



School Improvement Plan

September 2016 – 17

Our Year of Respect

Sept	Disability (Paralympic)
Oct	Black History Month
Nov	British Values (Remembrance Sunday, Poppies)
Dec	Religion(s)
Jan	Our Dreams/Aspirations
Feb	LGBT+
March	Our traditions & Beliefs
April	Famous people – Mother Teresa, Martin Luther king
May	Women
June	People who help us – Police, Nurses, Grandparents, Veterans, Elders etc
July	Environment/Planet (recycling, water, rainforest)

Learn

- **English**
- **Maths**
- **Knowledge & Understanding of the World**
(Science, History, Geogrpahy, Computing)
- **Teaching & Learning**
(Pedagogy, CPD, NQTs, Students, Mentoring)

Believe

- **Well-being**
(PE, PSHE, SMSC, SRE)
- **Creative Arts**
(Languages, Art, DT, Music)
- **Behaviour**
(Rights & Responsibilty Charter, Behaviour & Anti Bullying Policy, Buddies, Zones, Lunchtime Controllers)
- **Children's Voice**
(School Council)

<p>1. Ensure Quality First Teaching is consistent across the whole school</p> <ul style="list-style-type: none"> a. Ensure teachers follow schools' marking & feedback policy (Ofsted 03/2016) b. Ensure teachers have high expectations of all children and that 'all lesson are consistently challenging for all groups of pupils' (Ofsted 03/2016) c. Ensure children's work is of a high quality and quantity d. Ensure adults have a high degree of subject & pedagogical knowledge including teaching of phonics, SPAG, and mathematics e. Ensure children are clear about 'next step' and ensure 'all teachers take every opportunity to help pupils to learn more quickly, especially the most-able pupils. <ul style="list-style-type: none"> a. Clear Learning Intentions & Success Criteria b. Precise guidance and feedback, with opportunities for children to reflect on and improve their work independently f. Ensure pupils have a secure understanding in the core mathematical skills & concepts for their age/year group (including reviewing the Calculation Policy) g. Ensure the quality of teaching within maths is consistently good or better so that all group of pupils make accelerated progress across KS2 and therefore more pupils catch up to Expected Standard (EXS) with an increased % making above expected progress. h. Review reading across the school (including reviewing Book Banding) i. Ensure there is time for teachers & TAs to plan together j. Staff spend time with children on 1:1 for reflection and feedback (Pupil Conferencing) k. Develop children's independence 	<p>How will we know this:</p> <ul style="list-style-type: none"> • Teachers are confident with their subject knowledge • Teachers confidently adapt lessons/planning to meet the children's needs and give children opportunities to lead their own learning • The pace of learning will be challenging, safe and enjoyable • Children's presentation will be neat and legible • Marking and Feedback will support children to know what they are learning, how it can be improved and what they can do in this process • Teachers are confident delivering phonics across EYFS/KS1, planning is linked to Letters & Sounds and through Abacus and is well resourced • Targets are met
<p>2 - Develop Leadership & Management of the school, by:</p> <ul style="list-style-type: none"> a. Further embed Monitoring & Evaluation schedule to ensure leaders are routinely checking the impact of T&L on children's outcomes. (Ofsted - 03/2016) 	<ul style="list-style-type: none"> • All staff are confidently implementing the Marking and Feedback Policy and pupils know their next steps in learning • Curriculum Team Leaders (Middle Leaders) clear about their role and are empowered to implement change

<ul style="list-style-type: none"> b. Further embed Assessment system & cycle (School Pupil Tracker) to articulate new assessment system and are clear about what is good achievement at Birch Hill, review systems for EYFS assessment & baseline c. Review policies – Home Learning, Assessment, Marking & Feedback Policy, SRE Policy, English Policy d. Review paperwork/evidence for Pupil Progress Meetings (PPMs) and SEND provision Map e. Develop all leaders capacity to monitor and impact ‘quality of teaching and the outcomes for all pupils’ (Ofsted 03/2016) <ul style="list-style-type: none"> • EYFS Leadership capacity (Ofsted 03/2016) • Curriculum Team Leaders - mentoring/coaching, lesson observations, involved in School Self Evaluation Form (SEF) and School Improvement Plan (SIP) • Develop capacity of governors (recruitment, Self Evaluation and Skills Audit) f. Complete school vision g. Develop ‘Cluster’ work with local schools, FLA and LA h. Complete a review of ASC/ SEND audit/accreditation i. Complete PPG audit j. Begin Arts Mark k. Begin UN Rights & Responsibilities Mark (Level 1) l. Define Well-Being (for Birch Hill) – how to support adults & children’s emotional well-being m. Embed better communication with all stakeholders (staff, parents, local community) n. Continue to explore ways to engage with parents (family learning, FSA) o. Create a Children’s Summary booklet – induction to Birch Hill 	<ul style="list-style-type: none"> • SLT are relentlessly challenging poor performance through coaching, mentoring and team teaching • Teaching is judged to be consistently good or better across the school • Staff are confident using School Pupil Tracker, assessment data is secure and this feeds into planning • All leaders have a positive impact on the quality of teaching and holding teachers accountable to pupil outcomes • Staffing restructure is in place • Governors confident in being ‘critical friend’ and challenging SLT • Governors reconstitution complete • Governors have a secure understanding of how key priorities, as identified in the SIP, are being implemented and embedded • Effective use of CPD to support staff development
<p>3 Curriculum Development</p> <ul style="list-style-type: none"> a. Define what we mean by ‘Mastery’ at Birch Hill b. Ensure pupils have opportunities to ‘use and apply’ their learning and use these in a range of situations (investigations, etc.) c. Improve provision of EYFS (including resources, planning and embed new Assessment system) d. Embed trips and enrichment activities (residential, workshops, themed days & visits) e. Ensure adults have a high degree of subject & pedagogical knowledge f. Review transition arrangements (EYFS- KS3) 	<ul style="list-style-type: none"> • The school curriculum is: <ul style="list-style-type: none"> ○ Broad, balanced & enriched ○ promotes children’s independence, self-confidence & resilience, through teaching values & respect, as well as makes them feel safe and enjoy school ○ is planned in a clear, coherent and well-structured manner ○ Review PSHE provision ○ Review Art provision ○ Clarify the schools’ expectations of SMSC for staff

g. Review whole school curriculum (particular focus on Inspire topic and English reading books)

Pupils will:

- Talk confidently and know their 'next steps'
- Enjoy school
- Know their basics Mathematical and English skills (for each year group)
- Have to appropriate skills for new curriculum