



Billingshurst Primary School

The Journey to Excellence 2018-2019

Billingshurst Primary School: Journey to Excellence 2018-19

*At Billingshurst Primary School the principles of EYFS are key throughout the school; the **unique child; enabling environments; positive relationships**; children learn and develop at **different rates** and in **different ways***

Aims:

- Excited, happy learners who achieve the very highest progress and attainment: above national attainment and progress;
- Secure full leadership team when funding is secure
- Leadership of BPS is supporting, and learning from, other schools
- All teachers see themselves, and act as, leaders with the established 'competence' and 'clarity of vision and purpose'; teaching and learning is consistently excellent
- Children are partners in assessment, learning, curriculum design and management of behaviour
- Inclusion underpins all strategies and actions to ensure all children are achieving; it is the core purpose of the school

'Disadvantaged' includes at BPS: Pupil Premium, FSM, GRT, low-prior attainment, low socio-economic background (but not PP), children with EHP/CP/CIN plans and children joining the school, particularly since KS1 and any child identified by the school as requiring a specific intervention. It does not include SEND. All children identified or being identified as SEND will have personalised and specific support as determined by their needs. Quality First teaching ensures excellent provision for all SEND pupils.

This School Improvement Plan results from the analysis of outcomes in 2018. It draws on the successes of the school-wide action research projects of 2017-18, where specific practices were developed and evidenced in improvements.

School Improvement Targets:

1. **Leadership**; effectiveness of leadership in ensuring improved outcomes for pupils
2. **Assessment**; effective in supporting improved pupil progress
3. **Outcomes**: Reading, Writing, Mathematics; vocabulary, basic maths skills and recall, reasoning and problem solving
4. **Teaching and Learning**; *consistent* high quality of teaching and assessment
5. **Curriculum**; creative, broad curriculum that promotes independence, resilience and stamina; engages all children; text driven

Key area of school Improvement 1: Effectiveness of Leadership and Management

Governor responsibility: Dave Hairs

Success Criteria: The effectiveness of leadership and management is judged as at least 'good': consistently improving outcomes for pupils, especially 'disadvantaged'; actions secure substantial improvement in outcomes for all children; 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; progress and attainment issues identified in 2018 are reduced significantly by 2019.

By end of summer 2019: Outcomes are at least in line with the national average for attainment and progress and Leadership is judged as good

Improvement required	Tasks	When	Who	Resources (including cost)	Monitoring	Impact
Ensure all leaders are accountable for the attainment and progress of all children, leading to improving outcomes.	To plan for leadership vacancies from September 2018 to ensure capacity within existing team:	Sept 18	HT Govs		Standards committee: -report to Govs Aut 18	Revised leadership structure ensures implementation of plans for rapid improvement. External support and challenge moderate judgements about improvement and impact; the leadership team is effective in bringing about rapid improvement in identified areas.
	<ul style="list-style-type: none"> HT, DHT and Govs to revise responsibilities to ensure manageability and capacity for 2018-19 	Sept 18	HT	Leadership meeting time	FGB Business Meeting Standards Meeting	
	<ul style="list-style-type: none"> Secure support from established partnerships: School Improvement Partner (AB), National Literacy Trust, LA Link Adv 	Completed	HT	SIP (AB): £1,400 NLT £3,400	Standards Committee	

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Improvement required	Tasks	When	Who	Resources (including cost)	Monitoring	Impact
To ensure effective accountability and impact of UPS teachers	<ul style="list-style-type: none"> To plan half termly meetings with HT to report on progress in Leadership area. Re-structure leadership meeting schedule 	Sept 18 → Completed	HT HT	No cost No cost	Governors attendance at meetings/SIP (AB) support	Maths, English and KS2 leaders able to evidence improvements and effectiveness of leadership on pupil outcomes in mathematics and reading.
	To undertake financial planning to enabling the appointment to vacancies of AH KS2 and Ma Lead September 2019.	On publication of 3-year budgets autumn 2018	HT, SBM, Govs	Salary costs for AH Gr 5 fulltime Salary costs for TLR 2b	Finance and resources committee	Capacity of leadership team is extended with vacancies filled in September 2019.
	To establish revised role of YL/UPS: 3-weekly meetings reporting on pupil progress/impact of QFT and interventions.	September 2018	HT	None	Standards Committee	Leaders at all levels are held to account for their significant and sustained contribution to school improvement: pupil outcomes are improving, especially for disadvantaged children. Leaders at UPS level are making a significant contribution to improving standards through specific and focus targets that extend beyond their classroom; leaders at all levels are held to account.
	Revise specific targets through Per Man to ensure wider impact of UPS teachers with clearly identified outcomes supporting the school improvement priorities and senior leaders	October 2018	SLT (PM team Leaders)	£1280 release for PM meetings	Standards Standards	

Evaluation:

- Leaders set high expectations of pupils and staff.
- Leaders and governors are ambitious for all pupils and promote improvement effectively: data reviews identify clear improvements in outcomes for children in mathematics and reading.
- Leaders and Governors have an accurate and comprehensive understanding of the quality of education in the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- The quality of teaching is good: there is consistent practice in marking which is impacting on improvements in children's progress.
- Across almost all year groups current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.
- The progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or improving towards that of other pupils with the same starting points.
- Progress is improving in reading and mathematics. Progress from starting points for disadvantaged pupils or pupils who have special educational needs is improving.
- From different starting points, progress in reading and mathematics is close to or above the national figure. Progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.

Key area of school Improvement 2: Effectiveness of Assessment

Governor responsibility: Jo Newton-Smith

Success Criteria: Assessment, both formative and summative, is evidenced based, rigorously moderated and informing improved pupil progress

By end of summer 2019: Outcomes are at least in line with the national and leadership is judged as good

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Improvement required	Tasks	When	Who	Resources (including cost)	Monitoring	Impact
<p>To develop the use of Target Tracker to ensure consistent assessments of children, informed by all relevant data and evidence, including effective use of standardised data</p> <p>To ensure all pupils respond to effective feedback through peer- and self-assessment strategies</p>	<ul style="list-style-type: none"> • Introduce binary use of TT to ensure clarity in assessments of ARE • Induction for new staff • Develop use of TT to record standards in broader curriculum • Extend use of iPads to record observational data throughout the school to support evidence-based moderation • Link teacher assessments to standardised test scores • Support from external moderator • School-wide marking scrutiny to establish high levels of consistent practice • To identify excellent practice in peer- and self-assessment: use practice to develop others • Revise assessment 	<p>From September 2018</p> <p>Termly</p> <p>Nov 18</p> <p>Jan 19</p> <p>Jan 19</p>	<p>SLT/ Ass Ld</p> <p>SS</p> <p>TLR Ass/ SLT</p> <p>SLT</p> <p>TLR</p>	<p>Inset/Staff meeting time</p> <p>None</p> <p>Assessment staff meeting</p> <p>Assessment staff meeting</p> <p>Ass Ld release time</p> <p>£1,800</p> <p>Leadership time for scrutiny</p> <p>Staff meeting</p> <p>None</p>	<p>Curriculum committee</p> <p>New staff survey</p> <p>Standards Committee</p> <p>DHT/AHT/TLR Ass: report to curriculum committee</p> <p>TLR Ass/ SLT</p> <p>Curriculum Committee</p> <p>Curriculum Committee: Summer Govs visit</p> <p>Curriculum committee</p> <p>Curriculum</p>	<p>Assessment of ARE is supported by standardised testing and a breadth of evidence in children's work at a distance from the point of learning.</p> <p>Foundation subjects are effectively assessed and children are making good progress in gaining knowledge, skills and understanding. Evidence for assessment is valid, independent and support effective interventions that underpin good progress for all children but especially disadvantaged. Test performance is a valued form of evidence and provides objective, independent evidence alongside children's work.</p> <p>Marking across the school is consistent in practice and in line with the school's policy.</p> <p>Children know what they need to do to improve: they show high levels of engagement in assessing and improving their own learning. The marking policy is having</p>

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Improvement required	Tasks	When	Who	Resources (including cost)	Monitoring	Impact
	policy to ensure highest efficiency of impact of marking and managing workload.		Ass/ DHT		Committee	high impact on learning but lower impact on workload

Evaluation:

- Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them improve their learning.
- Across almost all year groups and in a wide range of subjects, including English and mathematics, current pupils make consistently strong progress; develop secure knowledge, understanding and skills, considering their different starting points.
- In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on role is close to or is improving towards that of pupils with the same starting points.
- Teachers give feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Most pupils commit to improving their work.

Key area of school Improvement 3: Improved outcomes

Governor responsibility: Dave Hairs

Success Criteria: Analysis of children's work for all pupils shows at least good progress; Progress is reflected in test results and statutory outcomes in 2019

By end of Summer 2019: EYFS, KS1 and KS2 outcomes are at least in line with the national and progress measures are improving

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Improvement required	Tasks	When	Who	Resources (including cost)	Monitoring	Impact
<p>To secure improvement in reading outcomes at KS2. (link to TLR Eng action plan); improve teacher subject knowledge, raise expectations of all children, link reading to wider curriculum</p>	<ul style="list-style-type: none"> Develop quality of Book Talk teaching of reading: CPD Inset Day Oct: Reading Comprehension with NLT Whole school focus on extension of children's vocabulary: Inset Day Feb: Oracy with NLT SLT/TLR focus on monitoring and feedback on teaching of reading Monitoring of interventions; observation and wider leadership meetings Half-termly tracking of pupils' progress in reading: revision of targets and interventions 	<p>Inset Sept 18 Staff meeting Sept 18 Oct 18</p> <p>Staff meeting Sept 18/ spring 19 Feb 19</p> <p>From Sept 18</p> <p>From Sept 18</p> <p>Each half-term</p>	<p>Eng TLR</p> <p>NLT</p> <p>SLT/Eng TLR</p> <p>NLT</p> <p>SLT/TLR</p> <p>SLT/TLR</p> <p>YR LD/SLT/En TLR</p>	<p>None</p> <p>£3,500 NLT</p> <p>None</p> <p>£3,500 NLT</p> <p>TLR release £3,185</p> <p>None</p> <p>Leadership time: no cost</p>	<p>Standards committee/ report to FGB termly TLR En. Govs to attend</p> <p>Governor visit: book talk</p> <p>Govs to attend</p> <p>Standards committee/ report to FGB termly TLR En.</p> <p>Standards committee/ report to FGB termly TLR En.</p> <p>Standards committee/ report to FGB termly TLR En.</p>	<p>Children developing skills of retrieval, inference and evaluation of quality texts: pupils making accelerated progress in reading; evident in children's work and in standardised scores in 2019.</p> <p>Monitoring shows high quality teaching of reading supported by pupil progress evidence.</p> <p>Children's response to NLT survey shows positive attitudes to reading.</p> <p>Quality texts drive the curriculum planning and support writing opportunities. Children's vocabulary shows sophistication both in responding to texts and in writing.</p>
<p>To secure improvements in mathematics. (link to AHT Ma Ld</p>	<ul style="list-style-type: none"> Introduction of daily times tables/number bonds sessions school-wide with 	<p>Inset Sep 18</p>	<p>AHT Ma</p>	<p>None</p>	<p>Standards committee/ report to FGB termly AHT Ma.</p>	<p>90% of children are assessed as having gained the mental and arithmetical skills, knowledge and</p>

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Improvement required	Tasks	When	Who	Resources (including cost)	Monitoring	Impact
action plan)	<ul style="list-style-type: none"> specific focus in each year group Monitoring of interventions; observation and wider leadership meetings Half-termly tracking of pupils' progress in mathematics: revision of targets and interventions Analysis of standardised test outcomes to support target setting CPD to focus on clarity of mathematical vocabulary: problem solving, reasoning and fluency 	<p>From Sept 18</p> <p>Each half term</p> <p>Sept 18</p> <p>Start Sept 18 - termly</p>	<p>YR LD/SLT /AHT</p> <p>YR LD/SLT/ AHT</p> <p>Class teachers</p> <p>AHT Ma</p>	<p>None</p> <p>Leadership time: no cost</p> <p>None</p> <p>None</p>	<p>Gov visit autumn term</p> <p>Standards committee/ report to FGB termly AHT Ma.</p> <p>Standards committee/ report to FGB termly AHT Ma.</p> <p>SLT: half termly report to Wider Leaders</p> <p>Standards committee/ report to FGB termly AHT Ma.</p>	<p>understanding of the required curriculum.</p> <p>Monitoring shows high quality teaching of mathematics supported by pupil progress evidence.</p> <p>Early intervention through QFT ensures 90% of children are making accelerated progress in mathematics: evident in children's work and standardised test.</p> <p>The vast majority of children show improvements in reasoning and problem solving through improved understanding of mathematical vocabulary.</p>

Evaluation:

- Leaders and governors have an accurate and comprehensive understanding of the quality of education in the school.
- Leaders and governors use professional development effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.
- Across almost all year groups current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.

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- The progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or improving towards that of other pupils with the same starting points.
- Progress is improving in reading and mathematics. Progress from starting points for disadvantaged pupils or pupils who have special educational needs is improving.
- From different starting points, progress in reading and mathematics is close to or above the national figure. Progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.

Key area of school Improvement 4: Quality of Teaching and Learning

Governor responsibility: Jo Newton-Smith

Success Criteria: The quality of teaching, learning and assessment is judged as improving further because of improving outcomes; 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

By end of summer 2019: Quality of teaching and learning is exceptionally high and improving test outcomes reflect this. All teachers act as leaders and are innovating in all areas of teaching and learning.

Improvement required	Tasks	When	Who	Resources (including cost)	Monitoring	Impact
To ensure consistently high Quality First teaching throughout the school.	To develop further high quality CPD through peer-to-peer coaching and support; reflective practice supported by use of video	Start Nov 18	HT Lead	Staff meeting time Use of iPads to video own practice	Curriculum Committee Staff survey	Teachers have ownership over setting targets for improving teaching, supported by external monitoring. Engagement of children is observed to be high: pupil progress is improving.
	To ensure excellent induction of new staff to	Sept 18	DHT	Time for after-school	Induction staff survey: curriculum	All new teachers are secure in BPS policies and approaches;

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Improvement required	Tasks	When	Who	Resources (including cost)	Monitoring	Impact
	<p>the teaching team.</p> <p>Develop year leaders' monitoring to support all teachers to ensure consistency in teaching, assessment and learning environment.</p>	Starting Sept 18	HT/SLT	<p>meetings</p> <p>3-weekly Wider Leaders meetings</p>	<p>committee</p> <p>Standards committee</p>	<p>lessons observed are at least good.</p> <p>Monitoring shows improved consistency in implementing learning policy, assessment and marking and in pupil progress.</p>

Evaluation:

- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Time in lessons is used productively to help pupils learn well.
- Teachers expect and encourage all pupils to work with positive attitudes so they can apply themselves and make strong progress.
- Teachers use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils' better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.

Key area of school Improvement 5: Curriculum

Governor responsibility: Jo Newton-Smith

Success Criteria: The curriculum meets all statutory requirements, is broad and balanced. The curriculum is engaging and creative – children are interested in their learning and excited by what they are being taught. There is a high level of independence and pupil choice from EYFS to Y6

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By end of summer 2019: The curriculum is enabling improved pupil progress

Improvement required	Tasks	When	Who	Resources (including cost)	Monitoring	Impact
<p>To further develop a creative, broad, balanced and engaging curriculum that support progress in all subject areas and uniquely and discretely promotes learning behaviours of independence, resilience and stamina.</p>	<p>Implement the revised curriculum planning format with a focus on progression in foundation subjects.</p> <p>Ensure all planning is within the context of the whole-school curriculum plan.</p> <p>Establish and implement strategies from 18/19 action research projects to promote high levels of pupil independence:</p> <ul style="list-style-type: none"> • Outdoor learning • Task planners • Flexible Fridays • Tasks to build stamina from EYFS to Y6 • Mastery; showing learning away from the point of learning 	<p>Sept 18</p> <p>Autumn Term</p> <p>Autumn Term; launch Inset Sept 18</p>	<p>DHT/AHT/Year Groups</p> <p>Year Leaders</p> <p>Led By SLT: Year Leaders and class teachers</p>	<p>PPA time</p> <p>None</p> <p>Inset Day Staff Meeting time/PPA</p>	<p>Curriculum committee; AHT and DHT</p> <p>AHT and DHT Report to Curriculum committee</p> <p>SLT: monitoring of teaching and learning plan</p>	<p>Planning is consistent, progressive and compliant with the national curriculum; it is broad, balanced and creative.</p> <p>Agreed strategies are implemented and actively engaging all children in learning; pupils' outcomes are improving in 2019; the curriculum supports the very good acquisition of English and mathematical skills; the curriculum is broad, balanced, purposeful and engaging.</p>

Evaluation:

- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This support pupils' good progress.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interests and challenges their thinking.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum.
- Pupils develop the capacity to learn from their mistakes and they become keen learners who want to find out more
- Children are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise new skills

Glossary

PM	Performance Management	LA	Local Authority
SEND	Special Educational Needs/Disabled	UPS	Upper Pay Scale
GRTH	Gypsy Roma Traveller Heritage	NLT	National Literacy Trust
PP	Pupil Premium	ARE	Age Related Expectations
DHT	Deputy Headteacher		
HT	Head Teacher		
Inc Ld	Inclusion Leader		
SLT	Senior Leadership Team		
TLR	Teaching and Learning Responsibility (usually a UPS teacher)		
FGB	Full Governing Body		
TES	Traveller Education Support		