

# BERKELEY PRIMARY SCHOOL 2017/18



## School improvement plan

Autumn

Spring

Summer

School context					
Number of pupils on roll	183	Number of pupils eligible for pupil premium	4 2% of whole school	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHCP) plan	1 EHCP (Y1) 1 EHCP (R) 12 SEN/Beh support 8% of whole school
Percentage of pupils on track to meet expected standard/attainment targets	R: 74% W: 71% M: 71%	Percentage of pupils on track to exceed expected standard/attainment targets	R: 30% W: 24% M: 19%	Number of pupils currently not on track to meet expected standard/attainment target	R: 48 26% W: 54 29% M: 54 29%
Most recent Ofsted grade	<b>Good</b>	<b>Reason not yet Outstanding:</b>	Improve the quality of teaching so that much of it is outstanding by: <ul style="list-style-type: none"> <li>- ensuring that pupils of all ability levels are always given work that provides a good level of challenge</li> <li>- ensuring that individual pupils are aware of the specific skills they need to master to move their learning forward.</li> </ul>		
What have we done to improve since the last Ofsted?	<ul style="list-style-type: none"> <li>• Streaming for Maths and English in KS2 and some in KS1</li> <li>• Individual, fluid targets for pupils which are used and referred to in all lessons to ensure pupils understand their next steps and celebrate progress and achievements</li> <li>• Parent progress reviews where parents are given a report on child's starting point, current attainment and targets in Reading, writing and maths</li> <li>• Providing homework to build on and challenge class learning</li> <li>• Providing a high level of challenge and encouraging all children to strive to achieve</li> </ul>				

## Objectives for 2017-2018

<b>Objective 1</b> <b>Leadership and Management</b>	<ol style="list-style-type: none"> <li>1. Strong Leadership and management with newly structured SLT</li> <li>2. Office procedures to be clear and effective to support the smooth, operational running of BPS</li> <li>3. Re-evaluating the SEN D provision</li> </ol>
<b>Objective 2</b> <b>Teaching, learning and assessment</b>	<ol style="list-style-type: none"> <li>1. Foundation Subjects and science assessments</li> <li>2. Ensure we strive to be 'consistently' outstanding.</li> <li>3. To monitor and develop the T &amp; L of Writing to raise progress from KS1-KS2</li> <li>4. Convert mixed age class to single aged for September 2018</li> </ol>
<b>Objective 3</b> <b>Personal development, behaviour and Welfare</b>	<ol style="list-style-type: none"> <li>1. Inclusion manager: my plan support and pastoral care</li> <li>2. Implementation of new PSHE resource 'JIGSAW' in all classes</li> <li>3. Anti-bullying: parental understanding of well-being and e-safety</li> <li>4. Exploration of using PAT in school</li> </ol>
<b>Objective 4</b> <b>Outcomes for Pupils</b>	<ol style="list-style-type: none"> <li>1. Writing: KS1 and KS2 MAP, HAP at greater depth</li> <li>2. Maths: track progress in reasoning (MAP and HAP)</li> <li>3. Reading in KS1 and KS2: Inference and deduction, to include all groups</li> <li>4. To raise standards in progress and attainment in KS1 for R, W and M</li> </ol>
<b>Objective 5</b> <b>Early Years provision</b>	<ol style="list-style-type: none"> <li>1. EYFS to continue to strive to be an 'Outstanding ' provision</li> <li>2. Improve early development with parental involvement/engagement</li> </ol>
<b>Objective 6</b> <b>Spiritual, moral, social and cultural development</b>	<ol style="list-style-type: none"> <li>1. Linking school values to school life: assemblies</li> <li>2. Equality and Diversity</li> <li>3. New RE scheme</li> </ol>

Objective 1		Leadership and Management			
Area for Development	Timescale	Persons responsible	Budget/resource implications	Steps to Success	Success criteria
1. Strong Leadership and management	March 2018	SLT, Middle leaders, Govs, CBAT	Staffing Budget for experienced, Senior teacher	<p>Recruit new governors over the year 2017-18 based on skills to strengthen governance</p> <p>Identify and access quality training for governors to meet the needs/lack of expertise</p> <p>Recruit a substantiated Headteacher for September 2018</p> <p>Recruit an assistant/deputy Headteacher January 2018</p> <p>To further develop all leaders</p> <p>To have strength in all areas of the school that lead and manage with uncompromising effectiveness and impact on standards</p>	<p>Governing body is restructured and effective to support and challenge BPS moving forward.</p> <p>Teaching staff and other managers are supported, developed, knowledgeable and effective in their roles</p> <p>There are clear processes for accountability and explicit expectations within each role within the school and CBAT</p> <p>There is a clear vision for the school and its role as part of CBAT, that the vast majority of stakeholders share and support</p> <p>SLT and Governance to be in place and working strategically to further strengthen the schools vision and expectations for standards</p>
2. Office procedures to be clear and effective	Feb 2018	SLT , Office staff, LGB, CBAT	<p>Staffing costs</p> <p>Training costs</p>	<p>Review current procedures in admin and finance to strengthen effectiveness, accountability and reporting to all stakeholders</p> <p>Evaluate job descriptions for office staff in order to fulfil the needs at BPS, to include support from CBAT</p>	<p>Clarity on procedures, responsibility and accountability</p> <p>Effective practice that meets the needs of all stakeholders, but must ensure the smooth operational practice at BPS</p>

					Clear line of accountability & reporting <b>To be in place and fully effective by February 2018</b>
<b>3. Re-evaluating the SEN D provision</b>	Autumn 2017	SLT, LGB, CBAT	Staffing: SENco  Training costs for staff and Govs.	Identify training needs particularly in EYFS  Continue to develop a whole school approach <b>Training for SEN D Governor by end of Spring Term</b>  <b>Employ a permanent Inclusion Manager/SENco</b>	SEN D pupils have their needs met through quality first teaching, effective interventions, individualised planning, effective budget allocation & spending  All pupils achieve closely in line with the rest of the school to the best of their ability. To be evaluated through the school tracking system each term  Recruitment of an inclusion manager who will train teachers in how to contribute to the writing and implementation of Myplans and Myplan+  Monitoring of TA support and interventions will take place each term to look at impact on pupil progress  Strengthened communication with parents/carers will secure their understanding and support  All staff will work effectively with outside agencies and services to improve provision for all pupils
<b>Record of Actions taken:</b>	<ol style="list-style-type: none"> <li>Proposed transition period in place with LGB, 1 new recruit so far this term (Autumn 2). January 2018, internal candidate to take on TLR as Senior teacher until July 2018.</li> <li>HT met with EG and SW at CBAT to discuss future of office procedures and finance in BPS and CBAT. Consultation with BPS staff Nov 2017 resulted in HT producing a job description for an Office Manager at BPS.</li> <li>Employed an Inclusion manager in October 2017.</li> </ol>				

<b>End of year Evaluation:</b>	
--------------------------------	--

<b>Objective 2</b>		<b>Teaching, learning and assessment</b>			
Area for Development	Timescale	Persons responsible	Budget/resource implications	Steps to Success	Success criteria
1. Foundation Subjects and science assessments	To be in place and fully effective to analyse by May 2018	SLT & all teaching staff	Training costs	<p>Staff Training on classroom monitor for all new and existing staff</p> <p>Subject leaders to monitor tracking, provide work scrutiny, evaluate class evidence trails, reference evidence (website), lesson observations and learning walks.</p>	<p>Assessments of Foundation subjects and Science will be robust and effective to show clear progression and achievement</p> <p>All staff (including SLT) will be able to access, implement and analyse data using classroom monitor</p> <p>Subject leaders will be able to monitor and track progress and report to governors and staff, informing celebrations for success and any areas to develop further</p>
2. Strive to be 'consistently' outstanding	Autumn 2017	SLT, govs, teaching staff	Training costs for CPD	<p>New staff to be fully inducted and supported by SLT and existing staff into the culture of T &amp; L at BPS.</p> <p>All staff training and INSETS to follow our SIP</p> <p>Subject leader training and monitoring must be consistent throughout the school.</p> <p>Observations, pupil progress reviews, work scrutiny, learning walks, moderations, tracking progress and data analysis.</p>	<p>New leaders to have built a strategic and clear development plan to ensure that the school remains good at least whilst aspiring to be Outstanding.</p> <p>All subject leaders to have secure knowledge on progress, attainment and areas to develop within their subject.</p> <p>Learning detective feedback will show children understand what/why they are learning and how they can improve.</p>

				Introduce 'learning detectives' to gather evidence of pupil voice and evaluation of T & L	Parent feedback questionnaires will show positive outcomes for T & L.
3. To monitor and develop the T & L of Writing to raise progress from KS1-KS2	Summer 2018	SLT, gobs and all teaching staff	Training costs for CPD	<p>Source possible training for Cpd on writing</p> <p>Implement Alan Peat Punctuation (source training for new staff) and increase pobble use with lesson planning.</p> <p>Create topic choices to inspire and motivate both boys and girls.</p> <p>Plan and implement close tracking and monitoring of progress and attainment, through moderations (including cluster schools), work scrutiny, lesson observations, learning walks, pupil progress reviews and data.</p>	<p>Data will show increase in progress for writing across KS1 and KS2.</p> <p>All pupils will be motivated and inspired to write using a range of stimuli and writing genres.</p> <p>Writing will improve across the curriculum; impact will be seen during moderations and outcomes.</p>
4. Convert mixed aged class in Y2 to single year group.	Sep 2018	SLT and gobs	No cost	<p>Work with governors to provide communication and consultation with parents</p> <p>Y1 (8) pupils in Class 2 to begin transition sessions from Jan 2018 with peer group in readiness for amalgamation</p> <p>Y2 moving up to Y3 (18) will form a single year group and Y1 (24) will join the 8 pupils currently in Y2 to form a single year group</p>	<p>Y2 going into Y3 will have a smaller class and smooth transition into KS2</p> <p>Y2 will have a single age class and all Y2 pupils will have access to high standards of learning in a more manageable setting for this age group</p>
<b>Record of Actions taken:</b>					

<b>End of year Evaluation:</b>	
--------------------------------	--

<b>Objective 3</b>		<b>Personal development, behaviour and Welfare</b>			
Area for Development	Timescale	Persons responsible	Budget/resource implications	Steps to Success	Success criteria
1. Inclusion manager: my plan support and pastoral care	Spring 2018	SLT, teaching staff, govs and SENco	1 day pay from school staffing budget 1 day pay from EYFS budget  CPD and SENco training	Embed the new staff and inclusion manager  Embed the new resources  Embed the My plans and working with parents and outside agencies  Develop Sensory areas for all children from EYFS-Y6	With the recruitment of the inclusion manger it is the intention that all new staff will be able to contribute to the implementation of My Plans, individual strategies and be able to work with parents to manage and improve their child's behaviour and attitude to learning.  All SEN pupils will receive the time and level of support required for them to make individual, targeted progress
2. Implement JIGSAW throughout school	Autumn 2017	SLT, PSHCE lead, all teaching staff	Resource cost: in last year's budget	Staff to receive training by a JIGSAW trainer  All classes to learn PSHCE through JIGSAW  JIGSAW to be implemented through whole school assemblies (PSHCE lead) and classes  PSHCE lead to monitor and evaluate progress and	All staff will be fully trained in JIGSAW and will provide clear evidence in their planning, evidence trails and personal development of individual pupils  PSHCE lead will be able to show the impact of implementing JIGSAW from EYFS-Y6

				impact on personal development	
3. Anti-bullying: parental understanding of well-being and e-safety	Spring 2018	SLT, teaching staff, PSHCE lead		<p>Educate and inform parents on current anti-bullying information in line with school policy</p> <p>Provide information events/observations of school practice for parents</p> <p>Work with local community police officers to provide current e-safety training for parents and pupils</p> <p>Pupils to have access to identified member of staff (inclusion manager) to talk about any areas of concern</p>	<p>Pupils and parents will understand the term 'bullying' and will feel confident to voice any possible areas of concern</p> <p>Parents will understand how to keep their children safe online</p> <p>Pupils will understand how to keep themselves safe online</p> <p>Pupils will feel confident to talk to staff and the school will ensure they seek all support to improve pupil well-being</p>
4. Exploration of PAT within the school	Summer 2018	SLT, govts	PTA are willing to fund this	<p>Explore all avenues of PAT (Pet Assisted Therapy) in schools, including contacting PAT charity to train staff and pupils</p> <p>Look at advantages of using a PAT in school and the benefits for pupils' well-being and raising standards through helping pupils engage with their learning</p>	<p>School will be in a position to hopefully provide PAT in either:</p> <p>Using the PAT charity to visit schools</p> <p>Purchasing/training a dog for PAT</p>
<b>Record of Actions taken:</b>					
<b>End of year Evaluation:</b>					

Objective 4		Outcomes for Pupils			
Area for Development	Timescale	Persons responsible	Budget/resource implications	Steps to Success	Success criteria
<p>1. Writing (focus on Middle groups and GD in HAP)</p> <p>Handwriting: overall presentation, giving children the skills to write fluently and legibly.</p>	Summer 2018	SLT, Literacy lead, govts, teachers	<p>Training costs for CPD</p> <p>Resources</p>	<p>Thorough monitoring of writing across the school through moderations, work scrutiny, lesson observations, learning walks, evaluating evidence trails and planning, pupil voice and analysing data.</p> <p>Regular PPR for writing and moderations of writing across the curriculum</p> <p>All pupils to have consistent access to quality teaching and learning across the curriculum</p>	<p>Standards in writing will rise significantly, and good/outstanding progress will be demonstrated</p> <p>Pupils in middle ability groups will make progress to achieve the National Standard and above</p> <p>We will have a higher percentage of pupils in the higher ability groups achieving Greater Depth by the end of the academic year</p> <p>Pupils writing will become fluent and legible across the curriculum</p>
2. Maths in middle groups, focus on reasoning	Summer 2018	SLT, Maths lead, govts, teachers	Resources and staff training	<p>Thorough monitoring of reasoning across the school through moderations, work scrutiny, lesson observations, learning walks, evaluating evidence trails and planning, pupil voice and analysing data.</p>	<p>Standards for progress and attainment will rise in maths, particularly in reasoning</p> <p>Understanding barriers in Literacy (reading and understanding reasoning questions) will have been identified and overcome through alternative quality teaching and learning support</p>

				<p>Regular PPR for reasoning in maths in all groups</p> <p>Maths lead to source/deliver any necessary training for staff</p>	
3. Reading in KS1 and KS2: Inference and deduction, to include all groups	Autumn 2017	SLT, Literacy lead, govts, teachers	Training Resources	<p>Expose pupils to a range of questioning in reading skills with daily practice</p> <p>Encourage the use of verbal practice and explanations for how to answer questions on inference and deduction</p> <p>Monitoring of reading to take place in PPR and analysis of inference and deduction questions to show impact and progress</p>	<p>Pupils will understand what is expected of them to achieve in reading assessments</p> <p>Pupils will develop their skills in inference and deduction, providing them with the skills to answer questions with confidence and independence</p> <p>Reading standards will rise by the end of the year and good progress will be evidenced</p>
4. To raise standards in progress and attainment in KS1 for Reading, writing and maths	Summer 2018	SLT, govts, teachers, NQT mentor	NQT training	<p>Robust, regular monitoring of pupil progress, interventions and outcomes</p> <p>Support for NQT in Y2 by an experienced member of staff, to include lesson observations and guidance towards the T &amp; L for SATS</p> <p>Interventions for targeted pupils, with regular PPR on impact, progress and next steps</p>	<p>KS1 results should be in line with the National Standard, striving for HAP to exceed the National Standard</p> <p>NQT will have been supported and guided in delivering the Y2 curriculum to achieve good results</p> <p>Pupils will understand their own expectations and next steps for learning</p> <p>Parents will be kept informed on the progress of their children</p> <p>Governors will support and challenge results of progress and attainment</p>

					Interventions will show clear evidence of impact on progress and attainment
<b>Record of Actions taken:</b>					
<b>End of year Evaluation:</b>					

Objective 5		EYFS			
Area for Development	Timescale	Persons responsible	Budget/resource implications	Steps to Success	Success criteria
1.EYFS to continue to strive to be an 'Outstanding ' provision	Autumn 2 Apply to DfE for CP Spring Term 2018	SLT, LGB, CBAT,  DFE advisor	Staffing/ratios	Evaluate 2YO provision within our setting and staffing needs to ensure we have no more than 4 2yo in any one session (from January 2018, not to take anymore 2yo on)  To explore extending the provision for a higher intake  To provide 'continuous provision' (2 years 9 months to 11 years) for September 2018 if current	Berkeley Early years and school to be the provider of choice  To be able to demonstrate substantial and sustained progress  To maintain the highly motivated and inspiring staff  To build a reputation of quality and high standards that meets the needs of all children within our care

				guidance allows	
2.Improve early development with parental involvement/engagement	Spring 1	SLT, govs, LJ staff and EYFS lead	Purchasing online resource, e.g. Tapestry	<p>Explore all available online learning journals for EYFS that include parent response and information</p> <p>Work with Little Jesters staff &amp; EYFS lead to implement alongside current working systems</p> <p>Consult with parents of children in EYFS to survey need and impact</p>	<p>(SEF)Reporting is in line with the rest of the school and is very well attended. <i>Hard to reach families again are encouraged the same way as the main school. The school has worked hard to build positive relationships with parents and the majority of parents feel that they are well informed (parent questionnaire)</i></p> <p>Standards should improve in early development by working with hard to reach families, keeping them informed from the start of their children’s education; taking an active part in their development; providing continuous updates on their children’s developmental milestones and helping the school to engage with families, providing a firm foundation for their transition into school.</p>
<b>Record of Actions taken:</b>	<p>4. HT changed policy for 2yo in LJ’s and Explorers. We are honouring those already registered, but are taking no more from January unless extenuating circumstances.</p> <p>5. Met with 2Simple who provide online learning journeys for LJ’s. They are going to provide training and a trial set up for parent involvement.</p>				
<b>End of year Evaluation:</b>					

<b>Objective 6</b>	<b>Spiritual, moral, social and cultural development</b>				
<b>Area for Development</b>	<b>Timescale</b>	<b>Persons responsible</b>	<b>Budget/resource implications</b>	<b>Steps to Success</b>	<b>Success criteria</b>

<p>1.Values-assemblies Linking school values to school life</p>	<p>Ongoing</p>	<p>SLT, teachers</p>	<p>None</p>	<p>Link the core values for our school through assembly themes</p> <p>Display the core values and refer to them with pupils, particularly with prefects, school buddies, peer to peer support, school council and learning detectives</p>	<p>Pupils will understand and take pride in the school's core values</p> <p>Pupils will reflect the school's values in their behavior and support for one another and the wider community</p> <p>Pupils will be able to talk with confidence about their school values and why they are so important for the school and the wider community</p>
<p>2.Equality and Diversity</p>	<p>Spring 2018</p>	<p>SLT, E &amp; D lead, teachers</p>	<p>Training</p> <p>Visits to other schools</p>	<p>Identify an E &amp; D subject lead</p> <p>E &amp; D lead to explore and source partnerships with 'inner-city' and international schools and develop a partnership programme for BPS pupils to understand different cultures and lifestyles</p> <p>Pupils from other schools to visit BPS and our pupils to visit their schools to experience different ways of learning for different cultures and lifestyles</p> <p>Build communication with international school (s) through pobble and email/letters to help BPS pupils understand different cultures and lifestyles beyond their own community</p>	<p>Pupils at BPS will have had opportunities to explore and experience a range of different cultures and lifestyles of children of a similar age to them</p> <p>Pupils will develop understanding, awareness and tolerance of a range of different cultures and different lifestyles</p> <p>Pupils will develop personally by showing respect and understanding, therefore preparing them further for the world outside their own lifestyle and community</p>
<p>3.New RE scheme</p>	<p>Autumn 2017</p>	<p>SLT, RE lead, teachers</p>	<p>None</p>	<p>RE lead to implement training for the Discovery RE scheme throughout the school</p> <p>Class teachers to deliver the required teaching for RE weekly, showing evidence and impact through</p>	<p>Clear evidence of the T &amp; L of RE will be outlined and reported to gov's</p> <p>RE scheme will be monitored and evaluated with any areas for improvement identified</p>

				<p>planning, outcomes and evidence trails</p> <p>Monitoring of RE T &amp; L across the school through moderations, work scrutiny, lesson observations, learning walks, evaluating evidence trails and planning, pupil voice and analysing data.</p>	<p>Pupils will receive a varied, rich curriculum in RE and cultural understanding</p>
<p><b>Record of Actions taken:</b></p>					
<p><b>End of year Evaluation:</b></p>					