



School Context

This is the smallest Primary school in Swindon with a total of 48 children (as of September 2016). The number of pupils on roll can increase and decrease throughout the year. The percentage of pupils entitled to free school meals is 14.5%. We have 6.2% service children. We have 0% EAL children in school. Pupils who have learning difficulties, disabilities and additional needs is currently at 14.5%.

OFSTED took place in May 2015. From this the recommendations were:

Improve pupils' progress in mathematics by:

- ensuring that pupils are given tasks which engage their interest and fully extend their skills
- planning activities through which teachers and teaching assistants can support the progress of pupils of different abilities from their varying starting points.
- Improve the quality of marking and feedback by giving pupils detailed advice and examples to help them correct and improve their work.

Ofsted Key Judgement	Whole School Action	Proposed Outcomes	Key Priorities
Effectiveness of Leadership & Management	<p>To close the gap in Math's attainment and achievement in line with reading and writing</p> <p>To support the Governors in developing strategy for the long term sustainability of the school so that it continues to thrive</p>	<ul style="list-style-type: none"> • Close the gap in Maths attainment/achievement • Quality of teaching is good across school, moving this to outstanding with precise professional development that encourages, challenges and supports. • The broad and balanced curriculum inspires pupils to learn with fundamental British Values at the heart alongside the schools Christian ethos. • Develop and explore a long term plan that will enable to the school to thrive and continue 	<ul style="list-style-type: none"> • Development of Pupil Premium to ensure that the schools actions secure improvement in progress and attainment of pupils. • Promotion of the broad and balanced curriculum, including uptake of new Creative Curriculums by Dimensions and ensuring fundamental British values are at the heart of all aspects of their education. • School numbers can be increased to enable the school budget to increase as opposed to decrease.



<p>Leadership and Management - Governors</p>	<p>Develop and explore a long term plan that will enable the school to thrive and continue.</p>	<ul style="list-style-type: none"> • Look at areas that can be developed within the village – Village Hall, Church where the school can not only utilise but also help retain • An agreement has been reached with Bristol Diocese on the school going forward 	<ul style="list-style-type: none"> • Explore academisation and the impact on our school • Explore options with DBAT • Explore extending the school into the Church
<p>Quality of Teaching, Learning and Assessment</p>	<p>To improve the standard of teaching, learning and monitoring of maths across the school so that the rate of pupil progress is accelerated.</p> <p>Moderation outcome – focus on KS2 writing. Children capitalise on opportunities to use marking feedback to improve, this is shown within the books.</p>	<ul style="list-style-type: none"> • Teachers plan lessons effectively; the content is progressive and demands more of pupils. • Teachers check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support by embedding AfL with an effective marking system. • Assessment continues to evolve to emerging, secure and mastery record sheets. Development of assessment within foundation subjects in line with English and Maths. 	<ul style="list-style-type: none"> • Writing and Reading sheets adapted – record from September on new format. • Continued implementation of the new Assessment system, providing pupils with the maximum opportunity to progress and reach their end of year potential. • AFL is embedded throughout all lessons and used by all teachers to provide pupils with clear guidance to acquire and improve skills, understanding and knowledge. • Assessment arrangements for Foundation subjects enable a clear understanding of where all pupils are.
<p>Personal development, behaviour and welfare – Christian Character</p>	<p>To enable pupils to be fully aware that Christianity is a multi-cultural world faith. They have a high degree of respect and understanding for diversity and difference in the world around them.</p>	<ul style="list-style-type: none"> • Pupils value their education and high attendance rates continue. • Pupils can explain accurately and confidently how to keep themselves healthy and safe. • Parents, staff and pupils are positive about both behaviour and safety. • Raising team awareness • Embed the new Religious Education syllabus, ready for formal introduction in September 2017 	<ul style="list-style-type: none"> • Introduction of a new RE curriculum to enable pupils to explain our multi faith world that we live in. • Implementation of new house system to bring together the children across year groups and link directly into Golden Time/behaviours. • Development of esafety through use of SLE Teacher
<p>Outcomes for pupils</p>	<p>To ensure pupils make substantial and sustained</p>	<ul style="list-style-type: none"> • Improved accuracy in spellings enables children to meet expectations for their age group 	<ul style="list-style-type: none"> • Raise the profile of spelling within the school



	<p>progress throughout their time in school.</p>	<ul style="list-style-type: none"> • Cohort and group progress is never less than 'expected' to ensure sustained progress for pupils in Year 1-6. • End of year expectations in Year 2 and Year 6 are in line with National expectations. • Improved guided reading ensures children area equipped to answer NC standards 	<ul style="list-style-type: none"> • Use high quality reading text to showcase spelling and wide use of vocabulary • Devise timetable to implement targeted, school wide spelling programme • Improved handwriting using whole school programme on handwriting (penpals) • Create non-negotiable spellings for each year group that are displayed in the room and must be used • Create non-negotiable reading time across all year groups and monitor • Revise Teaching and Learning Policy
<p>Effectiveness of the Early Years</p>	<p>To ensure mathematical foundations are well established in Reception. To continue developing early writing with a focus on boys' attainment. To ensure free play and continuous provision is extending and challenging children in their learning. To improve relationship with feeder nursery with the intention of improving school-readiness in children who start school at Bishopstone.</p>	<ul style="list-style-type: none"> • Children will end their Reception year with secure maths skills, therefore preparing them well for Year 1. • Writing outcomes are improved in Reception. • Continuous provision extends and challenges children, building on their existing skills and engaging them by focusing on their interests. • Children starting school in Reception are better prepared for school, therefore improving baseline data. 	<ul style="list-style-type: none"> • To ensure children are being given opportunities to establish strong foundations of early maths in their first year of school. • To ensure all children's early writing skills are sufficiently developed and methods to increase boys' writing are implemented. • To ensure children are being challenged by continuous provision in the setting, particularly during free play experiences. • To work with local nursery to improve children's essential skills in preparation for starting school.



Area:		Whole School Action:		
Effectiveness of Leadership & Management		The continued pursuit of excellence to successfully create a culture of high expectations, aspirations and scholastic excellence.		
Overview of Key Priorities:				
<ul style="list-style-type: none"> To close the gap in Math’s attainment and achievement in line with reading and writing To support the Governors in developing strategy for the long term sustainability of the school so that it continues to thrive 				
Proposed Outcomes				
<ul style="list-style-type: none"> Close the gap in Maths attainment/achievement Quality of teaching is good across school, moving this to outstanding with precise professional development that encourages, challenges and supports. The broad and balanced curriculum inspires pupils to learn with fundamental British Values at the heart alongside the schools Christian ethos. Develop and explore a long term plan that will enable to the school to thrive and continue. 				
Priority Developments	Aiming for	Actions	What we will see when complete	Timescale
<p>Close the gap in Maths attainment/achievement</p> <p>Quality of teaching is good across school, moving this to outstanding with precise professional development that encourages, challenges and supports.</p>	<p>Embed LH approach to teaching Maths across the school</p>	<p>Regular discussions in staff meetings to focus on sharing of good practice/resources</p> <p>Attend regular termly CPD with LH that is then disseminated to all staff</p> <p>Observe teaching throughout the school within Maths</p> <p>Book scrutiny every six weeks – whole staff</p> <p>Regular opportunities to use a broad range of practical resources to practice and consolidate new skills</p> <p>Ensure the secure foundations are embedded throughout the school</p> <p>Purchase additional resources as appropriate to ensure each class has access to the resources they need</p> <p>During pupil progress meetings monitor children’s progress towards Maths at expected/greater depth</p> <p>Use staff meetings to review use of practical apparatus, paired talk, collaborative feedback, hands on activities</p> <p>Use staff meeting to explore and plan open investigations</p> <p>Maths display</p> <p>Ridgeway – GT</p> <p>Calculation audit</p>	<p>All lessons observed demonstrate:</p> <p>teachers demonstrate good subject knowledge</p> <p>effective use of SNIVEL. All groups of learners are challenged and make progress. All learners engaged in tasks and challenge themselves. All learners have the opportunity to demonstrate their ability to apply. AfL used effectively to match task to learners needs and ability.</p> <p>Evidence of practical apparatus being modelled by staff and used by learners in mathematics sessions, planning, and books</p> <p>Pupil voice findings shows learners using practical resources</p> <p>Evidence in secure foundations in planning.</p> <p>Pupil voice shows that learners know their targets and can explain how they have met them</p> <p>Maths working walls demonstrate evidence of work and matching targets</p>	<p>Embedding ongoing from Sept 2016</p>



		Develop use of open ended tasks to provide additional challenge for more able children		
The broad and balanced curriculum inspires pupils to learn with fundamental British Values at the heart alongside the schools Christian ethos.	Continue to embed British Values	Continue to review and reflect on our Dimensions Curriculum in line with additional NC requirements and changes to other areas e.g. RE syllabus (as a four year rolling prog this is still very new and areas are being highlighted such as Science issues)	Liaise with Dimensions to alter the curriculum where required Continue to review termly in staff meetings Feedback to Governors regarding curriculum content	Ongoing

Area:	Whole School Action:
Quality of Teaching, Learning and Assessment	To improve the standard of teaching, learning and monitoring of maths across the school so that the rate of pupil progress is accelerated. Moderation outcome – focus on KS2 writing. Children capitalise on opportunities to use marking feedback to improve, this is shown within the books.

Overview of Key Priorities:
<ul style="list-style-type: none"> Teachers plan lessons effectively; the content is progressive and demands more of pupils. Teachers check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support by embedding AfL with an effective marking system. Assessment continues to evolve to emerging, secure and mastery record sheets. Development of assessment within foundation subjects in line with English and Maths.

Proposed Outcomes
<ul style="list-style-type: none"> Writing and Reading sheets adapted and embedded – record from September on new format. Continued implementation of the new Assessment system, providing pupils with the maximum opportunity to progress and reach their end of year potential. AFL is embedded throughout all lessons and used by all teachers to provide pupils with clear guidance to acquire and improve skills, understanding and knowledge. Assessment arrangements for Foundation subjects enable a clear understanding of where all pupils are.

Priority Developments	Actions	What we will see when complete	Timescale
Targets in book front – yr2/6	<ul style="list-style-type: none"> Review which child friendly targets to use – interim in Year 2 and 6 Review target use within lessons Child voice – are the targets helping with their next steps of learning Child questionnaire – comparison with previous Targets to be updated frequently to reflect learning 	Children will be confident when explaining their targets Evidence of the targets within their work that are responded to and changed (including links to mini-reports)	March 2017 February 2017
Teachers check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support by embedding AfL with an effective marking system.	<ul style="list-style-type: none"> Review current use of marking policy Adapt policy if required – simplify Review marking ‘marks’ with children – check understanding 	Children responding to marking comments Smiley faces being filled in to show understanding of learning – across all year groups	December 2016 Review January 2017



	<ul style="list-style-type: none"> Review for continuity across school – implement missing elements (smiley faces) Measure for impact – are children completing set ‘assessment questions’ at the end of pieces of work Measure if the marking comments are then corrected in a future piece of work 	Policy is an accurate reflection of ‘marks’ being used	Ongoing
Assessment continues to evolve to emerging, secure and mastery record sheets. Development of assessment within foundation subjects in line with English and Maths.	<ul style="list-style-type: none"> Science assessment tracked through books, practical’s and discussions – investigate overview sheet PE assessment – teachers to access and use Premier Sport porthole R.E assessment – develop assessment sheets from the 2016b syllabus launch Children have the opportunity to respond to feedback in the lesson or the following lesson 	Assessment data is kept in a central folder once complete allowing teachers to access Children can discuss how they answer their feedback comments	Ongoing from September
Moderation within cluster	<ul style="list-style-type: none"> Arrange three times a year moderation, including moderation that crosses year 6 into year 7 	Accurate moderation across year groups supported by cluster	Minimum once a term (Autumn/spring/summer)
Review AfL techniques	<ul style="list-style-type: none"> In staff meeting recap what is working, what might work, what hasn’t worked 	Up-to-date methodology revisited and in evidence in lessons	Ongoing

Area:	Whole School Action:
Personal development, behaviour and welfare	To enable pupils to be fully aware that Christianity is a multi-cultural world faith. They have a high degree of respect and understanding for diversity and difference in the world around them.
Overview of Key Priorities:	
<ul style="list-style-type: none"> Pupils value their education and high attendance rates continue. Pupils can explain accurately and confidently how to keep themselves healthy and safe. Parents, staff and pupils are positive about both behaviour and safety. Raising team awareness Embed the new Religious Education syllabus, ready for formal introduction in September 2017 	
Proposed Outcomes	
<ul style="list-style-type: none"> Introduction of a new RE curriculum to enable pupils to explain our multi faith world that we live in. Implementation of new house system to bring together the children across year groups and link directly into Golden Time/behaviours. Development of esafety through use of SLE Teacher 	

BISHOPSTONE CHURCH OF ENGLAND PRIMARY SCHOOL



Priority Developments	Actions	What we will see when complete	Timescale
Trial new R.E syllabus	<ul style="list-style-type: none"> Staff meeting on how the new scheme has been developed, how do staff feel it should be rolled out 	New RE syllabus is being taught in all year groups	January-July 2017
Order scheme of work from RE Today	<ul style="list-style-type: none"> Each year group trial a unit – feedback in staff meeting 	Teachers confident in adapting units to fit both ethos and ability of children in this school	February 2017
Audit resources	<ul style="list-style-type: none"> Are there areas that we need to develop to be able to teach the new syllabus? 	Resources readily available and cupboard in PA classroom adapted to store these	September 2017
Liaise with 'outstanding' SIAMS school	<ul style="list-style-type: none"> Schedule meeting with RE lead at Ashbury school Liaise with South Marston who have just academised with DBAT 	Clear expectations across all teachers of what we need to achieve	February 2017
Review collective worship planning to include child led worship	<ul style="list-style-type: none"> Selection of songs to CD to enable children to put on quickly CW team formed (KS2 children) to organise music, prayer New rota of CW – using Values for Life/Assemblybox. Include slots for Vicar to take CW outside of the Church occasions 	Children are confident at leading collective worship New resources bring interest and creativity to collective worship Vicar is taking collective worship sessions	January 2017 May 2017
Introduce house system – 4 teams based on surrounding villages	<ul style="list-style-type: none"> Review which teams have won – develop reward system Link team system to areas already in place – sports day, competitions, academic progress, tables, spelling 	Children are running the house system Teachers are giving out the team counters making the project valid	December 2016
Develop staff knowledge and understanding of R.E skills to promote a deeper understanding of the Christian faith and other faiths across the country/world	<ul style="list-style-type: none"> Attend related training given by Bristol Diocese Regular slot within staff meeting to reflect on usage Liaise with other schools on how they roll out, things that are working and not working 	Staff are confident to roll out individually Staff talk without prompting with issues around R.E in the school	May 2017
Create a 'reflection' area in each classroom which is utilised by both children and staff	<ul style="list-style-type: none"> Small table area developed with a weekly focus Reflection book started to allow children to record their thoughts Time given for 'quiet' reflecting on their work, school, family 	Children know that they can 'reflect' in this area and add to this area with their individual thoughts Area is used for class discussion	May 2017

Area:	Whole School Action:
Outcomes for pupils	To ensure pupils make substantial and sustained progress throughout their time in school.
Overview of Key Priorities:	
<ul style="list-style-type: none"> Raise standards of spelling across Yr2-6 and sustain the increased phonic results achieved last year Cohort and group progress is never less than 'expected' to ensure sustained progress for pupils in Year 1-6. Clear assessment tools utilised in order to monitor outcomes 	
Proposed Outcomes	
<ul style="list-style-type: none"> End of year expectations in Year 2 and Year 6 are in line with National expectations. 	

School Improvement Plan 2016-2017



Priority Developments	Actions	What we will see when complete	Timescale
Response time in planning for AfL marking	Build into class timetables, feedback to be encouraged upon completion	Children responding to marking	February 2017
Checklists used within Big Writing as a minimum	<ul style="list-style-type: none"> Children to self-assess/peer-asses so they have a raised awareness of what is good. In turn help inform the response time in AfL marking as well as assisting children with their redrafting 	A selection of check list resources that children access with ease and understand how to use	From September 2016
Introduce phonic/spelling game time	<ul style="list-style-type: none"> Start of day activity throughout school 2x a week NC words tested at the beginning of each term, repeated at end of term showing progression Bishopstone Spelling Bee Address each cohort specific spelling requirements and track Attend ALL SBC promoted courses throughout the year 	Increased ability in spelling – measure??	February 2017
Create Reading and Writing opportunities	<ul style="list-style-type: none"> 500 word story competition – Radio 2 Extreme reading Parent reading ‘café’ House points for reading diary usage 	Children are motivated by additional and external opportunities	Ongoing and developing
To ensure Maths is taught consistently across school so pupils acquire skills appropriate to their age.	<ul style="list-style-type: none"> Trial teaching maths through one teacher in KS2 Times Tables introduced by LH scheme Participation in Nationwide ‘Money’ project KS2 attends maths specialist training Children attend GT sessions by LH 	Childrens progress within maths will have risen each term (dec, april, july)	Review Dec 16 Feb17

Area:	Whole School Action:
Effectiveness of EYFS	<ul style="list-style-type: none"> To ensure mathematical foundations are well established in Reception. To continue developing early writing with a focus on boys’ attainment. To ensure free play and continuous provision is extending and challenging children in their learning. To improve relationship with feeder nursery with the intention of improving school-readiness in children who start school at Bishopstone.
Overview of Key Priorities:	
<ul style="list-style-type: none"> To ensure children are being given opportunities to establish strong foundations of early maths in their first year of school. To ensure all children’s early writing skills are sufficiently developed and methods to increase boys’ writing are implemented. To ensure children are being challenged by continuous provision in the setting, particularly during free play experiences. To work with local nursery to improve children’s essential skills in preparation for starting school. 	



Proposed Outcomes
<ul style="list-style-type: none"> • Children will end their Reception year with secure maths skills, therefore preparing them well for Year 1. • Writing outcomes are improved in Reception. • Continuous provision extends and challenges children, building on their existing skills and engaging them by focusing on their interests. • Children starting school in Reception are better prepared for school, therefore improving baseline data.

Priority Developments	Actions	What we will see when complete	Timescale
Building strong mathematical foundations.	<ul style="list-style-type: none"> • Embedding maths opportunities in continuous provision to encourage children to think mathematically during their free play. • Providing children with increased problem solving opportunities. • Setting out maths based 'Star Challenge' cards which specifically target Reception children's mathematical skills. 		From September 2016
Providing challenge through continuous provision.	<ul style="list-style-type: none"> • Regularly observing children to gauge their skills when using certain resources and areas which are part of continuous provision. • Engaging with children to provide effective challenge through questioning and discussion. • Rotating and providing resources which challenge and inspire children as they play. • Introducing Reception children to the 'Star Challenge' system already used by Years 1 and 2. • TAs to complete audits/meetings with BP to develop their understanding of continuous provision and the importance of their role within this. 	Children attempt the more challenging tasks unprompted TAs understand the value of observation and questioning skills	In place by Dec 16 Ongoing
Developing early writing skills for all children, with a focus on boys' attainment.	<ul style="list-style-type: none"> • Ensure writing resources are 'topped up' and 'attractive' e.g. sharpened pencils, clean paper, variety of pens displayed and accessible. • Improving role play writing by ensuring role play areas are 'stocked' with writing tools, and developing 'role play writing bags' for children to access. • Improving children's gross and fine motor control through appropriate tools and activities set out daily. • 'Disco Fingers' fine motor sessions twice weekly. • Creating a positive writing environment where all attempts at writing/mark making are celebrated. 	Children are actively choosing the 'writing' area/activity	Daily Feb 17 Oct 16 Ongoing
Improving link between school and feeder nursery in village	<ul style="list-style-type: none"> • Approaching nursery to build links. • Arranging sessions for the nursery to come to school and work alongside BP and current Reception children. 	Nursery participates in school life in a manageable amount throughout the year Nursery staff from the Nursery have a better understanding of skills required	Dec 16 Ongoing Spring T1/2