

Brize Norton Primary School

School Improvement Plan

2021 - 22



STRIVE – HELP – INSPIRE – NURTURE - EXCEL

School Improvement Priorities 2021 - 22

1. Quality of Education

- Develop the curriculum to ensure equality between subjects and classes and that it meets the needs of the children of Brize Norton
- Improve consistency and standards in the teaching of Writing
- Embed high-quality teaching of Mathematics mastery
- Ensure high-quality education for children with SEND and those with learning gaps

3. Personal Development

- Further develop children's and staff's mental health and wellbeing
- Widen children's experiences within and beyond the curriculum
- Further develop pupil leadership

2. Behaviour and Attitudes

- Further embed the SHINE skills among children and staff

4. Leadership and Management

- Deepen governors' understanding of the school in practice
- Develop the skills of leaders individually and as a group
- Ensure our systems are efficient and effective
- Improve the school as a working and learning environment

5. Quality of Education in Early Years

- Further develop the skills of the EYFS teacher
- Ensure the transition from EYFS to Y1 is smooth and there are consistent features between the classes

Action Plan

Development Area: Quality of Education

Target	Input, Activities and Tasks	Timescale	Resources, including time and finances	Monitoring	Success Criteria and Impact
Develop the curriculum to ensure equality between subjects and classes and that it meets the needs of the children of Brize Norton	<ol style="list-style-type: none"> 1. Review Y1 – 3 curriculum to ensure equality and lack of repetition, whichever class a child is in in Year 2 2. Review all progression frameworks so that topics covered in three year groups have different expectations for each year group 3. Ensure the long-term planning map embeds opportunities to learn about diversity and the wider world and to develop cultural capital 4. Review our book selection to ensure diversity of representation 5. Investigate possible links and the chance to work with children from a different culture / country 6. Improve Computing curriculum to include quality programming and word processing skills 7. Make Geography curriculum more engaging 8. Improve progression framework for Science 	<ol style="list-style-type: none"> 1. Sept 2021 2. Each half term for the following term 3. Sept 2021 4. Spring 5. Summer 6. Autumn 7. Autumn 8. Spring 	<p>Staff meeting and INSET time</p> <p>Money for books and some Computing resources</p>	Individual subject leaders, overseen by headteacher	The curriculum guarantees equal quality and depth, whichever class a child is in. The skills and knowledge are progressive in every subject. Children develop cultural capital and learn about diversity and the wider world. The curriculum for every subject is of a high quality.

<p>Improve consistency and standards in the teaching of Writing</p>	<ol style="list-style-type: none"> 1. Ensure the reading spine for each class embeds opportunities to learn about different periods and cultures (including classic texts) and that children are exposed to high-quality literature 2. Ensure every unit includes high-quality model texts (WAGOLL – What a Good One Looks Like) 3. Develop the use of “Writing Journeys” in planning and on classroom walls, bringing the different areas of English together into consistent units 4. Develop the role of check lists, ensuring that feedback and editing are used effectively 5. Improve teachers’ confidence in shared writing by sharing good practice 6. Review our assessment criteria and how assessments improve quality 7. Develop different ways to publish children’s writing and share between classes 	<ol style="list-style-type: none"> 1. Autumn 2. Autumn 3. Autumn 4. Spring 5. Spring 6. Summer 7. Summer 	<p>Staff meeting time; possibly some money for books and resources</p>	<p>English subject leader</p>	<p>Writing is taught consistently well through units built up over several weeks and incorporating high-quality, model texts, shared writing, SPAG, reading comprehension, individual writing, self- and peer-assessment, teacher feedback and publication</p>
<p>Embed high-quality teaching of Mathematics mastery</p>	<ol style="list-style-type: none"> 1. Increase teachers’ knowledge and confidence with mastery by engaging with Maths hubs 2. Develop teaching assistants’ knowledge and confidence with mastery 3. Audit and augment practical resources 4. Develop consistency in the resources used (practical and published) 5. Develop consistency of lesson structure 	<ol style="list-style-type: none"> 1. Throughout year 2. Autumn 3. Autumn 4. Autumn and Spring 5. Spring 	<p>£500 for practical resources. Subscription to White Rose Maths and possibly other published resources. Staff meeting and INSET time</p>	<p>Mathematics subject leader</p>	<p>Mathematics is taught through a Mastery approach well in every classroom, in a consistent fashion</p>

	6. Develop consistency in the use of children's books	6. Spring			
Ensure high-quality education for children with SEND and those with learning gaps	<p>1. Embed systems for capturing evidence of the effectiveness of interventions</p> <p>2. Ensure interventions are well targeted at those who need them most and at their areas of greatest need</p> <p>3. SENCO to support teachers in identifying and implementing strategies for supporting children with SEND in class</p> <p>4. SENCO to work with external agencies to ensure our support for children is as good as it can be</p> <p>5. SENCO to apply for EHCPs and additional funding for those who need it</p> <p>6. Ensure TAs are confident in their role and are deployed in line with best practice</p>	<p>1. Autumn and Spring</p> <p>2. Autumn and Spring</p> <p>3. Throughout year</p> <p>4. Throughout year</p> <p>5. Spring and Summer</p> <p>6. Spring</p>	SENCO time; money for external professionals when needed	SENCO	Children with SEND make progress towards closing the gap with their peers

Action Plan

Development Area: Behaviour and Attitudes

Target	Input, Activities and Tasks	Timescale	Resources, including time and finances	Monitoring	Success Criteria and Impact
Further embed the SHINE skills among children and staff	<ol style="list-style-type: none">1. Identify a whole-school cycle of focus on different areas of SHINE2. Develop staff's understanding of what SHINE means for them in their roles3. Work with the Pre-Senior Baccalaureate organisation to develop our practice	<ol style="list-style-type: none">1. Autumn2. Autumn3. Spring and Summer	Staff meeting time	Headteacher	SHINE skills are more fully embedded throughout the week and understood by staff as well as children

Action Plan

Development Area: Personal Development

Target	Input, Activities and Tasks	Timescale	Resources, including time and finances	Monitoring	Success Criteria and Impact
Further develop children's and staff's mental health and wellbeing	<ol style="list-style-type: none">1. Designate the room off the hall as a "cosy room" and fit it out accordingly2. Train new ELSA (Emotional Literacy Support Assistant)3. Implement groups to support children's mental health and wellbeing:<ul style="list-style-type: none">• gardening as targeted support• ELSA support group	<ol style="list-style-type: none">1. Autumn2. Throughout year3. Throughout year	Money for furniture and training. Money for staff time (partly funded by Pupil Premium)	Headteacher and full SLT	Children and staff report that their mental health and wellbeing are good; the SLT knows how to identify mental health difficulties and that we are able to make a difference, with staff and pupils

	<ul style="list-style-type: none"> • Service children's groups <p>4. Designated member of the SLT to take responsibility for mental health</p> <p>5. Designated SLT member to be trained in identifying and supporting adults and children with mental health difficulties</p> <p>6. Consider how to improve staff mental health and wellbeing</p>	<p>4. Spring</p> <p>5. Spring</p> <p>6. Spring</p>			
Further develop pupil leadership	<p>1. Reinstate house captains, given the task of organising inter-house competitions and charity events</p> <p>2. Reinstate School Council, given the task of consulting with peers and developing their own school improvement tasks</p> <p>3. School Council and House Captains communicate through their own notice board and website page</p> <p>4. Play Leaders trained annually and led by designated member of staff</p> <p>5. Reading buddies to support children in KS1 who read less at home</p> <p>6. Eco Schools committee founded and work begun, with children from different year groups</p>	<p>1. Autumn</p> <p>2. Autumn</p> <p>3. Autumn</p> <p>4. Autumn</p> <p>5. Spring</p> <p>6. Summer</p>	none	Headteacher	Pupils have many different opportunities to develop their character through meaningful leadership and team work
Widen children's experiences within and beyond the curriculum	<p>1. Start universal instrumental lessons (Y4 – 6) and swimming (Y2 – 5)</p> <p>2. Refresh annual plan for dramatic</p>	<p>1. Autumn</p> <p>2. Autumn</p>	Subsidy for Pupil Premium children	Headteacher	All children are able to participate in a broader range of wider experiences

	<p>productions to enable all children to have a larger role</p> <p>3. Organise participation in events with other schools, including music and sport</p> <p>4. Promote more voluntary individual and group music participation</p> <p>5. Promote more sport outside the classroom through a sports club</p> <p>6. Offer more day trips, and a residential for all children Y3 - 6</p>	<p>3. Throughout year</p> <p>4. Autumn</p> <p>5. Throughout year</p> <p>6. Throughout year</p>			
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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	<p>1. Governors to visit their linked classes at least once a term and prepare a report for full governing body</p> <p>2. Governor – staff links to include developing governors' understanding of subject leader roles</p>	<p>1. from Autumn</p> <p>1. from Autumn</p>	governor and staff time	Chair of Governors	Governors have a deeper understanding of the school through their designated link classes and subject links, and they share their knowledge with each other

Develop the skills of leaders individually and as a group	<ol style="list-style-type: none"> 1. Senior Leadership Team (SLT) meetings twice every half term with clear agendas 2. SENCO to start National SENCO Award 3. Training and support for English leader as she develops her confidence 4. Training and support for new Mathematics subject leader 	<ol style="list-style-type: none"> 1. from Autumn 2. from Autumn 3. throughout year 4. Spring and Summer 	NASENCO £2565 over two years (this year £1282) plus release time 12 days over the year	All SLT collectively	SLT work together well as a group, developing a shared vision for the direction of the school and implementing it
Ensure our systems are efficient and effective	<ol style="list-style-type: none"> 1. Review the collation of evidence for subject leaders – is there a more efficient way than the subject folders? Is there a less paper-heavy way? Can this be made more streamlined? 2. Review homework policy, considering usefulness and staff work load 3. Review our assessments and the way we use Target Tracker – is there a more effective way? 	<ol style="list-style-type: none"> 1. Spring 2. Summer 3. Spring 	staff meeting time	SLT collectively	All staff feel that we are not asking for unnecessary work load; subject leaders can find the evidence they need swiftly
Improve the school as a working and learning environment	<ol style="list-style-type: none"> 1. Ensure each part of the school has a designated purpose and that its furniture and design are best fitted for this 2. Ensure collective responsibility for keeping shared areas of the school neat and pleasant to be in 3. Enhance the look and feel of our entrance areas, to improve the atmosphere 	<ol style="list-style-type: none"> 1. Autumn 2. Throughout year 3. Autumn 	a little money for picture frames etc	SLT collectively	The school looks and feels more welcoming; there are no forgotten corners

Action Plan

Development Area: Early Years

Target	Input, Activities and Tasks	Timescale	Resources, including time and finances	Monitoring	Success Criteria and Impact
Further develop the skills of the EYFS teacher	<ol style="list-style-type: none"> 1. Opportunities for the EYFS teacher to observe good practice in other schools 2. Support teacher to develop EYFS curriculum progression document and action plan, then to implement items within it 	<ol style="list-style-type: none"> 1. Autumn 2. Autumn and throughout year 	money from DfE to support second year in teaching	Headteacher	The EYFS teacher enhances her skills and has meaningful curriculum and action plans, which have an impact on standards
Ensure the transition from EYFS to Y1 is smooth and there are consistent features between the classes	<ol style="list-style-type: none"> 1. Set up Y1/2 class to be more informal 2. Ensure opportunities in Y1/2 class for child-initiated learning, especially for the Y1s who did not reach GLD 3. Enable Y1 children to learn outside more, both in their own outdoor area and in the EYFS garden 	<ol style="list-style-type: none"> 1. Autumn 2. Autumn 3. Spring 	Money for canopy (up to £2000) and for resources for Y1/2 class	Headteacher	All Y1 children, including those who did not reach GLD, have a smooth transition into KS1 and continue to make progress.