

School Improvement Plan 2020 - 21

Building a community of learners

Our Vision		
Inspire our children to succeed	Create excitement for learning	Achieve excellence
TEFAT priorities		
A high quality of education across the Trust which is inclusive and ambitious for all pupils, particularly the most disadvantaged and those with SEND	Provide a curriculum that extends beyond the academic to enable pupils to develop their talents and interests as well as be prepared for adult life. Including learning how to keep themselves physically and mentally healthy, contribute to society and develop wider cultural capital	Ensure that leadership in all our schools is focused on the quality of education and positive outcomes for pupils through collaboration across all schools, sharing expertise by the very best teachers across the Trust
Billesley Primary School - 3-year priorities (2020-2023)		
Pupils consistently achieve highly, particularly the most disadvantaged	A rich and engaging curriculum builds clearly on the knowledge and skills pupils need to succeed	Pupils display high levels of respect. They play an active role in creating an environment in which commonalities are celebrated and the difference is valued and nurtured.
Leadership and management at all levels is highly effective with a focus on reducing variability, narrowing the gap and enhancing sustainability		
Billesley Primary School priorities (2021-2022)		
Quality of Education	Personal Development	Behaviour and attitudes
How do we continue to ensure the highest quality teaching for all?	How do we develop character, resilience and personal responsibility?	How do we remove the non-academic barriers to success?
Leadership and Management		
How do we develop leadership capacity so that we provide high quality, inclusive provision for all pupils whilst enhancing the role of the school in the wider Education system?		

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Quality of Education	Led by
How do we continue to ensure the highest quality of teaching for all?	
Challenge - Why?	
1.1: Rigorous diagnostic assessment is essential to identify gaps and clear next steps in learning.	SH
1.2: Fluency, confidence and enjoyment in reading are fundamental to curriculum success.	SH
1.3 Metacognitive strategies have a significant impact on pupil outcomes	AI

Personal Development	
How do we develop character, resilience and personal responsibility?	
Challenge - Why?	
2.1: Carefully planned holistic learning opportunities empower pupils to become educated citizens .	AI
2.2: A focus on a Healthy Lifestyle ensures the school and wider community make lasting contributions to the physical and emotional health of its members	RH
2.3: Sustained parental and community links provide rich opportunities to improve shared outcomes	RH

Behaviour and attitudes	
How do we remove the non-academic barriers to success?	
Challenge - Why?	
3.1 Motivated and engaged pupils demonstrate excellent learning behaviours and make positive contributions to their own and other's learning	RH

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3.2 Rigorous systems in safeguarding, pastoral care and attendance underpin high performance and address social disadvantage.	SB/SH
3.3: Children who make a tangible contribution to all aspects of school life enact meaningful change and become leaders of tomorrow .	AI

Leadership and Management	
How do we enable Leadership to develop so that we provide high quality, inclusive provision for all pupils whilst enhancing the role of the school in the wider Education system?	
Challenge - Why?	
4.1: The research school supports teachers and senior leaders by providing evidence-based training and resources designed to improve practice and improve pupil outcomes	KR
4.2 - Effective pedagogical and transformational leadership enhances conditions for high-quality teaching and learning	KR
4.3: High-quality, sustained professional development supports the best possible teaching to improve pupil outcomes	AI