



Bigland
Green
Primary
School



**With specific actions for
January 2019 to July 2020**

SCHOOL IMPROVEMENT PLAN

Curiosity and perseverance, a pathway to excellence

The Mission

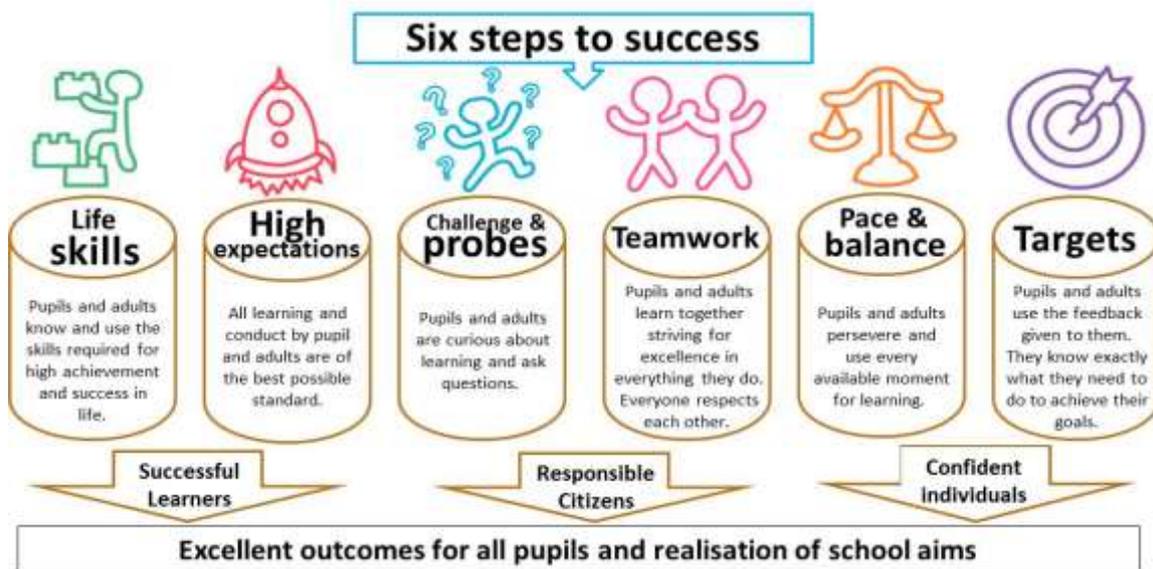
The mission of Bigland Green Primary School is to provide teaching and learning that helps children to become:

- confident individuals – *who enjoy learning, make good progress and achieve*
- successful learners – *who are able to live safe, healthy and fulfilling lives*
- responsible citizens – *who make positive contribution to society and the world*

The school believes that **curiosity and perseverance** are the **pathways to excellence** (this is the school's motto).

The Vision

The school's vision over the next 3-5 years is to maintain its provisions for great learning and the outstanding status designated by Ofsted. The school's **Learning Mission** (below) has the six steps to prepare children to be high achievers while being equipped with the skills to change the world around them and beyond.



The Plan

This school improvement plan (SIP) has a SMART goal setting process¹. The school will pursue the actions contained in this plan to achieve its mission and the vision. The actions will be reviewed periodically and an extensive review in May/June 2020 to ensure its effectiveness as part of the school self-evaluation process.

The budget mentioned is the yearly amount and will be adjusted at the beginning of each financial year. It will cost £45,950 to implement this plan for a 17-month period up until July 2020.

All staff members (teachers and TAs) will be involved in the monitoring of the plan. The evaluation will be carried out by the TLR team (TLR) and the school leadership team (SLT). Partner schools will be involved when appropriate. The governing body and the SLT will be responsible for the key reviews of the plan.

¹ Specific; Measureable; Agreed upon; Realistic; Time-bound

Improvements identified by the school

1. Quality of teaching, learning and assessment	1.1 Development of a 'common language' for the whole curriculum 1.2 Assessment information used by teachers with laser-sharp analysis to consistently move pupils in their learning 1.3 Subject knowledge through high quality and regular CPD 1.4 Sharing of good practice within and beyond the school
2. Personal development, behaviour and welfare	2.1 Development and embedding of Big Thinking (P4C) across the curriculum 2.2 Management of low-level misbehaviour through the development of personal relationship and school policy 2.3 Development of children's leadership team (CLT) to promote pupils' voice for learning
3. Leadership and management	3.1 Clear communication of expectations by leaders at all levels which is consistent and sustained 3.2 Effective use of 'learning reviews' to promote and support learning 3.3 Effective induction of existing and new staff with pedagogical issues 3.4 Building on the proactive engagement of governors and parents
4. Outcome	4.1 Early language development, particularly in the EYFS and KS1 4.2 Regular review of the curriculum to ensure fit for purpose 4.3 Robust moderation of pupils' learning 4.4 Development of effective partnership links with other schools

Improvements identified by Ofsted in October 2017

The school was inspected by Ofsted on 26 and 27 September 2017. The school's overall effectiveness was judged to be **outstanding**. The inspection report identified the following improvement:

"ensure that teachers consistently move pupils on in their learning as soon as they have mastered a task."

In the process of the development of this plan, the school involved all key stakeholders to identify 'special features' of the school that resulted in the above strengths. A summary of these features is attached in appendix A. The aim of this school improvement plan is to retain and build on these features while securing the identified improvement. A synopsis of the views gathered from key stakeholders are attached in appendix B.

Glossary and acronyms

AT	All teachers in the school	MER	Monitoring, evaluation & review
COG	Chair of the Governing Body	QTL	Quality of teaching, learning & assessment
CPD	Continous professional development	R&R	Review and Reflect
CT	Classteachers	SL	Subject Leaders - all subjects/areas
CLT	Children's leadership team	SLT	School leadership team
DLR	Daily Learning reviews	SLT-AL	SLT lead for assessment
DTT	Diagnosis, testing & therapy (PiXL)	SLT-EL	SLT lead for early learning
DSR	Daily supported reading	SLT-RSL	SLT lead for raising standards
EEF	Education Endowment Foundation	SLT-T&L	SLT lead for teaching and learning
EHCP	Eduction and health care plan	TA/LSA	Teaching/ learning support assistant
FFT	Fischer Family Trust (intervention)	TL	Team leaders (members of the SLT)
GB	Governing Body	T&L	Teachingnd learning
KS	Key stage	TLR	Teaching and learning responsibility team
LM	Learning Mentor		

Objective 1:

A 'common language' (for teaching, learning, progress and assessment) to be used effectively to ensure that the quality of teaching, learning and assessment is sustained as outstanding over time

	Actions (key tasks necessary to achieve the objective)	Monitoring (Key milestones, success criteria)	Resources (Time and £)	Timescale (start and finish)	Lead (person/team)
1.1	Embed a 'common language' for learning across the school for the teaching of areas/subjects of the school curriculum. Ensure good impact across all subjects as it has been for the teaching reading during the last cycle.	Impact to be monitored and evaluated through: <ul style="list-style-type: none"> Learning reviews Review & Reflect QTL Team meeting Quality assurance 	Training Day £750 Team time for the subjects	June/July 2019 January 2019 onwards	SL-Eng SLT-T&L SLT-RSL
1.2	Ensure that teachers use all assessment information with laser-sharp analysis to consistently move pupils in their learning as soon as they have mastered a task. Emphasis on quality-first-teaching supported by clearly identified DTT to support particular learning needs using DSR, FFT, Reading Recovery (EYFS & KS1) or PiXL (KS1 & 2)	Quality of medium and short term planning. QTL- learning outcomes in pupils' books. Informal observations by leaders/governors.	Training and CPD sessions Weekly/ fortnightly PiXL, DSR meetings in teams £9,500	On-going from January 2019 Jan 2019 onwards	TL SL TL + RSL and DRSL
1.3	CPD and training for teachers and support staff to be planned to priorities at the beginning of each term with a focus on: <ul style="list-style-type: none"> development of teachers' subject knowledge; emotional literacy for TAs/ LSAs and nursery officers + teachers, and; effective/consistent application of school policies for teaching and learning 	Skills audit across all subjects <ul style="list-style-type: none"> SL to evaluate CPD plan for individuals Re-evaluate Training in place Summer 2 (lunch time, class time) Pupil interviews	January 2019 on-going £1,500 + time out from class for training	Termly On-going July 2017 June 2017	TL SLT-RSL SLT-T&L TLR
1.4	Opportunities to share good practice within Year groups, teams and in the school <ul style="list-style-type: none"> Promotion and support with using self-directed tools for improvement e.g. iRiS or collaborative teaching support Subject leaders to model exemplary practice within and beyond their subjects In-school, cross-year moderation Observe others and allow to be observed by peers 	TLR team to review quality of learning. Medium and short-term plans by subject leaders. Consistency in moderation. Reflective practice influencing T&L	Cover cost £5,500 iRiS £5,000	January 2019 On-going On-going	SLT/ AT SLT TLR TLR

Objective 2:

Effective use of 'Big Thinking' and 'Big Values' to support pupils' academic, spiritual, moral, social and cultural development to ensure that personal development, behaviour and welfare continues to be outstanding over time.

	Actions (key tasks necessary to achieve the objective)	Monitoring (Key milestones, success criteria)	Resources (Time and £)	Timescale (start and finish)	Lead (person/team)
2.1	<p>Continue the training and upskilling of all staff members to effectively deliver 'Big Thinking' (P4C) approach across all areas/subjects of the school curriculum.</p> <p>'Big Thinking' champions and leaders to know, understand and clearly model how this needs to be implemented in their teams and across the school.</p> <p>In-class support to be provided by the SAPERE consultant and Level 2A trained staff members at school to all staff in a targeted manner.</p>	<p>Impact on children's progress/attainment</p> <p>QTL – impact on learning & enjoyment</p> <p>GB learning walk</p> <p>Review & Reflect Learning Reviews</p> <p>Parent focus group gathering evidence</p> <p>Big Thinking Books</p>	<p>EEF training</p> <p>Cover for each activity</p> <p>Big Thinking training £2,500</p>	<p>January 2019</p> <p>Spring/ Summer QTL</p> <p>Induction Sept 2019</p> <p>Termly</p>	<p>SLT-AL</p> <p>TLR</p> <p>All Staff</p> <p>SLT-AL</p>
2.2	<p>Implement the behaviour policy with an emphasis on the building of a personal relationship with pupils alongside other rewards and sanctions to promote positive learning attitude that helps pupils achieve their best and enjoy learning.</p> <p>Helping pupils to make use of 'Big Thinking' skills to support positive learning attitudes that are consistent and sustained over time.</p>	<p>Policy arrangements visible in every classroom. Intrinsic desire to learning is being developed and apparent in pupils' attitudes.</p> <p>Learning Reviews evaluate achievement as well as pupils' enjoyment for learning</p>	<p>Training in teams</p> <p>Behaviour folders with all necessary resources</p> <p>Staff briefing</p>	<p>January 2019 – on-going</p> <p>Reviewed half-termly by teams</p> <p>£1,200</p>	<p>SLT-T&L</p> <p>All Staff</p> <p>AT</p>
2.3	<p>Further development of the 'Children's Leadership Team' (CLT) so that they are able to gather views and provide feedback that helps improve the quality of provision for different needs and across the school.</p> <p>To use 'pupil voice' from every child in every class as a measure for evaluating the quality of provision and learning in KS1/2.</p> <p>CLT role to have a greater impact on promoting positive attitude across the school</p>	<p>Project to be developed for the involvement of the CLT to contribute to the termly QTL and visits by governors.</p> <p>Children's Leadership Team to lead and produce their own mile stone and success criteria</p>	<p>LM and class time</p> <p>Time in and outside the curriculum</p>	<p>January 2019</p> <p>January 2019 then termly by teams</p>	<p>SLT-T&L LM</p> <p>SLT</p>

Objective 3:

To embed systems for clear communication of expectations at all levels of leadership and management, and increase capacity at all levels to ensure that the effectiveness of leadership and management is sustained as outstanding over time.

	Actions (key tasks necessary to achieve the objective)	Monitoring (Key milestones, success criteria)	Resources (Time and £)	Timescale (start and finish)	Lead (person/team)
3.1	<p>Clear communication of expectations and collective responsibility by all leaders for</p> <ul style="list-style-type: none"> developing pupils who embrace the school mission making learning irresistible and helps make results even better provide support to all staff so they are effective and efficient <p>Leaders at all levels to promote the well-being of colleagues that boosts their professional fulfilment as a member of the school; and to inspire others through own practice</p>	<p>Evaluate impact of the various 'learning reviews' via feedback from staff and pupils as part of the QTL.</p> <p>Review at SLT and TLR teams.</p> <p>Informal and formal information about workload and fulfilment to be used for taking proactive actions.</p>	<p>CPD for SLT £3,000; TLR £3,000</p> <p>SLT/TLR meetings</p> <ul style="list-style-type: none"> More than 10% PPA Specialist teachers F/T TA in every class 	<p>January 2019 and on-going</p> <p>Half-termly</p> <p>To be reviewed termly</p>	<p>SLT</p> <p>TLR</p>
3.2	<p>Leaders at all levels to have regular 'Learning Reviews' and keep the big steps simple and clear by focusing on the impact of actions:</p> <ul style="list-style-type: none"> SLT to review strategies regularly with a focus on the whole school HT to hold learning reviews with team leaders, subject leaders and others as necessary Team Leaders to have learning reviews for pupils with teachers TLR team to evaluate achievement half-termly with a focus on the whole school as well as individual subjects/areas 	<p>Teachers' feedback of team meetings (speaking up & honesty in team meetings)</p> <p>Impact of work related to the specific roles are reported to GB's T&L committee.</p> <p>HT and leaders at all level to monitor the impact of the 'learning reviews'.</p>	<p>Leadership and management time</p> <p>Leadership time</p> <p>Leadership time</p>	<p>Every two weeks</p> <p>March 2019</p> <p>On-going</p> <p>Half-termly reviews</p>	<p>HT/SLT</p> <p>TLR</p> <p>AT</p> <p>AT</p>
3.3	<p>Systematic, full induction for staff members new to the role/school. Re-introduce 'shadowing' of TLR for building capacity.</p> <p>Leaders to showcase 'good practice' and engage with wider schools to support achievement and build networks.</p>	<p>Induction checklist checked by TL and Head.</p> <p>Feedback from participants and partner schools to be gathered in a formal manner.</p>	<p>Admin and leadership time</p> <p>Admin time Cover cost £2,000</p>	<p>January 2019</p> <p>February 2019</p>	<p>SLT</p> <p>SLT/TLR</p>
3.4	<p>Governors to have clear understanding and plans for building capacity so that GB can provide the necessary support and challenge to the school to maintain standards.</p>	<p>Governors use their idea of the school to discuss and decide strategic direction for the school.</p>	<p>Governors core time for school</p> <p>GB meetings</p>	<p>January 2019</p> <p>In play by Feb 2019</p>	<p>CoG HT</p>

Objective 4:

Maintain the emphasis on early language development, and robust moderation of learning with other schools from the LA and beyond to ensure that outcomes for pupils is sustained as outstanding over time.

	Actions (key tasks necessary to achieve the objective)	Monitoring (Key milestones, success criteria)	Resources (Time and £)	Timescale (start and finish)	Lead (person/team)
4.1	Build on the current focus on 'early language development' as a key drive for raising standards by providing children with the skills in the Nursery and Reception by: <ul style="list-style-type: none"> ▪ partnership links with local providers ▪ support to children joining the nursery to be 'ready for school' ▪ early identification and support for needs ▪ teaching of love of reading prioritised 	<p>Transition arrangements in place and effective.</p> <p>Feedback from parents and carers to be gathered termly by classes.</p>	<p>Admin time</p> <p>£1,500</p>	<p>Feb 2019</p> <p>March 2019</p> <p>On-going</p>	<p>SLT-HT</p> <p>SLT-HT</p>
4.2	Review fine-tune the 'Bigland Green Curriculum' so that it is more cohesive and is clearly underpinned by <ul style="list-style-type: none"> ▪ the Learning Mission ▪ sound pedagogy with emphasis on knowledge and memory ▪ the Big Thinking – P4C ▪ the Big Values (the fundamental British values) ▪ trips and visit ▪ all subject leaders having a clear rationale for their subject plans 	<p>Gather views and propose 'fine-tuning' with staff for consultation.</p> <p>Systems in place for monitoring & review on a regular basis</p> <p>Resource boxes for topics well stocked</p>	<p>Staff CPD sessions</p> <p>TLR time</p> <p>£8,000 TLR/CPD time</p>	<p>May 2019</p> <p>July 2019</p> <p>April 2019</p>	<p>SLT-T&L</p> <p>TLR</p> <p>TLR</p>
4.3	Robust moderation (internal and with partner schools) to ensure accuracy in assessment in all subjects and in all areas/subject in each Year group (Nursery to Y6). (Also linked to action 3.3)		<p>Management time</p> <p>Resources £2,500</p>	<p>March 2019 then termly</p>	<p>SLT-RSL</p> <p>TLR</p> <p>AT</p>
4.4	Make stronger links with other schools with a view of forming formal partnership. Provide mutual support that leads to better outcome for pupils in the schools involved. Use these links to form and establish a multi academy trust (MAT) as is the current educational direction.	<p>Review meetings between the schools involving teachers and governors.</p> <p>Exploration of T&L links with schools.</p> <p>Partnership link with likeminded school(s)</p>	<p>Delegated time for networking</p> <p>Time to attend various forums and meetings</p>	<p>Ongoing from January 2019</p> <p>January 2019</p>	<p>SLT CoG</p> <p>TLR</p>

Life-work balance @ Bigland Green

Last updated_ 27 November 2018

	System/Arrangement	Key benefit(s)
1	One staff meeting (Teachers' CPD session a week)	<ul style="list-style-type: none"> Agenda agreed in advance and not at the last minute. It is widely consulted and based on identified priorities. 50% of the agenda items are related to planning and assessment that can be reasonably done during teachers directed time. Sessions always start and finish on time.
2	TLR meeting every fortnight – not weekly	<ul style="list-style-type: none"> Allowing TLR post-holders a week in between to do other things in accordance with their own priorities. All sessions are informative, CPD and training items are of high quality, and useful for moving the school forward (<i>e.g. colleagues attending the 'Teaching Leaders' course last year commented that the CPD provided by the school in quality and content was of similar to the course!</i>)
3	Support from SLT members	<ul style="list-style-type: none"> SLT members involved in teaching across the school. Providing hands-on support with teaching, learning and assessments. Targeted support to individuals and Year groups to be even better. Providing a balance of <i>support</i> and <i>challenge</i> to get the very best from all staff members.
4	Planning support on a designated day during directed time	<ul style="list-style-type: none"> Not wasting time looking for support, or looking for teachers who need the support. Flexible and useful. School is not setting an agenda or directing anything. <p>Priority – making good use of the support available</p>
5	More than the required PPA time in one slot, and with the other teachers in the Year group (including set teacher)	<ul style="list-style-type: none"> Opportunity to share ideas about planning and assessment. Avoid having to meet after school to discuss planning and assessment. Some teachers share the workload and planning between them ensuring that pupils are offered differentiated learning. <p>Priority - sharing strengths while supporting professional development</p>
6	Settings in Years 2 to 6	<ul style="list-style-type: none"> Workload for two classes is shared by three teachers. Opportunity to develop/extend subject knowledge and particular expertise (teaching different sets and working with different adults). Opportunity to teach small class size (20 instead of 30 on average).
7	Two highly skilled and effective Reading Recovery teachers	<ul style="list-style-type: none"> Year 1 receiving support with what matters most – children learning to read and write. Also available to support in other Year groups. Support for assessments, particularly of SEN and other needs.
8	Subject leaders provided with additional time every half-term	<ul style="list-style-type: none"> Opportunity to see learning in action across the school. Most schools expect all TLR duties to be done in directed time.
9	Some subjects/areas having two TLR post-holders	<ul style="list-style-type: none"> Responsibilities and expertise can be shared = shared workload. Capacity building – opportunities to develop leadership skills, and cater for unexpected absences.
10	A Nursery Officer in each of the classes in the EYFS	<ul style="list-style-type: none"> Most schools will only have NNEBs for the Nursery classes. BG has a NO also supporting pupils who have additional needs.
14	Life skills classes for new arrivals	<ul style="list-style-type: none"> Providing vital skills to pupils so that they can access the learning in the classroom. Most schools would expect classteachers to do this alongside the normal routines.

10	Specialist teachers for art, music and PE	<ul style="list-style-type: none"> Teachers not planning, and in most cases not teaching or assessing these subjects. Opportunities for professional development (doing PiXL, observing others, partnership teaching etc.). Enhanced learning/better progress that reduces the demands on class/ set teachers. Means these lessons are regularly taught (they don't fall off the timetable) so outcomes are good.
11	A full-time TA in every class from Nursery to Year 6	<ul style="list-style-type: none"> The vast majority of TAs are highly skilled and effective. Some are absolutely fantastic and work extremely hard. DLR (TAs do not usually start until 9 AM in most schools). Support with home-learning and resourcing. <p>Priority – this is a huge luxury and the TAs need to be used fully/ apply themselves fully in educating the pupils.</p>
12	Highly effective Admin and Premises team	<ul style="list-style-type: none"> Highly skilled and effective Premises Manager supporting teaching and learning in various manners. Office admin supporting teaching and learning, and now supporting assessment and reporting. The team is highly effective and do a fantastic job.
13	Specialist TAs for FFT, PE and Speech and language support	<ul style="list-style-type: none"> Targeting pupils who would otherwise be required to be supported by the class/set teachers.
15	LSA for all pupils on EHCP and those who are waiting for an assessment	<ul style="list-style-type: none"> In most schools, LSA also have to act as the TA. Bigland Green has a full-time TA as well as LSAs as required by children who have an EHCP. <p>Priority – understand the role to educate not a childminder</p>
16	Designated lunch supervisors for classes across the school	<ul style="list-style-type: none"> Lunch supervisors do a great job making lunch-time a well-ordered affair with minimal problems brought back into the classroom after lunch. <p>Priority – greater training on managing pupils effectively.</p>
17	Weekly CPD sessions for TAs. The TAs in EYFS trained at a different time with specific focus	<ul style="list-style-type: none"> Systematic development of key skills to be effective in the class. Opportunities to share strengths and know what is happening across the school.
18	POM time for TAs	<ul style="list-style-type: none"> Planning and organisation time given to TAs to be effective in their role. Opportunities to do a range of work across the school e.g. Bright Minds, clubs etc. <p>Priority – to be used to support learning</p>
19	Resources for teaching	<ul style="list-style-type: none"> The school is very well resourced to support teaching and learning. High quality, ready-made, home-learning packs for Years 2-6, so that teachers are not having to prepare their own resources for home-learning. Stock room with full access for everyone. Various spaces within the building (and outside e.g. Rainbow Room) to support teaching and learning.
20	Effective governance	<ul style="list-style-type: none"> Governors who understand and take their roles and responsibilities seriously. Governors who provide the right challenge and support to the school to ensure that children have better life chances.

Date approved	Signature	Final Review
4 December 2018		May/June 2020