INSPIRE our children to succeed

CREATE excitement for learning

ACHIEVE EXCELLENCE

School Improvement Plan 2022 - 2023
Building a community of learners

Context

Billesley is a larger than average 3 form entry primary school with 683 pupils on roll. Our Nursery has 39 full-time spaces and 20 part-time.

We also have specialist ASD Resource Base provision meeting the needs of 13 children. The complex needs of the children in the base have changed significantly over the last 2 years, becoming more profound. This has resulted in a need for staffing restructure and considerable investment in the learning environment in order to ensure we are meeting their individual needs.

The school is full with the exception of Y4 (81 - low birth rate year). The ethnicity of our pupils is twice the national average with 44 different groups identified. The largest groups are Pakistani 36%, WBRI 23% and Indian 6%.

The number of pupils identified as EAL is more than double the national average with 35 languages spoken

Our FSM Ever 6 is more than twice the national average and in the top 20% of all schools. Within our community a number of families experience high levels of deprivation: in the top 20% of the country. Approaching double the national average.

The number of pupils identified with SEN is high at 16.8% which is in the top 20% of all schools. Currently, 19 children have an EHCP - 13 children in Resource Base and 10 children in the mainstream. We have 6 LAC and 1 PLAC children across the school.

The plan this year is based on the principles of the EEF Tiered approach to School Improvement. These principles guide our approach as we know the priority for all of our pupils has to be high-quality teaching and learning underlined by wider strategies to support pupils' physical and mental health. Alongside this, we aim to provide targeted support to those who need it most.

There have been a number of staffing changes at the middle and senior leadership level over the last 2 years as colleagues have moved on to gain promotion or retire from the profession. We are excited by the opportunity this brings to further develop new leaders across the school.

We have spent a number of years developing our curriculum across all areas of learning and we are confident that we offer the highest quality of education to our pupils but we are aware there is still much that can be developed further in order to develop our pupils as confident, articulate citizens of the future.

Within our holistic approach we have identified key groups of pupils as priorities for the coming year.

These are; Pupils with **SEND**, **boys** and our **high attaining pupils**. These pupils achieve well in school but there are pockets within school where their progress and attainment is not in line with their peers. The approaches identified in the School improvement plan this year (alongside current systems and processes) will support these pupils in closing any current gaps in attainment and progress.

Our in school data also shows that attainment in writing lags behind that of reading and maths. On analysis we feel this is partly due to the impact of school closures. We are confident that our refined approach to teaching and assessing writing will close this gap over the coming year.

Our pupils' attendance and punctuality rates have fallen since the return from school closures - these mirror the national trend. Therefore, school attendance and punctuality will continue to have a high focus within the plan this year.

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 develop their own talents and interests as well as be prepared for adult life. This will include 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 (2022-2023)		
Quality of Education	**Personal Development**	**Behaviour and attitudes**
How do we continue to ensure the highest quality teaching for all pupils?	How do we ensure that the wider school community is healthy, informed and contributes towards positive outcomes?	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?		

Quality of Education

How do we continue to ensure the highest quality teaching for all pupils?

Evidence Base:
OFSTED - Research and analysis - **Research review series: English (**updated 15 July 2022) - here
EEF **Teacher feedback to improve learning** - here
EEF **Cognitive Science approaches in the classroom** - here
Cambridge: **The Development of Oracy Skills in School Aged Learners**
Unlocking Research: **Inspiring Primary Curriculum Design** - James Biddulph & Julia Flutter
Simplicitus: **The Interconnected Primary Curriculum** - Emma Turner
A Curriculum of hope - Debra Kidd
Transform Teaching and Learning Through Talk: Amy Gaunt & Alice Stott

OFSTED

- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning
- Pupils read widely and often, with fluency and comprehension appropriate to their age.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Challenge - Why?

1.1 A rigorous approach to teaching **phonics** and **early reading** ensures pupils develop the confidence, fluency and understanding to achieve to well across the curriculum

Active ingredients - What? *What activities and behaviours will we see?*	Implementation Activity - How? *How will it be done?*	Outcomes - How well? *How will we know it's working?* *How will teachers, pupils, parents, staff benefit?*
Phonics - Content delivery as per strategic phonics overview - Lesson plan format used and followed effectively	*Training* CPD for all adults teaching phonics and early reading	**Pupil Outcomes** Need to look at individual children but ish: 90% Y1 phonics

- Grouping of children as agreed
  - Mixed attainment 15s YR
  - Matched attainment across Y1
- Well paced lesson delivery following modelled pedagogy
- Children demonstrating outstanding lesson behaviours
- Meticulous formative assessment addressing misconceptions during lessons
- Teachers identifying children at risk of falling behind and providing same day interventions.
- Intervention resources and strategies used as per NOPS
- Summative phonics tracker assessment demonstrating improved attainment each half term
  - GPCs
  - Blending
  - Tricky words
- Appropriate dialogue between professionals to inform planning, delivery and pupil progress
- Effective parent workshops to support phonics and home reading
Early Reading
- Minimum of x3 discrete reading lessons per week
  - Matched attainment 6s YR
  - Matched attainment Gps Y1
- Lesson plans following agreed format and using agreed proforma
- Quality books matched precisely to children's *secured* phonic knowledge.
- Children decoding without overt sounding and blending (90% fluency)
- Formative assessment recording using agreed proforma and codings
- Home reading managed and monitored in line with NOPS
- Appropriate dialogue between professionals to inform planning, delivery and pupil progress
- Classes visiting school library at least x2 per half term.
	Bespoke CPD training for RB delivered by EOL supported by ESL
	
	Coaching
	Staff identified to requesting coaching support lead by EOL
	
	Moderation
	Half termly phonics summative data moderation by EOL and YGL
	
	Monitoring
	Fact finding by English operational lead to ensure effective implementation and identify areas of coaching or NOPS adaption
	
	Reading and phonics records monitored by EOL and YGL to ensure inline with NOPS
	  - Lesson records
	  - Assessment records
	  - Home reading records
	
	Reading diaries to be monitored by EOL and YGL to ensure high quality and identify children for celebration
	
	Library calendar and regular visits to support reading for pleasure
		95% Y2 phonics
		76% EYFS reading
		72% KS1 reading
		
		Fidelity
		100% of lessons will demonstrate NOPS and agreed pedagogy
		
		100% of records will be inline with NOPS
		
		Acceptability
		100% of adults demonstrating confident, well paced expertise when delivering lessons
		
		100% of adults talk confidently when discussing strategy, attainment, intervention and next steps
		
		Reach
		100% of children make the expected progress in phonics in line with personalised learning journey and planned interventions
		
		100% of children take home an appropriately levelled reading book
		
		100% of children will talk with confidence about enjoyment of phonics and reading lessons
		
		100% of parents will be able to talk about key phonics and early reading practices

Led by: Sam Hudson	**Monitored by: Karl Rogerson**	
Challenge - Why?		
1.2: **Cognitive science principles of learning** can have a positive **impact** on rates of learning in the classroom		

Active ingredients - What? *What activities and behaviours will we see?*	Implementation Activity - How? *How will it be done?*	Outcomes - How well? *How will we know it's working?* *How will teachers, pupils, parents, staff benefit?*

- Cognitive science approaches skillfully woven into medium /short term planning and lesson delivery
     - spaced learning (strategic planning
     - Interleaving (strategic planning)
     - retrieval practice (strategic planning)
     - cognitive load strategies (delivery)
       - Worked examples
       - Exemplars
       - Content chunking
       - Scaffolding
       - Decoding
 - The skillful use of a range of diagnostic questioning strategies to probe and deepen understanding:
     - talk partners
     - pose, pause, bounce, pounce
     - multiple choice
     - True, false, why
 - Planned pre and post tutoring opportunities to assess knowledge, close gaps and accelerate progress
 - Teacher verbal and written feedback is expertly used either clarifying, consolidating or extending.
 - Skillful peer and self assessment opportunities regularly employed to consolidate and extend learning
 - Assessment records completed and acted upon inline with NOPS
     - Whole class feedback
     - Writing TAFs
     - Reading descriptors
     - Phonics Tracker
 - Summative assessment practice are:
     - timely,
     - inline with NOPS
     - diagnostically interrogated
     - Impact on future planning and delivery
	Training - CPD
	 ● Cognitive science theory and our context revisited - x1 session
	 ● X5 sessions delivered by T&L team to cover:
	     ○ Retrieval practice
	     ○ Cognitive load
	     ○ Spaced learning
	     ○ Interleaving
	     ○ Dual coding
	 ● Each session will focus on implementation in planning, pedagogy and assessment.
	 ● Teachers will reflect on their practice as teams and as a group collectively to agree what will become standard practice (NOPs).
	 ● Self & peer assessment - (staff R&D)
	
	 Coaching
	 Support teachers by request or as identified through monitoring in the effective use of:
	 ● Cognitive science strategies
	 ● Diagnostic questioning
	 ● peer/self assessment
	 ● Pre tutoring
	
	 Moderation
	 Summative assessment records will be moderated by leaders to ensure accuracy of judgements
	
	 Monitoring
	 Leaders will monitor books, planning and lessons to identify the effective implementation
		Pupil Outcomes
		 EYFS: 75% RWM
		 KS1: 74% RWM
		 KS2: 80% RWM
		 Fidelity
		 100% of teachers will demonstrate key strategies as evidenced in:
		 - books
		 - planning
		 - Lessons
		
		 100% of summative assessment practices will be inline with NOPS
		
		 Acceptability
		
		 All staff will interweave key strategies to meet the needs of their pupils
		
		 All staff can talk confidently about key strategies and give examples in own practice
		
		 Curriculum leaders implement assessment practices, consistently.
		
		 Reach
		 Children targeted for pre/post tutoring (SEND/GDS) will demonstrate impact as a result

	of:
	- Cognitive science strategies - Diagnostic questioning - peer/self assessment - Pre and post tutoring - Expert teacher feedback Leaders will monitor summative assessment records to ensure inline with NOPs
Led by: Angela Watson and Sam Hudson	**Monitored by: Karl Rogerson**	

1.3 Children who are **confident and articulate** in their **communication** can engage successfully in a **range of social contexts**

Active ingredients - What? *What activities and behaviours will we see?*	**Implementation Activity - How?** *How will it be done?*	**Outcomes - How well?** *How will we know it's working?* *How will teachers, pupils, parents, staff benefit?*
- The curriculum is enriched with opportunities for language development - External partners: *Stans Cafe, Open Theatre, Royal Opera House, Music Experts and The Rep* will focus on; *public speaking, projection of voice and articulate speakers* - External partners will work closely with staff in order to upskill them in the four elements of effective oracy - Teachers using every opportunity to ensure children are involved in spoken dialogue by listening, attending and contributing - Teachers modelling ambitious vocabulary in a variety of contexts - Teachers encouraging children to ask questions and to explain their thinking - Teachers using a range of questioning techniques to allow all children to participate in classroom discussions - Classrooms full of language rich opportunities where staff model effective language and further develop opportunities for language development, with a focus on the following four elements: **1 Physical:**	***Training*** - VP and LP will work with external partners to ensure expectation and messages are consistent - External partners will train and upskill staff on language development - ROH CPD for identified teachers and SLT - SALT to work with all staff to support ind needs ***Coaching*** Support teachers by request or as identified through monitoring in the effective use of the four identified elements ***Monitoring*** Analysing the impact of external partners through: - VP and LP to devise a monitoring plan	**Pupil Outcomes** Children will be excellent communicators by - Having excellent fluency and pace - Clarity of pronunciation - Voice projection - Maintaining focus and concentration - Critically examining ideas and views expressed **Fidelity** All teachers will demonstrate key communication strategies **Acceptability** All adults can articulate communication strategy and next steps **Reach** All chn display effective communication skills by - Structuring and organising their talk - Articulating their thoughts in a clear and concise manner

- Fluency and pace of speech - Tonal variation - Clarity of pronunciation - Voice projection **2 Linguistic:** - Appropriate vocabulary choice - Structure and organisation of talk - Rhetorical techniques, such as metaphor, humour, irony and mimicry **3 Cognitive:** - Seeking clarification through asking questions - Building on the views of others - Sustaining concentration and maintaining focus - Giving reasons to support views - Critically examining ideas and views expressed **4 Social & Emotional:** - Guiding or managing interactions - Turn taking - Listening attentively and responding appropriately - Self assurance, liveliness and flair	of action ● Ongoing assessment for the Creativity Collaborative termly reports. Key staff to keep padlets of progress and reflections ● ROH end of project assessments	● Listening attentively and responding appropriately
Led by: Asima Iqbal	**Monitored by: Karl Rogerson**	

1.4: A **progressive curriculum** that is **relevant** and **reactive** to the **needs of all pupils** equips them to face life in modern Britain.

Active ingredients - What? *What activities and behaviours will we see?*	**Implementation Activity - How?** *How will it be done?*	**Outcomes - How well?** *How will we know it's working?* *How will teachers, pupils, parents, staff benefit?*
● Curriculum leaders and Class Teachers are aware of the clear end points of each curriculum area ● Curriculum leaders and Class Teachers can articulate what progress looks like in these areas and discuss the relevant next steps for the chn in their classes ● Class Teachers plan for the wider curriculum ensuring subject content is broken down into appropriately sized steps and sequenced to build towards those end points ● Concepts are explicitly planned for and evident in	***Training*** CPD for staff on concept base learning CPD for SL will have a high focus on: - Progression of knowledge and skills - Deep Dives - Fact Finding - WCF	**Pupil Outcomes** 100% of children can articulate what they have learnt; recall key facts, comment on the key concepts and articulate their next steps in learning are **Fidelity** Specific gaps in children's knowledge are clearly identified through WCF and immediately addressed in the follow up session

Teaching and learning	Coaching	Acceptability
● The Curriculum Lead will ensure all subjects are coherently planned, delivered and assessed with a particular focus on Computing, MfL and PSHE ● The Curriculum Lead supporting new to the role subject leaders in Fact Finding, subject leadership and participating in deep dives ● Curriculum leaders playing an active role in monitoring planning to ensure it is progressive and the impact of WCF ● The Creativity Collaborative programme will empower teachers to develop creative pedagogies and facilitate the environment in which learners are enabled to flourish and fulfil their creative potential	CL will be provided with individual coaching session focusing on: - Leadership - Providing feedback - Managing difficult conversations *Monitoring* - Planning - Book looks - Observations - FF - WCF - Curriculum Leaders monitoring the rigour of subject specific planning and feedback where appropriate	All staff can confidently articulate rationale of concept based teaching and how it prepares children for life in modern Britain **Reach** All teachers provide a currIculum that is relevant and reactive. All chn are prepared for life in modern Britain All teachers know and understand their children's immediate learning needs in relation to the core curriculum vision
Led by: Asima Iqbal	**Monitoring: Karl Rogerson**	

Personal Development
How do we ensure that the wider school community is healthy, informed and makes valuable contributions towards positive outcomes?
Evidence Base: ● School food standards here ● Creating a culture and ethos of healthy eating here ● Children's wellbeing and their academic achievement: The dangerous discourse of 'trade-offs' in education here ● EEF **Teaching and learning Toolkit** - here
OFSTED
● The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality ● The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.

- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others

Challenge - Why?

2.1: A programme of **targeted support** for pupils and parents can have a positive impact on progress across the spectrum of achievement

Active ingredients - What? *What activities and behaviours will we see?*	**Implementation Activity - How?** *How will it be done?*	**Outcomes - How well?** *How will we know it's working?* *How will teachers, pupils, parents, staff benefit?*
- Appropriately skilled staff delivering bespoke interventions in small groups or 1-to-1 - Academic mentors providing targeted academic support before, during and after school; targeting priority groups - A series of parent sessions and special events specifically targeted to attract parents of boys and underachieving pupils - Clear communication to parents / carers on the purpose and nature of support; updates on progress made and relevant next steps - Support which is tailored to different age groups, and which is reflected in the nature of provision - Subject 'surgeries' that provide precise insight, information and support for parents and carers to support pupils at home in specific curriculum areas - Year groups delivering workshops which focus specifically on supporting parents/ carers to support pupils at home - Parents and carers who are able to demonstrate impact on pupils through the support they provide	*Training* Share and develop staff understanding of recruitment process, including pre and post assessment, communication and resources *Coaching* Specific coaching to address identified coaching needs Requests to provide specific pedagogical support Observing effective practice across school *Monitoring* Regular monitoring of practice to identify strengths; share best practice; identify coaching needs *Resources* Subject specific resource packs to support parents and carers Rewards scheme to support motivation and attendance of tutoring sessions	**Pupil Outcomes** 100% of pupils demonstrate progress towards targets through pre and post tutoring assessments Pupils attending targeted interventions improve rates of progress in RWM - identified in books, data and pupil/teacher voice **Fidelity** Specific gaps in children's skills and knowledge are clearly identified and directly addressed through targeted academic support and intervention. The quality and development of provision is shaped by the principles of targeted academic support **Acceptability** Communication with parents/ carers ensures they know why, what and how support will be implemented and *their* role in supporting the process Tutors will be able to articulate each child's individual progress **Reach** Pupils receive the support required to impact on outcomes
Led by: Angela Watson	**Monitored by: Ryan Hook**	

Challenge - Why?

2.2 : A **healthy lifestyle** (physical and mental) enables children and adults to achieve their potential

Active ingredients - What? *What activities and behaviours will we see?*	Implementation Activity - How? *How will it be done?*	Outcomes - How well? *How will we know it's working?* *How will teachers, pupils, parents, staff benefit?*
- Pupils learning how improve their physical and mental health - Key stakeholders accessing and engaging with services and events; classes and clubs which promote a healthy lifestyle. - The school community is actively involved in supporting the vision and values of a Healthy Lifestyle - Parents and children using a mental health toolkit to support wellbeing - A range of curricular opportunities, including holiday clubs, after school clubs, EVs and wider community partnerships which are targeted at specific groups. - Parents attending classes and groups which promote a healthy lifestyle - Pupils and staff partaking in regular activities to support physical and mental wellbeing, above and beyond statutory expectations - All year groups will include at least one parent/ community event with a focus on promoting healthy lifestyles - Specialists providing services for parents and the community, within and outside of school - The catering team working alongside CMC and BPS pupils to review and revise lunch options, taking into account: variety, nutritional and cultural factors; and extending to wrap around care - Community Healthy Eating training - All year round access to school community site - e.g. Dale/ HAF/ party hire - Rackets Cubed link developed to secure all year round provision. - Parent activity clubs established, available and well attended - The garden of 'the house' being developed and	*Training* Develop staff understanding of Healthy Lifestyle Strategy through: - Making links and finding opportunities with current/ adapted curriculum - YG and whole school events - Making links to specialist service providers from within and outside the community - Dinner supervisors - Senior Mental health lead disseminates training to relevant staff/ community members *Coaching* - Support from PE Team and external experts for Year Group and whole school events - Support for key staff taking a lead role in the development and promotion of healthy lifestyles across school and wider community - Senior MHL to work alongside pastoral team *Monitoring* - Ensuring that planned activities which promote and enable healthy lifestyles are timetabled, protected and happen *Resources* - Playground equipment	**Pupil Outcomes** 100% of targeted individuals attend extra curricular clubs - Attendees of after school clubs reflect a balanced demographic: PP, Boys, SEND. - Pupil survey shows how they have developed their knowledge of a healthy lifestyle - Pupil survey demonstrates the impact on health and wellbeing as a result of lifestyle changes. **Fidelity** High needs pupils and families are identified and receive consistent, bespoke and high quality support **Acceptability** Teachers work collaboratively with tutors to identify, assess and develop the quality of provision in their year group There is an increase in the number of pupils accessing extra curricular activities over the school year **Reach** All staff understand the importance of good physical and mental health and how it supports pupils personal development and academic achievement Parents develop their understanding of the importance of good physical and mental health Pupils can articulate strategies they use to support their mental health

used as a community growing project; part of an enrichment curriculum; maintained and run by the community	- PE equipment - Catering equipment - Funding to support travel - membership/ funding for external specialists	
Led by: Ryan Hook	**Monitored by: Karl Rogerson**	

Behaviour and attitudes

3. How do we remove the non-academic barriers to success?

Evidence Base:
OFSTED - Research and analysis **Securing good attendance and tackling persistent absence** - here
Improving Behaviour in Schools: EEF
Improving social and emotional learning in Primary Schools: EEF

OFSTED

- Behaviour and attitudes are exceptional.
- Pupils consistently have highly positive attitudes and commitment to their education; they are highly motivated and persistent in the face of difficulties.
- Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- The school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere.
- Pupils' motivation and positive attitudes to learning are recognised as important predictors of attainment.

Challenge - Why?

3.1 A culture of **high expectations** and **rigorous monitoring** secure the best possible **attendance** and **punctuality** for all pupils

Active ingredients - What? *What activities and behaviours will we see?*	Implementation Activity - How? *How will it be done?*	Outcomes - How well? *How will we know it's working?* *How will teachers, pupils, parents, staff benefit?*
An embedded culture where attendance is 'everyone's business'	*Training* CPD - develop staff's depth of	**Pupil Outcomes** Attendance is at or above National (96.5%)

Active ingredients - What?	Implementation Activity - How?	Outcomes - How well?
● Pupil, staff and parent voice gathering information about attitudes and opinions regarding attendance ● Pupils identified early through rigorous and systematic monitoring; and provides early and rapid support ● A clear communication strategy for key stakeholders that reflects the importance of good attendance and individuals' roles in securing it ● All staff aware of the strategies they are expected to employ to monitor, support and reward attendance ● Rigorous analysis of attendance, which identifies both individual concerns and group trends ● Early intervention and appropriate support implemented ● Statutory processes rigorously implemented and followed ● Pastoral Manager taking operational lead on all attendance processes and procedures to secure a global overview ● Teachers having a clear picture of attendance in their class and action their concerns through established systems and procedures (flow chart) ● A clear structure of systems and procedures ● A simple system of incentives and rewards established through consultation - pupil voice	understanding of attendance; statutory and school ● Establish new system of monitoring and reward in classes *Coaching* ● VP weekly with attendance team *Moderation* ● Weekly attendance meeting with pastoral team *Monitoring* ● Daily check - single person overview ● Weekly watchlist update ● Weekly - class/ Yr groups employment of agreed strategies ● Systems and structures quality assured to ensure they are both implemented and effective	The gap between PP and NPP attendance is below 1% There is no gap between Boys and Girls attendance Persistent absence is at or below National (TBC - circa 10%) The gap between PP and NPP persistent absence is below 5% There is no gap between Boys and Girls rates of persistent absence **Fidelity** An understanding that good attendance does not happen in isolation - there is an interrelationship between attendance and the quality of the curriculum, ethos, behaviour, inclusivity and achievement **Acceptability** All key stakeholders are clear about the importance of good attendance and their role in securing it. Stakeholders feedback on their roles and how the impact it has (or has not) had drives systemic innovations, adaptations and improvements **Reach** The wider school community understands the strategies implemented at all levels which secure good attendance

Led by: Ryan Hook	Monitored by: Karl Rogerson	

Challenge - Why?

3.2 Rigorous systems in **safeguarding** and **pastoral care** support pupils **well being** and **academic achievement**

Active ingredients - What? *What activities and behaviours will we see?*	Implementation Activity - How? *How will it be done?*	Outcomes - How well? *How will we know it's working?* *How will teachers, pupils, parents, staff benefit?*
● Safeguarding training is timelined, robust, strategically delivered over the year and responsive to our local context.	*Training* Develop staff subject knowledge & practice through: formal CPD, research	**Pupil Outcomes** Attendance is at or above National (96.5%) Early Help assessment is acted upon within 1 week of concern.

● Staff's understanding (and compliance) of safeguarding policy and practice is routinely monitored. ● New staff trained according to statutory requirements and in receipt of high quality induction. ● Myconcern training and monitoring ensures the highest standards of record keeping and response. ● Myconcern used effectively to record staff's reading of statutory documents and school policy. ● Internal safeguarding trends analysis is timely, pertinent and informs clear next steps. ● Strategic safeguarding meetings monitor operations and identify future development opportunities and training needs. ● Safeguarding runs through the curriculum effectively and meets the needs of our children within their 'real world' context ● Pastoral provision provides vulnerable children the opportunity to access support throughout the school day. ● Focus on record keeping on low-level concerns enabling early intervention with parents and pupils. ● Pastoral team working closely with the LA and Children's services to improve early intervention for pupils and parents. ● Pupil and parent opinion routinely sought to inform provision. ● Pupil view sought where instances of positive handling have been necessary ● Pupils and parents understand the community in which they live, how to keep themselves safe and where they can access support and services. ● Multi-lingual safeguarding messages to support our community of parents and carers ● Half termly and termly safeguarding analysis and summaries are pertinent and keep key stakeholders appropriately informed. ● Staff supporting children's emotional health through a shared understanding and strategic response. ● Thorough, effective and recorded safeguarding training for governors and community council	opportunities and video tutorials in: ● Myconcern - logging concerns, case studies, analysis. ● Local context /National agenda updates - 30 mins per training day over the year. ● Formal INSET FLICK sessions: ○ Child on child abuse ● Staff: local context & key reminders - 1 per month through YGMs ● Parent: local context & services - 1 per month through school Newsletter ● Pupils: local context & key reminders - 1 per month through assemblies ● CPD - develop staff's depth of understanding of safeguarding; statutory and school ● Pastoral team attend annual and termly LA training. ***Resources*** ● Student Social worker placed in the pastoral office. ● Early Help interventions with Hall Green families. ● Before/ After school clubs ● Early interventions meeting with Hall Green run from school. ● Pastoral team ● SEMH interventions ● Early help peer on peer interventions ● SEMH lead	100% Children identified as vulnerable on MyConcern make expected progress. Gender gap closed or reduced Disadvantaged gap closed or reduced SEND improved attainment **Fidelity** Pupils/ parents/ families are identified early through rigorous and systematic monitoring; and provides early and rapid interventions. **Acceptability** All staff understand their statutory duty to all keep children safe and how the structures and systems work at Billesley. All parents surveyed clearly articulate how and where support can be accessed and how school keeps them informed of safeguarding and pastoral matters. All pupils articulate that they feel safe, where they could go and who they could talk to if they were worried. **Reach** The wider school community receive a wide range of early help ensuring essential needs are met.

● E Safety workshops and support for parents and carers to safeguard children of site and online		
Led by: Sarah Butler	**Monitored by: Sam Hudson**	

Leadership and Management
How do we enable Leaders 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?

Evidence Base:
- Standards for teachers' professional development (July 2016) - here
- Leadership Matters 3:0. How leaders at all levels can create great schools - Andy Buck 2018
- EEF **Effective professional development** - here

OFSTED

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues
- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.

Challenge - Why?		
4.1 **Middle leaders** play an essential role in driving and developing a **culture of high quality learning, teaching** and **inclusive practice**		
Active ingredients - What? *What activities and behaviours will we see?*	**Implementation Activity - How?** *How will it be done?*	**Outcomes - How well?** *How will we know it's working?* *How will teachers, pupils, parents, staff benefit?*
YGL - Shared set of practices, or NOPs that are in place in all year groups - Bespoke training programme based on areas for development with the YGL - Principles of effective leadership - NOPS and BPS specific context - YGL build and sustain professional and personal credibility by role modelling: - High quality planning, teaching and assessment - Adherence to NOPS and deadline - Meeting preparation and performance - CPD investment and implementation - Effective communication - Positive solution focussed approach - Culture and vision - YGL develop their coaching and mentoring skills to support professional learning - YGL act as leaders of learning and are committed to their own on-going professional learning through GROW Middle Leaders - Middle leaders engage critically with research and developments in curriculum and work collaboratively with others to ensure this learning is applied to improve outcomes for every learner - Middle leaders encourage and enable the development of leadership skills and capacities in others	***Training*** Structured training programme for YGL delivered on half termly basis with follow up sessions ***Coaching*** Half termly 1:1 coaching session provided by Vice Principals Access to additional independent coaching sessions with external performance expert ***Monitoring*** Principal to 'check in' with YGL on termly basis to review impact of coaching programme Middle leaders monitor implementation of new strategies - NOPS - effective delivery	**Pupil Outcomes** Pupils meet their academic targets **Fidelity** 100% of YGLs will attend training sessions and actively engage in GROW 100% of YGL will demonstrate professional and personal credibility **Acceptability** 100% of YGLs will lead their own professional learning journey **Reach** 100% of YG staff will talk positively about YGL impact on their daily practice

- Curriculum leaders monitoring the impact of WCF - Middle leaders model and support the development of a culture of mutual trust, respect and accountability through the development and enactment of the curriculum - Middle leaders ensure provision challenges all learners including SEND and GDS		
Led by: Sam Hudson	**Monitored by: Karl Rogerson**	

Challenge - Why?

4.2 A range of effective **professional development** opportunities offers tools to develop teaching quality and **enhance children's outcomes** in the classroom

Active ingredients - What? *What activities and behaviours will we see?*	Implementation Activity - How? *How will it be done?*	Outcomes - How well? *How will we know it's working?* *How will teachers, pupils, parents, staff benefit?*
- PD programme designed to: - Build knowledge - Motivate teachers - Develop teacher techniques - Opportunities to embed practice - Reflect on current practice and immediate next steps - Revisits to previous topics regularly - Regular quizzes to support retrieval - All sessions supported by by evidence from credible sources - Peer to peer support groups - High quality modelling of teacher techniques from Lead Practitioners - Action planning embedded as an element of professional development - An instructional coaching model to support ECTs - Adults discussing and debating the most effective teaching techniques	*Training* - Structured CPD programme supplemented by coaching in the classroom 1-1 training sessions - Wrap around support *Coaching* - Individual staff development plans (GROW) - Development of new coaching team - Teachers and TAs - External input from Experts - Opportunities to shadow senior coaches *Monitoring* - Termly coaching review - Pupil progress meetings - Formal monitoring programme	**Outcomes** See whole school targets identified above Gender gap closed or reduced Disadvantaged gap closed or reduced SEND improved attainment Staff development and retention **Fidelity** A commitment to regular sessions Coaches will ensure coaching sessions are recorded accordingly **Acceptability** All staff are actively engaged in the programme **Reach** All teaching staff

	Resources
	      T&L toolkit
	      Cover for coaches/teachers
	      Coaching room	

Led by: Asima Iqbal	**Monitored by:** Karl Rogerson	

Challenge - Why?

4.3 The **Research School** supports stakeholders in using **evidence** to achieve the maximum possible benefits for pupils

Active ingredients - What? *What activities and behaviours will we see?*	**Implementation Activity - How?** *How will it be done?*	**Outcomes - How well?** *How will we know it's working?* *How will teachers, pupils, parents, staff benefit?*
- Bespoke, high quality professional development will form the basis of our partnership and traded programme offer - A higher emphasis on sustaining partnerships through carefully planned wrap around and implementation support - The Director and Assistant Director will ensure the high standards of the RS are maintained though a thorough QA process - The QA process will focus on content being relevant whilst using the most robust research and a range of contextual examples - A core team of ELEs will be utilised to lead on partnerships and traded programmes - Capacity will be further enhanced through recruitment of ELEs - The Marketing & Communications Officer will be responsible for implementing a new strategic marketing strategy - The RS will play a central part in enhancing the core TEFAT offer	*Training* - Attendance at centralised EEF training - Regular ELE CPD sessions - Partnership & traded delivery *Coaching* - All ELEs will have regular coaching sessions with both internal and external coaches *Monitoring* - QA by D & AD - EEF Regional Lead - Lead of steering group - TEFAT Regional Director - TEFAT Management group - TEFAT academic board	**EEF** Termly action plan review - RAG rating green Annual action plan review - RAG rating green **Evaluation** 100% satisfaction with course delivery and content Positive feedback on impact on professionals skill and knowledge Delegates are able to comment on how their practice has changed **ELE & RA** ELEs state that they have developed their knowledge of evidence informed school improvement Research Associates state that they have developed their knowledge of evidence informed school improvement and are confident delivering to external partners **Marketing & Communication** A significant increase in number of practitioners accessing BRS communication channels

Led by: Asima Iqbal	**Monitored by: Karl Rogerson**	

Quality of Education in Early Years
How do we continue to ensure the highest quality of teaching for all?
Evidence Base: - EEF Preparing for Literacy and Improving Mathematics in Early Years and KS1 (2020) - Births to Five Matters - Working with the Revised EYFS: Principles in Practice - julian Grenier
OFSTED
● The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff. ● The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes. ● Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties ● Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life
Challenge - Why?
5.1: A highly effective **EYFS curriculum** will ensure all children **achieve the highest standards**

Active ingredients - What? *What activities and behaviours will we see?*	Implementation Activity - How? *How will it be done?*	Outcomes - How well? *How will we know it's working?* *How will teachers, pupils, parents, staff benefit?*
● All staff will attend reflective practice sessions and analyse the learning that has occurred and plan for appropriate next steps ● Staff will articulate what 'significant learning' looks like for individual children ● Key workers will know their children well and what	**Training** Bespoke EYFS CPD depending on the needs of the team and individuals **Coaching** Bespoke coaching offer to all EYFS staff focusing on	**Pupil Outcomes** 75% - EYFS - GLD Gender gap closed or reduced significantly The disadvantaged gap closed or reduced significantly

their next steps in learning are, further demonstrating staff's bespoke knowledge of individual children through staff confidently being able to articulate progress in terms of *knowing more, remembering more and being able to do more* ● Self regulation and resilience will be highly evident in the learning environment ● The physical learning environment will enable all adults to facilitate learning accordingly and ensure sufficient challenge and support is provided ● The learning environment will help all children learn irrespective of their individual barriers to learning ● The EYFS staff will have a solid understanding of the seven areas of learning and how they form the necessary foundations for EYFS chn to access the year one curriculum	their GROW model **Moderation** Moderate teacher's assessment using both summative and formative evidence to qualify accuracy of teacher judgement. **Monitoring** Use monitoring information to inform coaching provision and future CPD needs.	**Fidelity** Children's NS are identified and directly addressed through targeted academic support **Acceptability** All EYFS staff are actively engaged in reflective practice sessions action the immediate next steps
Led by: Asima Iqbal	**Monitored by: Karl Rogerson**	

Quality of Education in the Resource Base
How do we ensure our curriculum meets the needs of all children?
<u>Evidence Base:</u> **Making a difference for SEND:** EEF **Improving Behaviour in Schools**: EEF **Improving social and emotional learning** in Primary Schools: EEF **Autism Education Trust .org.uk** **The Zones of Regulation by** Leah Kuypers

OFSTED

- The resource base enables pupils with complex needs to achieve very well. Staff go to great lengths to find ways that help pupils to learn and make progress.
- The resource base provides a nurturing and positive learning environment for pupils with high levels of need. Staff have taken great care to identify how pupils learn and how their learning can be recorded. The very high quality of teaching and learning within the resource base enables pupils to make excellent progress.
- Some pupils with SEND receive high-quality, specialist teaching within the resource base.

Challenge - Why?

6:1: Accurately **identified pupil needs** support the development of a **curriculum** which results in **positive outcomes** for all pupils

Active ingredients - What? *What activities and behaviours will we see?*	Implementation Activity - How? *How will it be done?*	Outcomes - How well? *How will we know it's working?* *How will teachers, pupils, parents, staff benefit?*
- Adults will accurately assess the needs of pupils with SEND. - Adults will identify effective assessment tools to accurately identify their current levels and next steps. - The curriculum is bespoke and designed to meet all pupils' needs. - Adults will be highly skilled and have robust subject knowledge. - Parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND and be actively involved in supporting their child. - Adults will include pupils with SEND in all aspects of school life - Pupils with SEND are prepared for their next steps in education, employment and training, and their adult lives - Adults will deliver effective interventions ensuring pupils' outcomes are improving. This covers outcomes in: - communication and interaction - cognition and learning - physical health and development - social, emotional and mental	***Training*** Bespoke RB CPD depending on the needs of the team and individuals. ***Moderation*** Moderate teacher's assessment using both summative and formative evidence to qualify accuracy of teacher judgement. ***Monitoring*** Use monitoring information to inform coaching provision and future CPD needs. Monitor assessment	**Pupil Outcomes** Pupils meet 80% EHCP targets. Pupil make good individual progress evidenced on assessment systems **Fidelity** Specific needs are identified in individual children and directly addressed through targeted academic support, intervention and wider strategies. Systems and structures are quality assured to ensure they are both implemented and effective to meet the needs of individual children and their families. **Acceptability** All RB staff are actively engaged in reflective practice sessions action the immediate next steps. All RB staff are actively involved in external support and development. **Reach** 100% of RB staff will talk about progress in the department and be able to identify progress of ind pupils. 100% of parent voice is positive

health		
Led by: Sarah Butler	**Monitored by: Sam Hudson**	