

Brize Norton Primary School

School Improvement Plan

2018 - 19



SCHOOL MISSION STATEMENT

Inspiring Learning for Life

Factual Information

Name of School	Brize Norton Primary School	
Address	Station Road	
	Brize Norton	
	Oxfordshire	
Postcode	OX18 3PL	
Email	head.2250@brize-norton.oxon.sch.uk	
Telephone	01993 842488	
Website Address	www.brizeprimary.org	
URN	142645	
DfE Number	931/2250	
Headteacher	Mrs Anna Fairhurst	
Chair of Governors	Mrs Miranda Mowbray	
Age Range	4 -11	
Number on Roll	119	
Previous inspection	Date: February 2013	Overall Effectiveness Grade: 1
National Awards	Gold School Games Mark	

4. Personal Development and Welfare

1. Leadership, Management and Governance

- Enable all children to feel positive about the school and to know that their concerns will be listened to
- Enhance the role of middle leaders so that they have a demonstrable impact on standards

R
H

Ensure that the two new teachers in Key Stage 2 have a positive impact from the beginning

- Move towards Outstanding practice

7. Outcomes for Children

3. Teaching, learning and assessment

- Enable a large majority of children with Special Educational Needs to make good progress from their starting point
- Develop challenge in Mathematics

Broaden the range of teaching and learning methods, ensuring that we are employing the best practice

Ensure that there is demonstrable progress in all subjects

S
C
P
R
S

Action Plan**Development Area: Leadership, Management and Governance****Lead Staff: Anna Fairhurst****Link Governors: Miranda Mowbray**

Target	Input, Activities and Tasks	Timescale	Resources, including time and finances	Monitoring	Success Criteria and Impact
Enhance the role of middle leaders so that they have a demonstrable impact on standards	1. Through meetings with the headteacher, leaders of English, Mathematics and SEND develop a clear understanding of what assessment evidence shows about standards	Termly	Termly meetings	Subject leader files	Middle leaders have a clear understanding of strengths and areas of development in their areas. Leaders monitor regularly, including reporting to headteacher and governors. Leaders plan actions as a result of monitoring; there is evidence that these actions result in raised standards (evidence through further monitoring or assessment analysis)
	2. Agree a clear monitoring cycle and ensure that leaders have allocated time to carry out their tasks	Sept 2018	Half a day each half term release time	Written reports shared with governors and filed	
	3. Leaders produce a written report each term to be shared with headteacher and governors	Termly		Staff meeting minutes	
	4. Leaders lead staff meetings, sharing good practice and adapting school procedures where needed	Termly	Staff meeting time		
	5. Leaders provide individual support for colleagues where needed and report concerns to the headteacher	Where needed after monitoring	Time when needed; supply considered if task considerable		
	6. Leaders take responsibility for their own professional development, developing contacts with other schools, attending meetings and arranging training	Ongoing	Money for courses as requested	Subject leader files	

	7. Middle leaders to use nationally comparable data, including ASP, to analyse progress and attainment	When released			
Ensure that the two new teachers in Key Stage 2 have a positive impact from the beginning	<p>1. Induction to include introduction to all school systems as well as to the children's attainment levels and progress, especially Year 4</p> <p>2. Other Key Stage 2 teachers to offer advice and support where requested</p> <p>3. New Year 6 teacher to be given guidance by headteacher throughout the year</p> <p>4. Headteacher and HLTA to support Year 6 teacher through booster groups</p> <p>5. Clear, regular monitoring and moderation to take place from September onwards, to ensure that standards are high</p> <p>6. If evidence from monitoring shows that there are challenges, timely support will be given</p> <p>7. Teachers will be given the chance to observe good practice in this school and in other schools as well as to share their</p>	<p>July and early Sept</p> <p>Ongoing, esp. Autumn</p> <p>Ongoing from Autumn</p> <p>From November</p> <p>From September</p> <p>Ongoing if necessary</p> <p>Autumn 2 in-school observation. Spring term in</p>	<p>Time to meet headteacher</p> <p>Headteacher's time</p> <p>Headteacher's and HLTA's time</p> <p>Release time</p>	<p>Records of meetings</p> <p>Children's work and assessment evidence</p> <p>Records of monitoring</p> <p>Staff meeting minutes and notes from visits</p>	<p>Standards in Year 6 and in Year 3/4 will be high and children will make good progress. SATS results for Year 6 will show good progress from the end of KS1, including progress this year. Children in Mrs Mills' Year 4 group will catch up from their weaker progress last year.</p>

	experience, and to contribute to reviews of our policies and processes	other schools			
Move towards Outstanding practice	<p>1. Ensure that teachers are using a range of teaching methods (and that most lessons do not start with lengthy whole-class input or children on the same activity)</p> <p>2. Staff reflect on and debate the way they teach. Teachers innovate in ways that are right for their pupils, sharing their findings with colleagues</p> <p>3. Ensure that teachers use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content, and identify pupils' common misconceptions and act to ensure they are corrected.</p> <p>4. Ensure that teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.</p> <p>5. Enable all teachers to visit other schools and share their findings about good practice with colleagues here</p>	<p>Autumn</p> <p>Spring</p> <p>Spring</p> <p>Summer</p> <p>Spring</p>	<p>Staff meeting time</p> <p>Staff meeting time</p> <p>Staff meeting time</p> <p>Staff meeting time</p> <p>Release time to visit other schools; staff meeting time</p>	<p>Meeting minutes; records of monitoring including classroom observation and book scrutiny; assessment results</p>	<p>There is evidence that the school is moving towards Outstanding in the areas listed here; this is having an effect on pupil attainment. Governors and staff have a full understanding of the areas in which we are, and are not, Outstanding.</p>

	6. Teachers and governors develop familiarity with the Ofsted Outstanding descriptors, working towards achieving them.	Summer	Staff meeting time; governor time		
	7. Develop a culture of saying we are aiming to be an Outstanding school in every area	Throughout year			
Evaluation (based on gathering termly evidence to monitor progress)					

Action Plan

Development Area: Personal development and welfare

Lead Staff: Anna Fairhurst, Kerry Mills

Link governor: Christine Eaglestone

Target	Input, Activities and Tasks	Timescale	Resources, including time and finances	Monitoring	Success Criteria and Impact
Enable all children to feel positive about the school and to know that their concerns will be listened to	<p>1. School Council report children's concerns. Teachers give them the chance to talk to their classmates before meetings and to feed back afterwards.</p> <p>2. PSHE leader leads Council meetings to discuss concerns. Significant issues are reported to the headteacher for changes in practice.</p> <p>3. Results of School Council meetings are shared with parents and children through assemblies and newsletters</p>	<p>At least fortnightly throughout the year (Council re-elected every term)</p> <p>Every half term</p>	PSHE lead does not lead whole-school assembly; she uses this time to meet the Council	Council meeting minutes; children's questionnaire; pupil conferencing	The children's questionnaire and pupil conferencing show that children feel positive about the school and know that their concerns will be listened to

	<p>4. PSHE lessons and assemblies are used to address concerns and to celebrate the positive aspects of the school</p> <p>5. Children are encouraged to speak to teachers about worries, by leaving notes on teachers' desks if desired</p>	Autumn			
Review the Programme of Study for Personal, Social and Health Education to fit in with best practice	<p>1. New PSHE lead appointed and briefed by previous one</p> <p>2. PSHE lead attends ODST training</p> <p>3. PSHE lead drafts new Programme of Study, including Relationships and Sex Education, e-safety, democracy and the rule of law and combating bullying and stereotyping</p> <p>4. Teachers implement new Programme of Study and discuss it to ensure that it is the best it can be</p>	<p>September</p> <p>Autumn</p> <p>Spring</p> <p>Summer</p>	<p>Release time</p> <p>Release time to research and draft programme</p> <p>Staff meeting time</p>	<p>Meeting minutes</p> <p>New Programme of Study available</p> <p>Evidence of pupils' learning</p>	We have a clear, well planned Programme of Study for PSHE which incorporates Relationships and Sex Education, anti-bullying, combating stereotyping, e-safety and democracy and the rule of law. All teachers are comfortable with teaching it and are implementing it well.
Evaluation (based on gathering termly evidence to monitor progress)					

Action Plan**Development Area: Teaching, learning and assessment****Lead Staff: Anna Fairhurst, Sophie Kerr****Link Governor: Tracy Barnett**

Target	Input, Activities and Tasks	Timescale	Resources, including time and finances	Monitoring	Success Criteria and Impact
Develop challenge in Mathematics	<p>1. Ensure that problem solving and reasoning are taking place at least once a week</p> <p>2. Ensure that more able children are given fluency work which stretches them, meaning that nobody should have an entire book of correct answers (connected to work on varying lesson organisation)</p> <p>3. Provide training in resources and teaching methods for problem solving and reasoning, as well as the opportunity for staff to share their experiences and success</p>	<p>From September</p> <p>Autumn</p> <p>Autumn and Spring</p>	<p>Separate books for problem solving and reasoning</p> <p>Staff meeting time and monitoring time for Maths leader</p> <p>Staff meeting time</p>	<p>Book scrutiny; lesson observation; learning walks; pupil conferencing</p>	<p>More able children make good progress in Mathematics across the school. Books show that children are developing their skills in problem solving and reasoning.</p>

<p>Broaden the range of teaching and learning methods, ensuring that we are employing the best practice</p>	<ol style="list-style-type: none"> 1. Theme introduced by staff meeting led by Chris Price-Smith (ODBE) 2. Teachers discuss the different possible ways of planning learning and teaching within a lesson. 3. Teachers observe teaching in other schools and feed back through staff meetings 4. Together, identify some methods to try and all try them before discussing strengths and weaknesses 5. Agree some whole-school and individual changes to be made, including our definition of good practice 	<p>18th Oct; follow-up Feb</p> <p>Oct – Feb</p> <p>Spring term</p> <p>Spring term</p> <p>Summer</p>	<p>Staff meeting and ODBE adviser time</p> <p>Staff meeting time</p> <p>Release time (and cost)</p> <p>Staff meeting time</p> <p>Staff meeting time</p>	<p>Lesson observations and learning walks; meeting minutes</p>	<p>As a staff, teachers understand the pros and cons of a range of teaching methods. We have an agreed good practice guide and individuals refashion their teaching to make the most of lesson time for all children. It is no longer the norm for lessons to begin with lengthy whole-class input</p>

Ensure that there is demonstrable progress in all subjects	<p>1. Reinforce assessment of Science and PE by ensuring that all teachers (including new ones) are doing it</p> <p>2. Discuss the best way to demonstrate progress in all subjects (including considering awards, especially for PE)</p> <p>3. Leaders of all subjects monitor progress to gather evidence of progress.</p> <p>4. Evidence is shared with staff and governors</p> <p>5. Action plans are put in place to address weak progress in any subject</p>	<p>Autumn 1</p> <p>Autumn 2</p> <p>Spring</p> <p>By end Spring</p> <p>Summer</p>	<p>Staff meeting time</p> <p>Staff meeting time</p> <p>Leadership time</p> <p>Time</p>	<p>Meeting minutes</p> <p>Agreed monitoring methods, e.g. assessment analysis, book scrutiny, scrutiny of class evidence books</p>	<p>We have evidence for every subject of what progress there is across the school. The evidence shows that, for most subjects, there is good progress. Where it is weaker there are clear action plans.</p>
Evaluation (based on gathering termly evidence to monitor progress)					

Action Plan**Development Area: Outcomes for Pupils****Lead Staff: Anna Fairhurst, Bridget Winter, Michele Conner****Link governors: Christine Eaglestone, Tracy Barnett**

Target	Input, Activities and Tasks	Timescale	Resources, including time and finances	Monitoring	Success Criteria and Impact
Enable a large majority of children with Special Educational Needs to make good progress from their starting points	1. SENCO plans interventions based on assessment data. The success of interventions is analysed every term and adaptations made.	Termly before the start of each term	SENCO time	Assessment data; intervention timetable	The percentage of children with SEND making good progress or better from their starting points is higher than in 2017 – 18 as evidenced by assessment data.
	2. SENCO and headteacher apply for EHCPs and additional funding for all the children who need it. External agencies (e.g. Occupational Health, Speech and Language, Educational Psychologist) are used where needed	Across the year but ASAP	SENCO and headteacher time	EHCPs, additional funding and external agency support evidence	
	3. SENCO to monitor how children with SEND are learning in the classroom and in interventions and provide feedback to staff, headteacher and governors	Termly from Autumn	Release time in the morning	Reports on monitoring	
	4. SENCO to plan CPD and	Termly after monitoring	Staff meeting time	Meeting minutes	

	<p>individual support based on this monitoring, to ensure all teachers are employing good practice</p> <p>5. SENCO to take responsibility for her own CPD, making links with other schools and requesting course attendance as is useful</p> <p>6. SENCO to gather the views of pupils and parents about their experience of school, feed back to headteacher, staff and governors and make adaptations to practice as necessary.</p>	Ongoing	Money and release time where requested	Meeting minutes	
	6. SENCO to gather the views of pupils and parents about their experience of school, feed back to headteacher, staff and governors and make adaptations to practice as necessary.	Spring	Release time where requested	Feedback to staff and governors	
Improve challenge for the more able, so that they make good progress in all areas of the school (especially in English)	1. Teachers to share good practice for how more able children are challenged	Autumn	Staff meeting time	Meeting minutes	Assessment evidence and book scrutiny shows that more able children are doing different work from the other children and are achieving at a high level, making very good progress from their starting points
	2. Teachers and headteacher to research, through contacts, how other schools ensure more able children are challenged	Autumn	Time including visits	Notes from visits	
	3. Teachers to adapt their practice, so there is evidence of challenge for more able children	Spring	Staff meeting time	Children's work; planning	
	4. Booster groups to include more able children, especially in Year 6	Spring	Booster time and staffing costs	Booster group timetables; children's work	
	5. Higher-level texts to be used as class readers	Autumn	Book purchase costs		
	6. Class book corners to be reviewed to include more high-level texts, including non fiction	Autumn	Book purchase costs	Book corners	
	7. More able children encouraged to read more high-level texts	Autumn		Reading diaries	

	<p>through reading diaries and teacher / TA intervention</p> <p>8. Monitoring specifically focusing on the challenge for the more able, leading to individual and whole-school feedback and CPD</p> <p>9. Ensure that the most able in English are stretched and challenged, by the quality of teaching and resources and by altering their teaching groups where appropriate</p> <p>10. Investigate how the most able children in Y6 can be stretched and challenged</p>	Spring	Monitoring time and feedback/ CPD	Monitoring reports	
Raise standards in Writing across the school and for all groups	<p>1. Expectation reinforced that all children will do independent writing every week, challenged through levelled check lists</p> <p>2. Teachers use high-quality model texts and teach how they are put together</p> <p>3. Teachers use high-quality shared writing to teach, either whole-class or in groups</p> <p>4. Children's writing celebrated through publishing and wall displays</p> <p>5. Children use peer feedback and editing to enhance their understanding of quality writing</p>	<p>Autumn</p> <p>Autumn</p> <p>Spring</p> <p>Autumn</p> <p>Autumn</p>	<p>Book purchase costs</p> <p>Cost of book publishing</p>	<p>Book scrutiny</p> <p>“</p> <p>learning walks / observation / planning scrutiny</p> <p>learning walks</p> <p>book scrutiny</p>	<p>Evidence through lesson observation, learning walks, book scrutiny and assessment analysis shows that standards in Writing have risen across the school. Progress in Writing from starting points is at least as good as that for Reading and Maths, including for more able children and those with SEND.</p>

	<p>6. Children develop their skills in editing and improving their own writing</p> <p>7. Staff discuss and agree other methods of improving standards in writing; we add to our Writing Good Practice document</p> <p>8. English subject leader leads training on the quality teaching of Writing to children of all abilities</p> <p>9. SENCO carefully monitors the progress in Writing of children with SEND and provides support / training as necessary</p> <p>10. Enhance children's vocabulary by direct teaching, use of thesauruses and other methods (e.g. Word of the Week)</p>	<p>Autumn / Spring</p> <p>Spring</p> <p>Autumn and throughout year</p>	<p>Staff meeting time</p> <p>Staff meeting time</p>	<p>book scrutiny</p> <p>meeting notes</p> <p>meeting notes</p>	
<p>Evaluation (based on gathering termly evidence to monitor progress)</p>					