

Brize Norton Primary School

School Improvement Plan

2020 - 21



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	Mr Alistair Doran	
Age Range	4 -11	
Number on Roll	122	
Previous inspection	Date: February 2013	Overall Effectiveness Grade: 1

School Improvement Priorities 2020 - 21

1. Quality of Education

- Embed newly-developed curriculum, ensuring that it leads to progression and high standards for all children in all subjects, with a particular focus on individual subjects which need development
- Ensure that all children are making good progress and that the catch up from any learning loss quickly
- Ensure high quality provision is in place for all SEND children, enabling a large majority to make expected progress or better from their starting points
- Ensure teaching assistants are confident in their role and are deployed in line with the best practice

3. Personal Development

- Integrate pupil character building to all elements of the curriculum
- Further develop pupil leadership
- Further develop pupil wellbeing, especially after the Covid-19 lockdown
- Develop our curricular and extra-curricular offer to enable children to learn about people who are different from them in our country and beyond
- Further develop staff wellbeing

2. Behaviour and Attitudes

- Monitor children's behaviour and attitudes, ensuring our behaviour policy is working well and being applied consistently
- Develop children's, parents' and staff's understanding of bullying, ensuring that incidents are carefully monitored and action swiftly taken where needed

4. Leadership and Management

- Deepen governors' understanding of the school in practice
- Enhance the skills of the new SENCO so she has a demonstrable impact on standards
- Further develop parents' involvement in the school

5. Quality of Education in Early Years

- Develop EYFS curriculum to ensure high standards for all
- Target teaching and the learning environment towards children's language development
- Provide high-quality support for the newly-qualified teacher in the EYFS, enabling her to achieve high standards from the beginning and preparing for the new EYFS framework
- Develop the indoor and outdoor learning environment

Action Plan

Development Area: Quality of Teaching

Target	Input, Activities and Tasks	Timescale	Resources, including time and finances	Monitoring	Success Criteria and Impact	
Embed newly-developed curriculum, ensuring that it leads to progression and high standards for all children in all subjects	<ul style="list-style-type: none"> - Review curriculum for Sept 2020, taking into account new class structure - Monitoring of all subjects over the year, identifying strengths and areas for development - Review our use of assessment in Maths, bringing it in line with our focus on mastery / reasoning - Termly focus on particular subjects: <ul style="list-style-type: none"> - Autumn term Science, to include Primary Science Quality Mark and planning for the Big Science Event - Autumn term Music, to include instrumental tuition for all in Y4 and certain children in Y5/6 (including deprived children), augmentation and organisation of resources and curriculum inspiration for teachers - Spring term Design Technology, to include increasing teacher confidence in handling hard materials - Spring term Reading, to include enhancing class book corners and the range of books in classrooms, and raising the profile of the books adults read to children. - Summer term PE, to include training and enhancing clubs / special events - Summer term Computing, to include developing children's coding skills 	By Sept 2020				All subject leaders have a clear understanding of strengths and areas for development in their subject. The curriculum for all subjects is ambitious and progressive, with clear impact on pupil knowledge and skills. Teacher subject knowledge is high in all subjects.
		Over the year	Staff meeting time each term	All subject leaders, termly		
		Sept 2020	Staff meeting time			
		Autumn	All subjects: staff meeting or INSET time PSQM paid for	Individual subject leaders, after focus term		
		Autumn	£1500 of instrumental tuition (helped by parental contributions and Pupil Premium) £200 instruments and storage			
		Spring	Possible CPD cost			
		Spring	Money for more books (hopefully through donations)			
		Summer	£450 CPD			
Summer						

<p>Ensure that all children are making good progress and that the catch up from any learning loss quickly</p>	<ul style="list-style-type: none"> - Analyse children's progress since the start of the lockdown, and plan carefully how to close gaps and bring children back on track to good progress - Monitoring of progress by subject leaders and headteachers, with more support for teachers where necessary 	<p>Throughout year but especially Autumn</p>		<p>English and Maths subject leaders, SENCO, headteacher</p>	<p>By the end of September, we know who has fallen behind and in what areas. Over the year, there is evidence that these children are catching up and continuing on their track of good progress from their starting points.</p>
<p>Ensure high quality provision is in place for all SEND children, enabling a large majority to make expected progress or better from their starting points</p>	<ul style="list-style-type: none"> - SENCO plans interventions based on assessment data. The success of interventions is analysed every term and adaptations made. This should have a particular emphasis on Year 6 (with a large number of children with SEND) - SENCO works with external agencies to ensure our support for children is as good as it can be - SENCO applies for EHCPs for children who need it - SENCO monitors how children with SEND are learning in the classroom and in interventions and provides feedback to staff, headteacher and governors - SENCO plans CPD and individual support based on this monitoring, to ensure all teachers are employing good practice - SENCO gathers the views of pupils and parents about their experience of school, feeds back to headteacher, staff and governors and makes adaptations to practice as necessary. - Teachers ensure all children with SEND are appropriately supported in line with guidance from SENCO and external agencies where relevant 	<p>Termly before the start of each term</p> <p>Throughout year</p> <p>Termly from Autumn</p> <p>Termly after monitoring</p> <p>Spring</p> <p>ongoing</p>	<p>SENCO time</p> <p>Money for Ed Psych x 2 days</p> <p>Release time in the morning (organised by SENCO with her TA)</p> <p>Staff meeting time</p> <p>Money and release time where requested</p> <p>SENCO time</p>	<p>Assessment data; intervention timetable</p> <p>EHCPs, additional funding and external agency support evidence</p> <p>Reports on monitoring</p> <p>Feedback to staff and governors</p>	<p>Children with SEND make good progress in their learning. They and their parents report that they are happy in school.</p>

Ensure teaching assistants are confident in their role and are deployed in line with the best practice	<ul style="list-style-type: none"> - Use ODST "Making the best use of teaching assistants" as a discussion tool between teachers and TAs - Together, identify our strengths and areas for development - Over the year, work to improve our practice together 	INSET Autumn	INSET time, Sept 2020	Headteacher, over the year	Teachers and teaching assistants share an understanding of how TAs can best enhance children's learning. We all agree that our TAs are making an excellent contribution.
--	---	--------------	-----------------------	----------------------------	--

Action Plan

Development Area: Behaviour and Attitudes

Target	Input, Activities and Tasks	Timescale	Resources, including time and finances	Monitoring	Success Criteria and Impact
Monitor children's behaviour and attitudes, ensuring our behaviour policy is working well and being applied consistently	<ul style="list-style-type: none"> - Reminder to staff after the Covid-19 lockdown of what we agreed for our new policy - Monitoring and review, to ensure it is working well and being applied consistently 	Sept 2020 Throughout year	Staff meeting time	Headteacher	Behaviour and attitudes in the school are very good. Children who struggle with behaviour are well supported, their parents are involved and their behaviour is improving. All staff and volunteers are applying the policy consistently.
Develop children's, parents' and staff's understanding of bullying, ensuring that incidents are carefully monitored and action swiftly taken where needed	<ul style="list-style-type: none"> - Whole-school anti-bullying week, involving activities for all year groups and the involvement of parents - Survey of children's and parents' experiences of harassment and bullying at school, followed by focus groups and action-planning - Action to follow on from this 	October 2020 Spring 2021	Staff meeting time, September Time for groups	PSHE subject leader Headteacher	Children and parents report that they understand what bullying is and how to combat it. They report that incidences of harassment and bullying are rare and well dealt-with when they occur.

Action Plan

Development Area: Personal Development

Target	Input, Activities and Tasks	Timescale	Resources, including time and finances	Monitoring	Success Criteria and Impact
Integrate pupil character building to all elements of the curriculum	<ul style="list-style-type: none"> - Review the PSB “skills for learning and life” so staff feel ownership of them and understand how they can be embedded into everything we do - Make links between individual subjects and PSB skills more explicit - Review how we record progress towards the PSB skills for individual children, including through extra-curricular activities, Forest School and children’s activities at home 	Autumn and Spring 2020	Staff meeting time	Headteacher and subject leaders	Children and staff speak confidently about the PSB skills and how they are relevant to different areas of the curriculum and their lives
Further develop pupil leadership	<ul style="list-style-type: none"> - School Council given the task of organising a termly fund raising event for charity - Results of School Council meetings are shared with parents and children through assemblies and newsletters - Eco Schools committee founded and work begun, with children from different year groups - Reinstate Play Leaders by arranging training and a staff member to lead - Reinstate House Captains and give them a distinct role 	<p>All year from Autumn</p> <p>Spring</p> <p>Spring</p> <p>Spring</p>	Headteacher weekly meeting time	Termly events. Shared minutes. Work of Eco Schools committee.	A wider range of children have whole-school leadership roles and can explain what they have learned through holding them. Children make a meaningful contribution to the enriching school life.
Further develop pupil wellbeing, especially after the Covid-19 lockdown	<ul style="list-style-type: none"> - Nurture groups run regularly to support children who need it, including in Year 6 - Develop SHINE ethos with every class showing how they demonstrate it through a wall display in the hall - Pupil questionnaire focusing on wellbeing, followed by focus groups 	<p>From Autumn</p> <p>From Autumn</p> <p>Spring</p>	<p>TA time; Kerry Mills time to discuss with TAs</p> <p>Time for groups</p>	<p>Kerry Mills</p> <p>Anna Fairhurst</p>	Children who need it are well supported. All children feel comfortable talking about their wellbeing; we are taking action to ensure that all children feel secure and happy in school and at home.

	to lead into action plan (with more open-ended questions)				
Develop our curricular and extra-curricular offer to enable children to learn about people who are different from them in our country and beyond	<ul style="list-style-type: none"> - Termly plan for assemblies includes cultures and religions from around the world - Develop links with BAME people in our own community; encourage them to share their experiences with the children - Review of curriculum to identify where this can be developed, especially focusing on BAME heritages and cultures and on the importance of equality. - Review of our books to ensure different cultures and races are represented - Investigate possible links and the chance to work with children from a different culture / country 	<p>Autumn</p> <p>Autumn</p> <p>Summer</p> <p>Summer</p> <p>Summer</p>	Time to plan Money for books	Headteacher and subject leaders	Our curriculum includes explicit references to a range of cultures, countries and traditions, including the range of ethnicities and religions in our community and country. Children understand the importance of challenging prejudice.
Further develop staff wellbeing	<ul style="list-style-type: none"> - Staff questionnaire focusing on wellbeing, stress and workload - Consider how our systems and processes can be adapted to reduce staff workload - Monthly TA consultations - Regular chance for all staff to talk to the Chair of Governors about things which might concern them 	<p>November</p> <p>Spring</p> <p>Throughout year</p> <p>Throughout year</p>	Meeting time	Headteacher and Chair of Governors	All staff feel listened to. Staff ideas on how to improve wellbeing and reduce stress and workload are implemented if they can be done without negative impact on the children.

Action Plan

Development Area: Leadership and Management

Target	Input, Activities and Tasks	Timescale	Resources, including time and finances	Monitoring	Success Criteria and Impact
Deepen governors' understanding of the school in practice	<ul style="list-style-type: none"> - Link governors with individual classes - Governors to visit their linked classes at least once a term and prepare a report for full governing body - Annual governor visit day in Spring term 	<p>Autumn</p> <p>Termly</p> <p>Spring</p>	Time for governors	Governor visit notes	All governors have a good understanding of how a particular part of the school runs, and know the staff and children who work there. Staff feel able to talk to their link governor about issues which concern them.
Enhance the skills of the new SENCO so she has a demonstrable impact on standards	<ul style="list-style-type: none"> - new SENCO to start National SENCO Award - Three days of support from OXSIT - SENCO to take responsibility for her own CPD, making links with other schools and requesting course attendance as is useful 	All year	<p>£2565 over two years (this year £1282)</p> <p>£1639</p>	Progress towards SENCO award OXSIT adviser's comments on Kerry's progress and the quality of our support for children	Kerry Mills has increased confidence in her ability to be SENCO. She has the knowledge she needs to perform the role effectively.
Further develop parents' involvement in the school	<ul style="list-style-type: none"> - Reinstate parent council with new ground rules and agreed agendas, to keep it positive and focused on school improvement priorities - Regular consultations on specific issues using email or online surveys, to include more parents - Include regular sections in the newsletter about safeguarding and how we handle specific issues, e.g. behaviour or bullying 	<p>Autumn</p> <p>Start Spring</p> <p>All year</p>	Headteacher time	Through meeting minutes and parent questionnaire, Spring term	Parent questionnaire in Spring 2021 shows that a large majority of parents are happy with the school and feel involved in its success

Action Plan

Development Area: Early Years

Target	Input, Activities and Tasks	Timescale	Resources, including time and finances	Monitoring	Success Criteria and Impact
Develop EYFS curriculum to ensure high standards for all	<ul style="list-style-type: none"> - Change to Letters and Sounds for phonics and non-cursive handwriting; ensure all staff are confident to deliver this - Develop EYFS curriculum policy and EYFS curriculum progression document, to match with that for the rest of the school 	<p>Autumn</p> <p>Spring</p>	time	Headteacher	We have an ambitious, flexible, high quality curriculum explicitly set out for the EYFS class which is being taught well
Target teaching and the learning environment towards children's language development	<ul style="list-style-type: none"> - Work with OCC Early Years adviser on quality interactions between staff and children - Develop the indoor and outdoor learning environment to promote high-quality talk 	<p>Autumn</p> <p>Spring</p>	Finance see below	Headteacher and OCC Early Years adviser	Children make good progress in their communication and language, from their starting points
Provide high-quality support for the newly-qualified teacher in the EYFS, enabling her to achieve high standards from the beginning and preparing for the new EYFS framework	<ul style="list-style-type: none"> - Three days' support from OCC Early Years adviser - Regular observations and mentoring sessions with Anna Fairhurst (acting as NQT mentor) - Teacher and TA together visit other schools to experience good practice 	All year	£1326	Headteacher, through mentor's reports	Lucy Johnson makes good progress and develops confidence as an NQT in the EYFS

<p>Develop the indoor and outdoor learning environment</p>	<ul style="list-style-type: none"> - Teacher and TA together visit other schools to gain good ideas - Teacher and TA together agree a plan for redesigning the indoor and outdoor learning environment, linking it with the different areas of learning - Learning environment is used as an “extra teacher”, prompting high-quality independent learning, including providing challenge for the most able 	<p>Autumn</p> <p>By Easter</p>	<p>£2000</p>	<p>Headteacher, mentor and OCC adviser observations</p>	<p>The learning environment encourages high-quality independent and adult-led learning in all areas of learning, including providing challenge for the most able</p>
--	---	--------------------------------	--------------	---	--