: none"> Implement standardised testing Improve the quality of teaching through <ul style="list-style-type: none"> Quality CPD plan Identifying support and improvement targets Rigorous PM Set ambitious targets at child and school level Develop strategies to inform parents effectively of expectations and child's progress <ul style="list-style-type: none"> Parents' meetings Parent workshops Website Social media Undertake locality project on writing in KS2 and KS3 with a focus on action research (Teachers as Leaders) | <p>DHT HT HT HT/SLT HT</p> | <p>Sept 16 On-going SDR Nov 16 Autumn 16 Sept 16 onwards</p> | <p>Costs of tests £2727.15 CPD time: staff meeting and Inset SIP @ £350 per day None Locality funded</p> | <ul style="list-style-type: none"> Outcomes of standardised tests Autumn and Spring term. Leaders reports to FGB HT report to FGB SIP visit report Nov 2016/17 Parent Questionnaire Feb 2017 Evaluation of locality project: Summer 2017 | <p>Current children make substantial progress across the curriculum. Outcomes are judged as outstanding with progress above the national average and attainment at least in line with national average.</p> <p>Parents report they are well informed about their child's progress and the progress of the school. They know what their child needs to do to progress.</p> | |

 Billingshurst Primary School: Moving to Outstanding Plan 2016 - 2018

| Objective | Tasks | Lead | Timescale | Resources (including cost) | Monitoring | Impact on standards/quality of teaching | Evaluation: to be RAG rated half-termly |
|--|---|--------------------------------------|--|--|--|--|---|
| <p>Progress across the curriculum for disadvantaged, SEND and GRTH children matches that of children with the same starting points</p> | <ul style="list-style-type: none"> • Pupil Premium targets additional teaching time for disadvantaged children (PP) and children at risk • Planning, targets, inclusion and focused teaching identified all relevant groups at risk of falling behind • A GRTH Raising Achievement Plan identifies specific needs and support with identified outcomes. TES LA support assists school in building relationships and attendance of this growing group | <p>HT</p> <p>HT</p> <p>Inc Ld/HT</p> | <p>April 2016 on-going</p> <p>On-going</p> <p>April 2016 onwards</p> | <p>Pupil premium funding £90,00 2016/17</p> <p>None</p> <p>EMAT time</p> | <ul style="list-style-type: none"> • HT report to FGB and parents on PP funding use and outcomes Summer 2016 Revised Autumn 2016 • Report to FGB Nov 16, March 17 and June 17 • Report to governors. • Evaluation of achievement of GRTH Sept 16 • SDR audit Nov 16 • Attendance reports | <p>Progress and attainment for disadvantaged, SEND and GRTH is at least in line with national averaged in 2016 and exceeds in 2017.</p> <p>All groups are progressing as well as children nationally with the same starting points.</p> <p>No group is disadvantaged by poor attendance.</p> <p>Analysis of Pupil Premium spending shows impact on the progress of disadvantage pupils</p> | |

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|---|---|
| <p>Key area of school Improvement 2: Effectiveness of Leadership and Management</p> <p>Governor responsibility: Rachel Chambers</p> | <p>Success Criteria: The effectiveness of leadership and management is judged as 'outstanding' with: consistently improving outcomes for pupils, especially disadvantaged; actions secure substantial improvement in outcomes for disadvantaged and SEND; teaching is highly effective across the school; teachers are motivated and trusted to take risks and innovate in ways which are right for their children</p> |
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| <p>Milestones:</p> <p>By end of summer term 2016: Staffing is established for 2016/17. Outcomes are at least in line with national averages in all key stages. A review of leadership roles and responsibilities is completed</p> <p>By end of summer term 2017: Teaching and learning is consistently strong and outcomes for children, especially disadvantaged and SEND are above the national average when comparing similar starting points. Progress is underway to achieve Teaching School status</p> <p>By end of summer term 2018: Leadership and management is judged as outstanding. Teaching, learning and assessment is outstanding. The school has achieved the status of teaching School</p> |
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A reduction in leadership capacity of the equivalent of 1.4 FTE for September 2016: DHT to take on KS1/EYFS leadership. Expect to appoint KS1/EYFS Assistant Head for Sept 2017

 Billingshurst Primary School: Moving to Outstanding Plan 2016 - 2018

| Objective | Tasks | Lead | Timescale | Resources (including cost) | Monitoring | Impact on standards/quality of teaching | Evaluation: to be RAG rated half-termly |
|---|---|---|--|--|--|--|---|
| <p>To ensure effective leadership and management with reduced capacity of leadership team</p> <p>All leaders have a deep and accurate understanding of the school's effectiveness:</p> <ul style="list-style-type: none"> - SLT - TLRs - UPS - teachers <p>Ensure effective</p> | <p>Review of roles and responsibilities.</p> <p>Review of UPS leadership roles</p> <p>Review of TLR leadership</p> <p>Plan and implement CPD for all leaders at all levels:</p> <ul style="list-style-type: none"> • School's performance and targets • School data • Views of children and parents • Roles and responsibilities of all leaders | <p>HT</p> <p>HT</p> <p>HT/DHT</p> <p>HT/DHT</p> | <p>By July 2016</p> <p>Nov 16 Sept 16</p> <p>Jan 17</p> <p>Sept 16</p> | <p>None Leadership meeting time</p> <p>Staff meeting time, Inset, leadership meetings TLR release time £4270</p> | <ul style="list-style-type: none"> • SLT minutes summer term 16 • Report to standards committee and FGB June 2016 • Published leadership structure June 2016 • SIP visit June 2016 • Leadership meeting minutes • Staff meeting minutes • CPD plans termly • Pupil questionnaire • School Council minutes • Parent Questionnaire | <p>Leaders and governors focus on consistently improving outcomes for all children, especially disadvantaged. Progress in all areas of the curriculum is at least in line with national averages in all key stages. All leaders fully support HT/Govs drive for improvement.</p> <p>Leaders at all levels focus on consistently improving outcomes. Year teams are working effectively to improve Outcomes, Quality of teaching and Behaviour to meet the milestones</p> | |

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| Objective | Tasks | Lead | Timescale | Resources (including cost) | Monitoring | Impact on standards/quality of teaching | Evaluation: to be RAG rated half-termly |
|---|---|--|------------------------------|--|--|--|---|
| monitoring and evaluation in light of changes to assessment of the curriculum and school performance indicators; ensure monitoring and evaluation of the wider work of the school which underpins the vision and values | Review the school's testing regime to ensure it is fit for purpose and meets the learning needs of the children: <ul style="list-style-type: none"> • Introduce standardised testing • Revise data management system • Develop CPD to ensure expected outcomes are shared • Ensure effective and useful data is informing school improvement, curriculum development and CPD • All relevant leaders are supported appropriately to generate informed and effective actions for improvement | HT/DHT | Review summer 16 for 2016/17 | | <ul style="list-style-type: none"> • Revised monitoring and evaluation policy • Revised Learning Policy • Leadership minutes • Staff meeting minutes • Subject leaders meeting minutes and action plans | All leaders and governors have a deep, accurate understanding of the school's effectiveness. Accurate performance data in all relevant areas is informing the work of all leaders. All leaders at all levels are consistently driving improvement and share the vision and goals of the HT and governors. Leaders and teachers have consistently high expectations of what all pupils can achieve. | |
| | | DHT | Autumn 2016 | Costs of tests £2720 None – cost saving | | | |
| | | HT | Termly | None | | | |
| | | HT | On-going | None | | | |
| DHT | Summer 2016 | TLR release time £4270 Staff meeting time | | | | | |

 Billingshurst Primary School: Moving to Outstanding Plan 2016 - 2018

| Objective | Tasks | Lead | Timescale | Resources (including cost) | Monitoring | Impact on standards/quality of teaching | Evaluation: to be RAG rated half-termly |
|---|--|---|--|---|---|--|---|
| <p>To develop a curriculum that inspires children to learn and acquire knowledge, skills and understanding in all aspects of learning</p> | <ul style="list-style-type: none"> • Review curriculum successes 2015/16 • Use review to inform revision for 2016/17 including revision as necessary of medium and short-term planning formats • Include the children's views in the review of the curriculum • Plan curriculum weeks based on: <ul style="list-style-type: none"> - Creativity - Outdoor learning - Science/tech - Writing - Maths - The arts • Develop cross-curricular links further, especially in reading, writing and maths • Develop further our communication with parents: <ul style="list-style-type: none"> - Newsletter - Parents meetings - Website - social media - pupil presentations | <p>DHT</p> <p>DHT</p> <p>DHT</p> <p>SLT</p> <p>DHT/Year Leaders</p> <p>HT</p> | <p>July 16</p> <p>July/Sept 16</p> <p>Autumn 16 onwards</p> <p>July/Sept 16</p> <p>Ongoing</p> | <p>Staff meeting time</p> <p>Staff meeting/ year team time</p> <p>School council time</p> <p>Staff meeting time for planning TLR time</p> <p>As above</p> <p>As above</p> | <ul style="list-style-type: none"> • Year group SWOT analysis. • Medium and short-term planning monitoring Sept 16 onwards • School council minutes. • Monitoring of plans for curriculum weeks | <p>Consistently improving outcomes for all children, especially disadvantaged children. High pupil engagement in learning with children involved in curriculum design and assessment</p> | |

 Billingshurst Primary School: Moving to Outstanding Plan 2016 - 2018

| Objective | Tasks | Lead | Timescale | Resources (including cost) | Monitoring | Impact on standards/quality of teaching | Evaluation: to be RAG rated half-termly |
|---|--|---------|-----------|--------------------------------|---|--|---|
| To move towards gaining status as a Teaching School | <ul style="list-style-type: none"> • Explore opportunities available to gain TS status under future revision of criteria • Identify current strengths and areas for focus to achieve TS status • Create a plan to move towards meeting the criteria | HT | 2016/17 | None at present | <ul style="list-style-type: none"> • Report to FGB | Establish the highest levels of CPD and leadership that is evidenced in achieving outstanding outcomes, teaching and leadership | |
| To ensure accuracy of senior leaders judgements | <p>Continue relationship with SIP Anita Bullock to moderate all judgements in three annual visits</p> <p>Moderate judgements with triangulation of evidence working with locality colleagues</p> | HT/Govs | On-going | SIP costs @ £350 per day £1225 | <ul style="list-style-type: none"> • SIP reports | All leaders and governors have a deep, accurate understanding of the school's effectiveness. Accurate performance data in all relevant areas is informing the work of all leaders. | |

Key area of school Improvement 3: Quality of Teaching, Learning and Assessment

Governor responsibility: Jo Newton-Smith

Success Criteria: The quality of teaching, learning and assessment is judged as outstanding; teachers are determined that children achieve well; children are eager to know how to improve; children love the challenge of learning and are resilient to failure; outcomes are excellent – current children make substantial and sustained progress across the curriculum

Milestones:

By end of summer term 2016: Monitoring of teaching, learning and assessment shows consistently strong practice across the school. Outcomes are at least in line with national averages. Areas for improvement are identified and informing CPD plans

By end of summer term 2017: Analysis of teaching and learning show high engagement, above national outcomes and application of skills across the curriculum. All pupils are engaged in assessment processes and know what they need to do to improve.

By end of summer term 2018: Quality of teaching, learning and assessment is judged as outstanding. Outcomes are above the national average. Teaching is engaging and innovative

See separate English, maths and science plans for the development of subject knowledge/CPD

 Billingshurst Primary School: Moving to Outstanding Plan 2016 - 2018

| Objective | Tasks | Lead | Timescale | Resources (including cost) | Monitoring | Impact on standards/quality of teaching | Evaluation: to be RAG rated half-termly |
|---|---|---|---|---|---|---|---|
| <p>Teachers and other staff have consistently high expectations of what each child can achieve.</p> | <ul style="list-style-type: none"> Establish testing/assessment systems that fully inform teachers on what has been achieved and targets Use revised assessments to identify children requiring intervention Use PP resources to ensure all disadvantaged children are making good progress PM systems and progress meetings are focused on ensuring strong progress and accountability | <p>HT/KS Leads</p> <p>KS Leads Inc Ld</p> <p>HT</p> <p>HT</p> | <p>Sept 16</p> <p>Autumn 16 and termly</p> <p>On-going</p> <p>Sept 16 – Sept 17</p> | <p>Cost of revised tests</p> <p>Leadership time</p> <p>Use of PP funding £90,000</p> <p>Lessons Learned software £500</p> <p>Progress meetings £3,360</p> | <ul style="list-style-type: none"> Lesson observations Autumn 1, Spring 1, summer 1 Scrutiny of children’s work Autumn 2, Spring 2, summer 2 Inclusion plans Sept 16 Provision maps Pupil Premium report to parents and governors PM outcomes Progress meeting minutes | <p>Teachers demonstrate deep knowledge and understanding of the children they teach. They use highly effective questioning and provide a high level of challenge. Teachers identify and support any child who is falling behind. Outcomes for all children, especially disadvantages, SEND and GRTH are at least good. Teachers innovate and take risks in ways which are right for their children.</p> | |

 Billingshurst Primary School: Moving to Outstanding Plan 2016 - 2018

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|--|---|--|--|--|--|---|---|
| <p>Assessment is effective in planning teaching and learning. Children understand how to improve as a result of useful feedback. Children are eager to know how to improve. Marking is consistently strong across the school</p> | <ul style="list-style-type: none"> • Moderation strategies support accurate assessment <ul style="list-style-type: none"> - Within school, supported by consultant - Externally (see Locality Moderation Plan) - Key Stage moderation is appropriately evidenced • Revision of marking policy undertaken to ensure highly effective feedback without undue burden for teachers • Develop further children's self- and peer-assessment <ul style="list-style-type: none"> - Responses to marking - Evaluation of own progress termly and shared with parents | <p>DHT</p> <p>HT</p> <p>KS Leads</p> <p>DHT</p> <p>DHT</p> <p>HT</p> | <p>On-going 2016 – 2017</p> <p>Sept 2016</p> <p>Sept 2016</p> <p>Summer 2017</p> | <p>Staff meeting/Year meetings Steve Streater £5,280</p> <p>Locality funded moderation</p> <p>KS1 and KS2 moderation for statutory assessment Staff meeting</p> <p>Staff meeting</p> | <ul style="list-style-type: none"> • Moderation reports • External moderation feedback • Assessment files • New marking policy • Scrutiny Autumn 2, Spring 2, Summer 2 • School Council minutes • Parent evening feedback | <p>Teachers provide children with incisive feedback consistent with the school's policy identifying what children can do to improve. Children use this feedback effectively. The voice of the child is evident in feedback and children are eager to know how to improve. Children show resilience in their learning. Outcomes are at least good.</p> | |

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| Objective | Tasks | Lead | Timescale | Resources (including cost) | Monitoring | Impact on standards/quality of teaching | Evaluation: to be RAG rated half-terminly |
|---|--|---|--|--|--|--|---|
| <p>To develop outstanding teaching and learning that generates outstanding outcomes and high levels of children's involvement and engagement.</p> | <ul style="list-style-type: none"> • Use analysis of the monitoring of teaching to plan CPD with a focus on: <ul style="list-style-type: none"> - Teachers as Leaders - Pupil involvement and ownership - Curriculum development - Challenge and 'lifting the lid' of learning - Outdoor learning - Cross-phase learning - Maths and English skills within cross-curricular plans | <p>HT with support from leaders HT DHT DHT HT SLT SLT TLR English and maths</p> | <p>Sept 16 Sept 16 Sept 16 On-going Oct 16 Launch spring 17 On-going</p> | <p>Lessons Learned software £500 SLT time Staff meeting/Inset time TLR release time £4270</p> | <ul style="list-style-type: none"> • Lesson observations Autumn 1, Spring 1, Summer 1 • Scrutiny Autumn 2, Spring 2, Summer 2 • Termly staff meeting plan • Minutes of staff meetings • Minutes of leadership meetings • Reports from SLT/TLRs to govs | <p>Teachers plan lessons very effectively, making maximum use of lesson time and co-ordinate resources well. Teachers embed reading, writing, communication and maths skills exceptionally well across the curriculum equipping all children with the necessary skills to make progress. Teachers are determined children will do well. Children love the challenge of learning and are resilient to failure</p> | |

Key area of school Improvement 4: Personal Development, Behaviour and Welfare

Governor responsibility: Jo Newton-Smith

Success Criteria: Personal development, behaviour and welfare are outstanding. Children are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievement and their school attendance is high. Conduct is exceptional.

Milestones:

By end of summer term 2016: Conduct is excellent. All groups of pupils are displaying strong behaviour for learning in all lessons. Vulnerable groups, including GRTH, are well supported

By end of summer term 2017: Pupil surveys show children are proud of their school and are keen to do well. Children show exceptional behaviour for learning skills in all aspects of school life. Children take on leadership roles across the school. Conduct is outstanding and attendance for all groups is good or improving

By end of summer term 2018: personal development, behaviour and welfare are judged as outstanding and are reflected in outstanding learning outcomes.

 Billingshurst Primary School: Moving to Outstanding Plan 2016 - 2018

| Objective | Tasks | Lead | Timescale | Resources (including cost) | Monitoring | Impact on standards/quality of teaching | Evaluation: to be RAG rated half-termly |
|--|--|----------------|--------------------|-------------------------------------|---|---|---|
| To ensure effective recording of both sanctions and rewards, allowing for better communication between staff across the school | Move recording of behaviour from IRIS adapt to SIMs, allowing better links to pupil data, pupil profile, additional needs and analysis. | HT KS leads | For September 2016 | None – there will be a cost saving. | <ul style="list-style-type: none"> • Reports to Pupil Support and Curriculum (Autumn 1, Spring 1 and Summer 1) Committee and FGB (termly) | Better co-ordination between reports and inclusion information; better communication across school and to parents. | |
| To improve attendance, especially of vulnerable groups: disadvantaged (PP), SEND, EAL and GRTH | Termly analysis and identification of pupils within poor attendance band: <ul style="list-style-type: none"> • At risk (below 90%) • Poor (below 85%) Set up plans for individual parents Refer to EWS where necessary Use of GRTH support to improve attendance of specific children. | HT | From Oct 2016 | None | <ul style="list-style-type: none"> • Attendance reports to LA half-termly; termly reports to gov; • Attendance plans; GRTH Raising Achievement Plan, EAL report | Improved attendance, and outcomes, for vulnerable pupils. No group of children is disadvantaged by poor attendance. | |

 Billingshurst Primary School: Moving to Outstanding Plan 2016 - 2018

| Objective | Tasks | Lead | Timescale | Resources (including cost) | Monitoring | Impact on standards/quality of teaching | Evaluation: to be RAG rated half-termly |
|--|---|--|---|---|---|---|---|
| <p>To develop pupil leadership and involvement in supporting each other across the school</p> <p>To further improve learning behaviours and levels of pupil engagement (see also Key Area 1 and 2)</p> | <p>Develop cross-phase learning and involvement:</p> <ul style="list-style-type: none"> • Use learning weeks to mix year groups and classes • Develop further the role of peer mediators • Develop lunchtime clubs for younger children <p>'Learning skills' week with a focus on explicit exploration of these skills within a curriculum focus.</p> <p>Revise learning Policy to ensure there is a direct focus on these skills within our practice.</p> | <p>SLT</p> <p>SLT</p> <p>KS2 Lead</p> <p>KS1/KS2 Lead</p> <p>HT/ Learning Skills group</p> | <p>Sept 16</p> <p>2016/17</p> <p>Autumn 2016</p> <p>From Autumn 2016</p> <p>Summer 2016</p> | <p>Planning time for learning weeks.</p> <p>Lunchtime meeting time</p> <p>Planning time: group meeting time</p> | <p>Curriculum week plans; School council minutes; pupil feedback</p> <p>Report on the impact of Peer Mediators; Clubs list and attendance analysis</p> <p>Evaluation of Learning Skills week by Learning Skills group reported to FGB Autumn 16</p> | <p>Pupils are confident and self-assured learners. Excellent attitudes to learning have a strong positive impact on their progress. Children report positively on how they interact and support each other.</p> <p>Children love the challenge of learning and are resilient to failure; they are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.</p> | |

 Billingshurst Primary School: Moving to Outstanding Plan 2016 - 2018

| Objective | Tasks | Lead | Timescale | Resources (including cost) | Monitoring | Impact on standards/quality of teaching | Evaluation: to be RAG rated half-termly |
|---|---|--------------------------------|--|--|---|---|--|
| To further minimise the occurrences of bullying or perceived bullying | <p>Complete evaluation of impact of anti-bullying week and review of strategies; To complete evidence to achieve anti-bullying award.</p> <p>Include the follow-up of incidents of bullying at Child Concern meetings</p> | <p>DHT/Inc Lead</p> <p>SLT</p> | <p>Summer 2016</p> <p>From summer 2016</p> | <p>Time for DHT and Inc Lead to meet</p> <p>Time at Child Concern meetings</p> | <p>Report to FGB: Application for award. Award received</p> <p>Minutes of CC meetings</p> | Pupils work hard with the school to prevent all forms of bullying, including on-line bullying and prejudice-based bullying. Staff and pupils deal effectively with the very rare instances of bullying behaviour. | |

Billingshurst Primary School: Moving to Outstanding Plan 2016 - 2018

Glossary

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| PM | Performance Management |
| SEND | Special Educational Needs/Disabled |
| GRTH | Gypsy Roma Traveller Heritage |
| PP | Pupil Premium |
| DHT | Deputy Headteacher |
| HT | Head Teacher |
| Inc Lead | Inclusion Leader |
| SLT | Senior Leadership Team |
| TLR | Teaching and Learning Responsibility (usually a UPS teacher) |
| FGB | Full Governing Body |
| TES | Traveller Education Support |
| LA | Local Authority |
| UPS | Upper Pay Scale |
| CPD | Continuing Professional Development |

Figures in red identify resources applied for through the Schools In Financial Difficulties Fund May 2016