



School Improvement Plan 2017 - 2018

Year of Reading

School Vision

Birch Hill is an inclusive and respectful school. In collaboration with parents, and the wider community, we work to enable all children to develop their potential.

We believe that teaching and learning should be inspiring. We create challenging opportunities, which encourage children to develop respectful attitudes towards learning and all members of our school community. All children are encouraged to take responsibility, think for themselves and respect others.

The key to learning at Birch Hill is for everyone to learn, believe and achieve together.

Raise pupils achievement in:

1. KS2
 2. KS1
 3. EYFS - Remains at least in-line with National Expectations
 4. Phonics - Remains at least in-line with National Expectations (continue to close the gap for PPG)
 5. Overall VA
- **Groups** – Low Attainers & PPG, SEN Support
 - 100% of maths teaching graded Good/Outstanding **[data, observations, book-looks]**
 - Pupil interviews identify increased enjoyment of mathematics **[data, children interviews, obs]**

Priorities based upon provisional pupil outcomes July 2017

1. Improve teacher’s understanding of greater depth in order to enable more pupils to work securely at this level across the school.
2. Ensure the quality of teaching across KS1 in writing consistently good or better
3. Further develop provision for Pupil Premium pupils so that their progress accelerates and the gap
4. Monitor KS2 progress gap in Rd, Wrt, and Mths

EXS	Target 2018		Progress	LA (2017)		National (2017)	
	EXS	GD		EXS	GD	EXS	GD
Y6 - Comd	61 (=)	9 (+1)		57	6	61	9
Y6–Rd (test)	71 (+3)	27 (=)	0.0	71	24	71	25
Y6 –Wt	78 (=) ¹	18 (+6)	0.0	72	13	76	18
Y6–Mths (test)	78 (=)	23 (+4)	0.0	71	20	75	23
Y6 –GPS	77 (+2)	36 (=)		76	29	77	31
Y2 - Comd	65 (+1)	11 (+7)		64	12	63	11
Y2 - Rd	76 (+2)	25 (+6)		75	27	76	25
Y2 –Wt	69 (=)	16 (+10)		67	17	68	16
Y2 –Mths	75 (+3)	21 (+6)		76	22	75	21
Y2 Phonics retakes	62					62	
Y1 Phonics	85 (+2)			85		81	

¹ Notes – a = symbol indicated that in 2017 the school results are already above National. + symbols indicates the points increase from 2017 results

- Evidence of problem solving and cross-curricular application of mathematics **[book-looks, obs]**
- Children’s work / presentation is of a high quality **[book-looks, observations]**
- Evidence of high quality feedback and peer & self-assessment
- There are robust procedures in place for moderation and data is accurate across the school and all staff confident to articulate what good progress looks like at Birch Hill **[PPMs, KS Meetings]**

EYFS – GLD	75 (=)			73		71	

PPG Targets 2018									
	Reading	Writing	Maths	Comb		Reading	Writing	Maths	Comb
	PPG					PPG & SEN			
Y6 (11)	73%	55%	73%	55%	(2)	0%	0%	0%	0%
Y2 (8)	75%	75%	88%	75%	(2)	50%	50%	50%	50%
Year 1 Phonics (6)	66%					0%			
EYFS – GLD (3)	50%					50%			

Overview of School Improvement Plan (SIP) Priorities

1. Ensure Quality First Teaching is consistent across the whole school	Lead	Timeline	How will we know this:
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<ol style="list-style-type: none"> 1. Teachers follow schools' Marking & Feedback policy(& presentation policy) (Ofsted 03/2016) 2. Teachers have high expectations of all children and that 'all lesson are consistently challenging for all groups of pupils' (Ofsted 03/2016) 3. Children's work is of a high quality, well presented and good quantity 4. Adults have a high degree of subject & pedagogical knowledge including teaching of phonics, SPAG, and mathematics, guided reading & writing journey 5. Improved understanding of assessment leads high quality personalised feedback and marking for all pupils. 6. Pupils have a secure understanding in the core mathematical skills & concepts for their age/year group (including reviewing the Calculation Policy/BabaraCarr Material) – evidence of Fluency, Reasoning & Problem Solving 7. The quality of teaching within maths is consistently good or better so that all group of pupils make accelerated progress across the whole school and therefore more pupils working at Expected Standard (EXS) with an increased % making above expected progress. 8. Staff spend time with children on 1:1 for reflection and feedback (Pupil Conferencing) 9. Develop Talk for Writing programme across the whole school 			<ul style="list-style-type: none"> • Teachers are confident with their subject knowledge • Teachers are confident in understanding what they are doing and why, through a good understanding of pedagogy [evidence: Lesson Obs, SLT Learning Walks, STEP monitoring, feedback from staff, Governors Monitoring] • Teachers confidently adapt lessons/planning to meet the children's needs and give children opportunities to lead their own learning [evidence: Lesson Obs, SLT Learning Walks, STEP monitoring, feedback from staff, Governors Monitoring] • The pace of learning will be challenging, safe and enjoyable [evidence Lesson Obs, SLT Learning Walks, STEP monitoring, feedback from staff, Governors Monitoring] • Children's presentation will be neat and legible • Feedback will support children to know what they are learning, how it can be improved and what they can do in this process [evidence: Book-Looks] • Teachers are confident delivering phonics across EYFS/KS1, planning is linked to Letters & Sounds and through Abacus and is well resourced [evidence: Lesson Obs, SLT Learning Walks, STEP monitoring, feedback from staff, Governors Monitoring] • Whole School Targets are met [Evidence: Data/PPMs]
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2 - Develop Leadership & Management of the school, by:	Lead	Timeline	How will we know this:
<ol style="list-style-type: none"> 1. Further embed Monitoring & Evaluation schedule to ensure leaders are routinely checking the impact of T&L on children's outcomes. (Ofsted -03/2016) 2. 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 3. Review Key polices- Assessment, Feedback, Marking & Presentation, Behaviour & Anti-Bullying, Home Learning (Annual Parent Survey 2017), SRE, E-Safety² 4. Develop all leaders capacity to monitor and impact 'quality of teaching and the outcomes for all pupils' (Ofsted 03/2016) - Focus on Middle Leaders; mentoring/coaching, lesson observations, involved in School Self Evaluation Form (SEF) and School Improvement Plan (SIP) 5. EYFS Leadership capacity (Ofsted 03/2016) 6. Develop capacity of governors (recruitment, Self Evaluation and Skills Audit) 7. Develop 'Cluster' work with local schools, FLA and LA 8. Complete a review of ASC/ SEND audit/accreditation 9. Define Well-Being (for Birch Hill) – Explore Well-being Audits to support adults & children's emotional well-being 			<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 • 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

² <http://www.sexeducationforum.org.uk/>

<p>10. Continue to explore ways to engage with parents (family learning, FSA)</p> <p>11. Review Behaviour policy. Monitor its impact across the school and behaviour systems</p>			
<p>3 Curriculum Development</p>	<p>Lead</p>	<p>Timeline</p>	<p>How will we know this:</p>
<p>1. Define what we mean by 'Mastery' at Birch Hill (initially in Maths)</p> <p>2. Ensure pupils have opportunities to 'use and apply' their learning and use these in a range of situations (investigations, etc.)</p> <p>3. Improve provision of EYFS (including resources, outdoor learning, planning and links with nursery)</p> <p>4. Review English guided reading books & school library</p> <p>5. Update Sex & Relationships Scheme of Work</p> <p>6. Review quality of provision of PSHE/ Circle time</p> <p>7. Review Inspire Topics and change where appropriate to ensure they are meaningful and enriching for our children</p>			<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 ○ Clarify the schools' expectations of SMSC for staff <p>Pupils will:</p> <ul style="list-style-type: none"> • 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