



Bearnes Primary School and Preschool Improvement Plan 2017-18



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 2017 – 2018. 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

Our core values are

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 Bearnese, 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- fulfillment 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 fulfill 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 2016 - 2017

Teaching and Learning:

Improving standards in mathematics: We aimed to increase the pace at which children solved mathematical problems through an increased focus on number patterns and relationships within classroom teaching. Time was allocated to this within lessons and an additional slot was provided after lunch each day. In addition to this, one maths session per week was dedicated specifically to problem solving in which children's ability to reason was scaffolded by teachers. The maths lead shared resources as exemplar entry points and the school took part in the 'problem a day' programme set up by the Whiterose Maths Hub. 66% of the children who were present for the test gained a scaled score of 100 or greater. One child that was expected to meet the standard was absent from the test, had this been otherwise 7/10 children within an extremely challenging and disadvantaged cohort would have passed.

The School worked hard to ensure that the Accelerated Reader Programme was established and staff were accessing it regularly to ensure it had a positive impact on standards. While the cycle of testing and independent quizzing is now firmly established, teachers need to ensure they monitor the information regularly to help individual children (particularly those making slow progress) choose texts that will challenge them effectively. As we've yet to fully embed this aspect, it features on the maintenance section of this document.

The school recognised the need to make depth of learning opportunities a core element of our curriculum and HOS drove this, attending all planning meetings to consider where and how this might be achieved. Monitoring of work across the curriculum certainly provides evidence for depth for writing when compared with previous years. The planned CPA progression in mathematics this year as well as the accompanying research being undertaken by the MAT maths group will further the school's capacity to develop and showcase children's reasoning through responses to their work, building on the 'stick man' verbal evidence that teachers were able to collate in the previous academic year.

Behaviour and Safety:

The introduction of 'Behaviour Watch' revolutionised the way the school kept and shared (where appropriate) relevant behaviour and safeguarding information. Although compiling and updating chronologies cannot currently be done using the system, and still has to be carried out by the DSO, it ensures that nothing is omitted and relevant staff can be updated 'in the moment' if serious incidents arrive. The school has retained the programme for the current academic year.

In the previous SIP, steps were taken to ensure that the children had high aspirations for themselves in order to prevent vulnerable students from becoming disengaged in their learning.

Aspirations to inform members of the local governing body of how issues relating to behaviour and safety are dealt with and recorded in the school were hampered by the withdrawal of several members from our school. The current SIP outlines how the school plans to remedy this situation so that the local governing body functions well and holds leaders to account on all aspects of the schools running.

Quality of Teaching, learning and Assessment:

Last year (in February) the school worked hard to establish the Accelerated Reader program from years 2-6. We continue to refine how teachers review information to help individuals accessing the system select appropriate texts in order to maximise progress. For example, the staff meeting to be held on 28.9.17 will have a section dedicated to this.

The target to improve the teaching of mathematics by developing mental fluency and improving problem solving strategies was engaged in fully by the school with additional problem solving activities being undertaken daily. Staff meetings focused on developing practice which would encourage children to make links between different areas of maths in order for them to problem solve more efficiently and gain a deeper understanding of what they were studying. Although achievement at KS2 did not reflect the impact of the work, the school believes this is a cohort factor (triangulation of books, lesson observations and standardised assessment of other year groups was more encouraging). The current CPA progression should complement the work carried out last year as there exists a strong requirement within the marking that children share, show and explain in order to demonstrate the depth of their understanding.

Achievement:

The last SIP expressed the intent to improve attainment with a renewed focus on how the school examined data, allowing key groups to be focused on. Both SEND and PP children performed in line with or above national trends for progress although non-disadvantaged groups, especially previously high attainers did not perform as well as anticipated. Use of SPTO data dashboard and Perspective Lite have allowed school leaders to work closely with teachers to monitor progress for key groups this year and have used the information to refine target setting in staff appraisal.

THE PLAN FOR 2017 – 2018

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.

LAT Key Priority 1
Outcomes for Pupils – Overarching

To close the progress gap between disadvantaged and other students to below the national average.

To be at or above national standards for progress in reading, writing and maths.

To be at or above national average in reading, writing and maths and KS1 and KS2.

Increased number of greater depth writers at KS1 and KS2.

Section A: Key School Improvement Priorities for 2017-2018

	Objective	Actions to be taken	Key personnel	Resources required Cost	Key dates	Success criteria	Monitoring RAG

<p style="color: red; text-align: center;">Key Priority 1</p>	<p>To deepen understanding (mastery) of mathematical ideas by embedding the CPA progression.</p>	<p>All staff to attend introductory session delivered by All Saints Academy maths specialist to introduce the CPA approach.</p> <p>Maths leader to observe specialist maths teacher deliver a lesson using the CPA mastery approach in advance of lesson study work to be completed in collaboration with All Saints maths specialist.</p> <p>After training, maths leader to plan, observe and support the delivery of the approach by teachers within school.</p> <p>Research project to be carried out in term 1 in collaboration with the MAT maths group in order to trial CAPED marking and reflection system (aimed at making best use of CPA teaching progression)</p> <p>Resources renewed in term 1.</p>	<p>T Stacey (Head of School)</p> <p>All Saints maths specialist</p> <p>Maths leaders across MAT</p>	<p>All Saints cost met through central CPD budget</p> <p>Resource cost budget max £300</p>	<p>Sept 2017 – attend inset</p> <p>Sept 2017 – Maths leader to observe specialist teacher.</p> <p>Sept 2017- CAPED exemplified through staff inset.</p> <p>October 17 – Maths lead to begin lesson study model with maths specialist from All Saints.</p>	<p>SPTO and end of sequence test data to reflect expected or better progress across all key groups including previous higher attainers and children who have not previously made expected progress.</p> <p>Standardised test data in years 2 and 6 to show gap to national pass rate closing rapidly.</p> <p>Easily identifiable evidence of greater depth understanding of a give concept represented in books.</p> <p>Progress easily identifiable through children’s working and reasoning.</p>			
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<p>Key Priority 2</p>	<p>Enhance the scope and depth of teaching British Values, PHSE and SRE across the school.</p>	<p>Plan and resource a comprehensive and accessible assembly programme aimed at sharing shared British values.</p> <p>Adopt the Resilient Classroom (Young Minds) PHSE programme. Share as part of the staff development programme in staff meetings.</p> <p>Ensure PHSE is timetabled and observed in all classes over the academic year.</p> <p>Ensure relevant Prevent content is taught.</p> <p>Plan links with school nurse to help support the delivery of the school's SRE programme.</p>	<p>T Stacey - to plan and deliver the assembly programme.</p> <p>K Simpson (inclusion hub manager) to recommend comprehensive PHSE programme.</p>	<p>Est £200 for assembly resources</p> <p>PHSE programme is likely to be free or very low cost.</p>	<p>Jan 18 - Contact Childline to help provide PHSE keeping safe education for children.</p> <p>Jan 18 - contact school nurse in preparation for delivery of SRE.</p>	<p>Pupil voice demonstrates strong understanding of British values, SRE and knowledge of health and well-being.</p>			
<p>Key Priority 3</p>	<p>Enhance support for SEMH through the formal introduction of attachment based mentoring.</p>	<p>Identify need through SEND register and offer formal attachment based mentoring to children at risk of exclusion or making less than expected progress as a result of SEMH difficulties.</p>	<p>T Stacey and M Robbins to select children and deliver mentoring.</p>	<p>Time resources approx 4hrs to review and prep course material and review guidance.</p>	<p>Sept 17 (in advance of provision mapping) permissions must be gained and timetables established.</p>	<p>Fewer extreme behaviour incidences on record (as evidenced by 'behaviourwatch' or replacement)</p> <p>Fewer internal/external exclusions over the 2017-18 academic year.</p>			

Key Priority 4	Improve standards in spelling across the school.	<p>Daily spelling programme to be implemented for all children from years 1-6. Investigative approach to focus on common letter patterns as well as spelling rules.</p> <p>English lead will monitor regularity and standards as there is an expectation that the word is systematically recorded by the children.</p> <p>All children retested on common spelling words before beginning the established personalised spelling programme.</p>	K Graves to provide resources and monitor progress.	No Nonsense Spelling Programme	<p>Sept 2017 introduction of the daily spelling practice in class.</p> <p>Monitoring to take place each term.</p>	Y6 children will gain more points in spelling element of the SATs leading to improved results – target of 40% increase in the pass rate of this paper compared to 2016.			
Key Priority 5	Recruit and upskill additional governors.	Establish a governor program enabling them to continually update their knowledge of the school, allowing them to effectively hold school leaders to account.	S Clarke T Stacey T Callcut All N&T govts	Time for HOS to put together and deliver the program	<p>Dec 2017 – new govts recruited.</p> <p>X 1 visit per HT with a specific focus (see program)</p>	<p>A full governing body will operate.</p> <p>75%+ attendance combined on meeting and program events.</p> <p>HOS to evidence how they've responded to Gov's questions.</p>			

Section B: School Maintenance Plan for 2017-2018							
Outcomes for Pupils							
Area for maintenance	Objective	Actions to be taken	Key personnel	Resources required Cost	Key dates	Success criteria	Monitoring RAG

	<p>Improve reading fluency and comprehension across the school including closing the gap between PP and non PP students.</p>	<p>Ensure that AR training on monitoring AR assessments and advising students on making selections to maximise progress is embedded and used daily within the classroom.</p> <p>Increase book stock (especially at the lower end of the system) through book drives and dedicated expenditure.</p>	<p>All teaching staff.</p> <p>School council leader (K Graves) to take on responsibility for book drives.</p>	<p>Resources diverted from SLS expenditure (£2000) should be released to dramatically improve the current poor book stock (est 100 titles on the AR system - between 600-1000 required.)</p>	<p>Sept 17 after release of annual budget.</p> <p>Book drive dates to be set by the school council.</p>	<p>AR assessments show accelerated progress in reading age for all children able to access the system.</p> <p>Book stock increase must be achieved in order for the AR system to work effectively (small regular increments in difficulty are required.)</p>			
	<p>Further develop Forest School and Natural learning experiences within our curriculum.</p>	<p>Utilise trained Forest School staff to help deliver on the school's 5 star experiential learning pledge.</p>	<p>K Graves</p> <p>G Methely</p> <p>N Racey</p> <p>M Matthews</p>	<p>No cost to Bearness school this year as the land in Bradley Woods has been offered free of charge.</p> <p>Senior Administrator tasked to search for further grant funding for outside learning areas.</p>		<p>Every child has an opportunity to experience a series of Forest School or Natural learning experiences.</p>			

	Review and retain a culture across the school to sustain student's gifts and talents.	<p>Rework and implement a gifted and talented program that draws on the strengths of staff across the MAT.</p> <p>Pupils will be offered a range of opportunities including creative, sporting and academic experiences.</p> <p>Opportunities will be provided for pupils to showcase talents and sessions will be planned enabling parents and the wider community to learn about and celebrate student successes.</p>	<p>All MAT HOS</p> <p>Key teachers across the MAT with particular subject strengths</p>	<p>Planning time and transport costs if events are to be held at other locations within the MAT.</p>	<p>Please see G&T program for key dates.</p>	<p>All children identified as G&T on the school register have an opportunity to attend an experience day through the G&T program.</p>			
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	Ensure children have opportunities to demonstrate and enhance the depth of their learning across the curriculum.	<p>Initial topic planning sessions to take place as part of staff meeting time to allow for HOS to discuss how opportunities for DOL are planned into the wider curriculum and are made clearly distinguishable from CC links.</p>	<p>All Newton and Teign Hub teaching Staff</p>	<p>Staff meeting time</p> <p>£400-600 for specific curriculum resources aimed at enhancing provision (e.g. upgrading electronics, DT and science equipment.</p>	<p>Summer 17 Autumn 17 Spring 18 Planning meetings</p>	<p>Topic planning incorporates specific opportunities for children to demonstrate and explore DOL in core subject objectives. Suitable differentiation allows all learners in mixed age classes to make decisions about the knowledge they will access in order to achieve as highly as possible in low floor, high ceiling tasks.</p>			
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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
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	Update and develop talk for writing techniques to support children's learning during teaching sequences.								

Leadership and Management

Area for maintenance	Objective	Actions to be taken	Key personnel	Resources required Cost	Key dates	Success criteria	Monitoring and evaluation		
	Leaders continue to improve how they interrogate data to evaluate the effectiveness of the school in all core areas with special regard to PP, SEND and transience.	HOS to make clear the impact the school is having on key pupil groups by up-skilling ability to interrogate data using SPTO. SEF reports will use this data to better show the impact of the school.	T Callcutt (support with SPTO) T Stacey	NA	NA	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.			

Community and environment

Area for maintenance	Objective	Actions to be taken	Key personnel	Resources required Cost	Key dates	Success criteria	Monitoring and evaluation		

	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.	Appoint community liaison subject lead to maintain and extend links and organise community/charity events.	T Stacey to appoint staff member to take responsibility for this in Sept 17.	Internal cover for 1 day per term to organise events.	1 day out of class each term. Community day in Summer 2 2018.	School maintains good reputation and place at the heart of the Newton Abbot community. Traditional Media and social media coverage of events promotes the school.			
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Personal Development and Welfare

Area for maintenance	Objective	Actions to be taken	Key personnel	Resources required Cost	Key dates	Success criteria	Monitoring and evaluation
	Continue to make use of the close working relationship we have with the Inclusion Hub based on site.	Provide tailored support/therapy for children identified as having anxiety, anger or other SEMH needs.	K Simpson N Racey	Variable depending on services provided. All costs to come from PP budget line.		Continued very low incidents of internal and external exclusions.	

Early Years Provision

	Successful transition of Early Years leadership (due to maternity leave)	Establish a transition timetable in Summer 17 to include opportunities to plan for and manage support staff. Teacher to meet new parents with the existing Early Years leader. Regular observations and support by experienced Early Years staff within the Academy.	S Gaskin A Eeles (via KIT days) Sarah Clarke	KIT day cost Time for SC to visit and monitor	MAT Early Years group project dates	Good rates of progress as identified in ELG from a cohort with generally very low baseline.	
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Premises

	SIP bid appeal to ensure	Business Manager to appeal	M Matthews	Time resources		4 th classroom is fit for purpose.	
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	<p>building of an additional classroom that is fit for purpose.</p> <p>Establish Natural Learning Environment</p>	<p>unsuccessful SIP bid.</p> <p>Engage the services of T Russell to seek grants for playground development.</p> <p>Engage local businesses to donate/fund resources.</p>	<p>T Russell K Graves</p>	<p>£500 from curriculum budget</p>		<p>Outdoor environment set up to support on-site natural learning at Bearnas.</p>			
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