

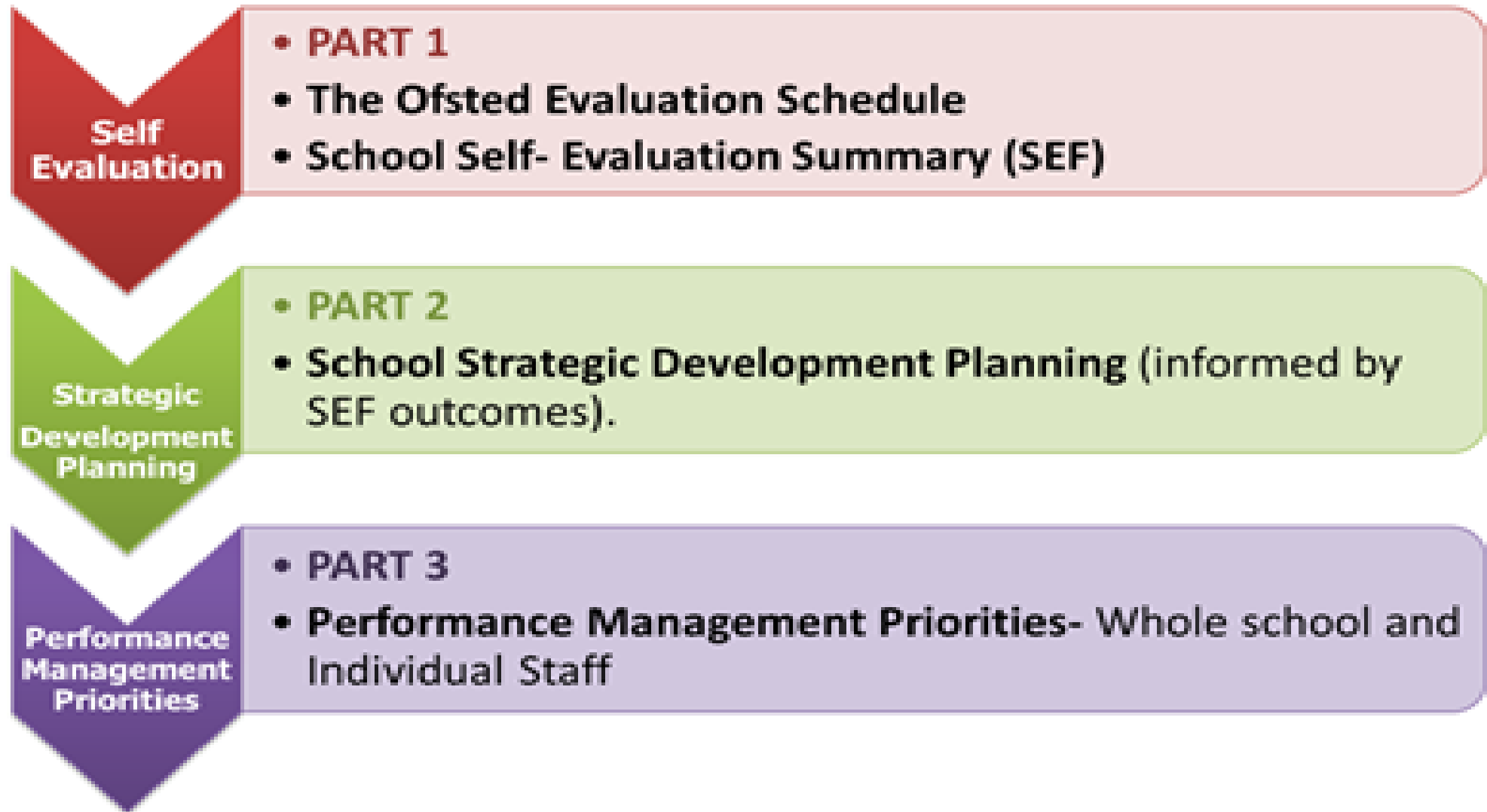


Strategic Impact Plan 2018 - 2021

Brimrod Primary School

Evans, Choi, Mullin- ECM Education Consultants

Improving Outcomes through Self Evaluation and Strategic Planning



Organisation of the Strategic Impact Plan (SIP)

The SSDP is organised into three sections:

1. An overview of key Improvement Priorities for three years

- This is a concise grid of the current years priorities under the four themes which can be shared with all stakeholders

2. Current Year Key Improvement Priorities (1 year)

- These are the specific initiatives and targets that have been identified for action over the course of the school year. Each of the focused priorities has an individual action plan which may reflect one, two or three years work.

Brimrod Primary School Three Year Key Improvement Priorities Overview

	School Judge ment	2018/19	2019/20	2020 / 2021
Outcomes for Pupils				
Progress across the curriculum	2	<p>Key Priority 1 Raise the % of children achieving the phonic screener check to 80% overall; Boys to 70% and Disadvantaged to 80%</p> <p>Raise the attainment in writing in KS1 overall with a particular focus on boys.(Overall 70-75%; Boys 63%; Girls 75% & Disadvantaged 71%)</p> <p>Raise attainment in Maths in KS2 with a focus on girls and disadvantaged (Overall 70-75%; Girls 75%; Disadvantaged 81%)</p> <p>To increase the rates of progress in KS1 in all core areas from starting points in EYFS (At ARE in Reception or above)</p> <p>To increase the rates of progress in KS2 in Maths with a particular focus on girls and disadvantaged</p>	<p>Key Priority 1 To continue to embed strategies to improve outcomes in phonics (moving towards 95%+) & writing in KS1 (at least in line with national)</p> <p>To continue and embed strategies to improve progress in Maths across KS2 (Progress continues to improve towards above average)</p>	<p>Key Priority 1 To review strategies used to improve outcomes for girls, boys and Disadvantaged.</p>
Disadvantaged pupils' progress across the curriculum	2			
Above Average Progress	2			
Progress in comparison to national	2			
Reading & Phonics Skills	2/3			
Pupils' Ability to Communicate their learning	2			
Attainment	2/3			
Preparation for the pupils' next stage of their education, learning or employment	2			
The Quality of Teaching, Learning & Assessment				
Teachers' Subject Knowledge and use of Questioning	2/3	<p>Key Priority 2 To improve the level of challenge in lessons with a focus on middle attaining children / prior middle attaining children</p>	<p>Key Priority 2 To continue embedding the effective use of questioning to improve outcomes for middle attaining children.</p>	<p>Key Priority 2</p>
Teachers' Planning & Management in Lessons	2			

Teachers' High Expectations	2	To improve teacher's questioning skills so they can reshape tasks and learning in lessons		
Teachers Deepening, Challenging & Supporting Learning	2/3			
Impact of Teachers' Assessment & Feedback on Pupils' Learning	2			
Impact of Homework	2			
Teaching of Key Subjects & Skills	2			
Pupils' Resilience, Enjoyment of and Interest in their Learning	2			
Teachers' Promotion of Equality & Diversity and the Impact of this on Pupils' Learning	2			
Support for Parents	2			

Personal Development, Behaviour and Welfare

Pupils' Attitudes to Learning & the Impact of this on their Progress.	2	<p>Key Priority 3 To improve overall attendance for key groups e.g. boys, EYFS (Boys at least 95%; EYFS at least 95%)</p> <p>To reduce persistent absenteeism to below national average. (At least below national for PA)</p> <p>To implement strategies to improve children's mental health & well being</p>	<p>Key Priority 3 To ensure that developed strategies continue to reduce persistent absenteeism</p> <p>To continue to improve attendance for EYFS children. (Remain above national or 97%)</p>	<p>Key Priority 3 To review strategies for Anti bullying / Diversity Week and make adaptations.</p>
Preparation for the Next Stage of their Education, Employment or Training.	2			
Pupils' Attendance	2			
Pupils' Conduct, Self- Discipline and Behaviour	2			
Pupils' Health, Welfare, Well-Being & Safety	2			
Impact of anti- bullying approaches	2			
Pupils' SMSC & British Values	2			

The Effectiveness of the Early Years Provision: the quality and standards

Pupils rates of progress and development of key skills	2	<p><u>Key Priority 4</u> Reducing the gaps between boys / Disadvantaged children’s attainment and national</p> <p>To maintain and embed improvements to teaching and learning made in 2017/2018 with adaptations for identified groups</p> <p>To improve the outdoor environment.</p>	<p><u>Key Priority 4</u> To continue to improve the outdoor environment</p> <p>To improve outcomes and diminish the gap between Brimrod attainment and national.</p>	<p><u>Key Priority 4</u> To audit the EYFS environment</p>
Attainment Gaps closing	2			
Pupils’ interest, motivation and attitudes to learning	2			
Learning Environment, the curriculum and imaginative experiences	2			
Teaching impact	2			
Assessment, quality of observations and planning	2			
Positive behaviour, health, safety and well-being	2			
Engagement with parents and carers	2			
impact of leaders actions on pupil outcomes, including securing Improvement in the Quality of Teaching	2			
Pupils rates of progress and development of key skills				

Effectiveness of Leadership and Management

High expectations, direction and positive impact	2	<p><u>Key Priority 5</u> Curriculum improvement in DT and RE</p>		
Robust self-evaluation and strategic planning –Securing improvement in teaching, learning and outcomes, including for disadvantaged pupils	2			

Monitoring for Improvement in teaching: Performance Management & the Professional Standards	2	Eradicating differences in attainment and progress of Disadvantaged pupils in KS1, Maths KS2 and phonics Yr1.		
Governors deployment of their duties	2			
Pedagogy, positive climate and innovation	2			
Impact of the curriculum	2			
SMSC & British Values	2			
Equality of opportunity for all	2			
The effectiveness of safeguarding procedures	2			
Protecting Pupils from Radicalisation & Extremism	2			

Brimrod Primary School – 2018-2019 Key Priorities Overview

STRATEGIC IMPACT PLAN	School Judge-ment	Key Priorities in 2018 - 2019	Staff member responsible (red denotes lead member)	Governor responsible
Outcomes for Pupils				
<ul style="list-style-type: none"> • Progress across the curriculum • Disadvantaged pupils' progress across the curriculum • Above Average Progress • Progress in comparison to national • Reading & Phonics Skills • Pupils' Ability to Communicate their learning • Attainment • Preparation for the pupils' next stage of education, learning or employment 	2	<p><u>Key Priority 1</u></p> <ul style="list-style-type: none"> • Raise the % of children achieving the phonic screener check to 80% overall; Boys to 70% and Disadvantaged to 80% • Raise the attainment in writing in KS1 overall with a particular focus on boys.(Overall 70-75%; Boys 63%; Girls 75% & Disadvantaged 71%) • Raise attainment in Maths in KS2 with a focus on girls and disadvantaged (Overall 70-75%; Girls 75%; Disadvantaged 81%) • To increase the rates of progress in KS1 in all core areas from starting points in EYFS (At ARE in Reception or above) • To increase the rates of progress in KS2 in Maths with a particular focus on girls and disadvantaged 	Govs SP LT KC RH	
Quality of Teaching, Learning & Assessment				
<ul style="list-style-type: none"> • Teachers' Subject Knowledge and use of Questioning • Teachers' Planning & Management in Lessons • Teachers' High Expectations • Teachers Deepening, Challenging & Supporting Learning • Impact of Teachers' Assessment & Feedback on Pupils' Learning • Impact of Homework • Teaching of Key Subjects & Skills • Pupils' Resilience, Enjoyment of and Interest in their Learning • Teachers' Promotion of 	2	<p><u>Key Priority 2</u></p> <ul style="list-style-type: none"> • To improve the level of challenge in lessons with a focus on middle attaining children / prior middle attaining children • To improve teacher's questioning skills so they can reshape tasks and learning in lessons 	SP LT KC	

<p>Equality & Diversity and the Impact of this on Pupils' Learning</p> <ul style="list-style-type: none"> • Support for Parents 				
Personal Development, Behaviour and Welfare				
<ul style="list-style-type: none"> • Pupils' Attitudes to Learning & the Impact of this on their Progress. • Preparation for the Next Stage of their Education, Employment or Training. • Pupils' Attendance • Pupils' Conduct, Self- Discipline and Behaviour • Pupils' Health, Welfare, Well-Being & Safety • Impact of anti- bullying approaches • Pupils' SMSC & British Values 	2	<p><u>Key Priority 3</u></p> <ul style="list-style-type: none"> • To improve overall attendance for key groups e.g. boys, EYFS (Boys at least 95%; EYFS at least 95%) • To reduce persistent absenteeism to below national average. (At least below national for PA) • To implement strategies to improve children's mental health & well being 	<p>SP JA KC</p>	
The Effectiveness of the Early Years Provision: the quality and standards				
<p><u>ACHIEVEMENT IN THE EARLY YEARS</u></p> <ul style="list-style-type: none"> • Pupils rates of progress and achievement • Attainment Gaps closing • Pupils' needs and attitudes to learning <p><u>TEACHING IN THE EARLY YEARS</u></p> <ul style="list-style-type: none"> • Learning Environment, programmes and imaginative experiences • Teaching impact • Assessment, quality of observations and planning <p><u>BEHAVIOUR & SAFETY IN THE EARLY YEARS</u></p> <ul style="list-style-type: none"> • Positive behaviour, health safety and well-being <p><u>LEADERSHIP & MANAGEMENT IN THE EARLY YEARS</u></p>	2	<p><u>Key Priority 4</u></p> <ul style="list-style-type: none"> • Reducing the gaps between boys / Disadvantaged children's attainment and national • To maintain and embed improvements to teaching and learning made in 2017/2018 with adaptations for identified groups • To improve the outdoor environment. 	<p>KC JH</p>	

<ul style="list-style-type: none"> • Engagement with parents and carers • impact of leaders actions on pupil outcomes, including securing improvement in the quality of teaching 				
Effectiveness of Leadership and Management				
<ul style="list-style-type: none"> • High expectations, direction and impact • Robust self evaluation and strategic planning: Securing improvement in teaching, learning and outcomes, including for disadvantaged pupils • Monitoring for Improvement in Teaching: Performance Management & the Professional Standards • Governors deployment of their duties • Pedagogy, positive climate and innovation • Impact of the curriculum • SMSC & British Values • Equality of opportunity for all • The effectiveness of safeguarding procedures • Protecting pupils from radicalisation and extremism 	2	<p><u>Key Priority 5</u></p> <ul style="list-style-type: none"> • Curriculum improvement in DT and RE • Eradicating differences in attainment and progress of Disadvantaged pupils in KS1, Maths KS2 and phonics Yr1. 	SP LT Teachers	

OUTCOMES ACTION PLAN 2018-19

<ul style="list-style-type: none"> • Raise the % of children achieving the phonic screener check to 80% overall; Boys to 70% and Disadvantaged to 80% • Raise the attainment in writing in KS1 overall with a particular focus on boys. • Raise attainment in Maths in KS2 with a focus on girls and disadvantaged • To increase the rates of progress in KS1 in all core areas from starting points in EYFS • To increase the rates of progress in KS2 in Maths with a particular focus on girls and disadvantaged 	<p>Year 2018-2019</p> <p>Lead person accountable for the plan: SP</p>	<p>Finance Plan</p> <p>How much will the plan cost - Which account code/s will fund the plan -</p>
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<p>Success criteria:</p>	<p>Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken).</p> <ul style="list-style-type: none"> • Overall attainment in phonics will rise to between 80% • Attainment for boys will be reversed and rise to 70% • Attainment for disadvantaged children will rise to 80% • Overall KS1 writing attainment will rise to between 70% - 75% • Boys attainment shows a marked sustained improvement and recovers to at least national boys in 2018 (63%); National Boys 2017 (61%) • Girls writing will show improvement towards national Girls (77%) • Disadvantaged children's attainment will show improvement towards national other (74%) • Progress in KS1 will improve from expected to above average progress • Attainment will climb from EYFS data. • Sustained improvements will be shown in Yr1 from EYFS data. • Attainment overall climbs to at least 70% or closer to national at 75% • Girls and boys' attainment rises to at least 70% or closer to national boys/girls at 75% • Progress overall will climb as children make better progress from their starting points. • The gap between Maths progress and reading/writing progress overall will close. • Girls and Disadvantaged children's progress will improve from current levels and remain positive overall.
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Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
Use Appraisal of the AHT and her NPQSL task to improve phonics	SP/KC	Throughout	NPQLSL	Release time for NPQSL
Audit resources for phonics and ensure all resources are high quality	KC	November 2018; February 2019; May 2019		£250
Introduce a tighter tracking system which identifies gaps quicker and link identified gaps to intervention (Rapid Phonics)	KC	September 2018		
Use External Consultant to support / improve performance of weaker teachers/TAs	SP/KC	November 2018		£450

Use a TA3 to work on targeted sounds with boys/disadvantaged children weekly to plug gaps.	KC	September 2018 then ongoing		
Embed Talk for Writing across KS1	SP/KC	Ongoing		
Use an external consultant to support Y1 teachers in embedding T4W	KC/LB/NK	November 2018 March 2019		£450
Purchase high quality texts to inspire writing throughout KS1	LB/NK/SA	November 2018		£300
Provide CPD for all teachers on how to teach reasoning	LT	November 2018		
Provide CPD for different Key Stages on the identified areas in Maths from the QLA	SP	November 2018 March 2019		£450
Provide further CPD to identified teachers on the QLA areas	JH + Consultant	November 2018 January 2019 May 2019		£450

LEADERSHIP & MANAGEMENT ACTION PLAN 2018 - 2019

<p style="color: red; margin: 0;">To develop a knowledge based curriculum with particular focus on: Curriculum improvement in DT and RE Develop writing and Maths across the Cornerstones Curriculum</p> <p style="margin: 0;">Eradicating differences in attainment and progress of Disadvantaged pupils in KS1, Maths KS2 and phonics Yr1.</p>	<p style="margin: 0;">Year 2018 - 2019</p> <p style="margin: 0;">Lead person accountable for the plan: LT/KC</p>	<p style="margin: 0;">Finance Plan</p> <p style="margin: 0;">How much will the plan cost - Which account code/s will fund the plan -</p>
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Success criteria:	<p style="margin: 0;">Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken).</p> <ul style="list-style-type: none"> Overall attainment in phonics will rise to between 80% Attainment for boys will be reversed and rise to 70% Attainment for disadvantaged children will rise to 80% <li style="color: red;">RE and DT will be taught to the same standard as other Foundation Subjects <li style="color: red;">Children will apply their skills in writing to the same standard in FS as they do in English <li style="color: red;">Children will apply their Maths skills in other FS subjects where appropriate <li style="color: red;">The curriculum will have a clear intent, delivery and outcome rationale
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Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
LT Appraisal to link to Curriculum Development	SP	October 2018		
LT to lead on DT	LT	September 2018		
LT to monitor DT curriculum delivery in Autumn term and plan appropriate CPD opportunities	LT	December 2018		
LT to audit resources for DT and purchase resources as appropriate				
SP to lead on RE	SP	September 2018		
Purchase new resources for RE to support the delivery of local agreed syllabus by integrating Cornerstones RE and agreed syllabus	SP	January 2019		
Phonics actions on Outcomes Plan				
Writing Opportunities to be included in planning for Topic 2	MS	February 2019		

QUALITY OF TEACHING, LEARNING & ASSESSMENT ACTION PLAN 2018 - 2019

<ul style="list-style-type: none"> To improve the level of challenge in lessons with a focus on middle attaining children / prior middle attaining children To improve teacher's questioning skills so they can reshape tasks and learning in lessons 	<p>Year 2018 - 2019</p> <p>Lead person accountable for the plan: SLT</p>	<p>Finance Plan</p> <p>How much will the plan cost - £1000</p> <p>Which account code/s will fund the plan -</p>
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Success criteria:	<p>Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken).</p> <ul style="list-style-type: none"> Progress overall will climb as children make better progress from their starting points. The gap between Maths progress and reading/writing progress overall will close. Girls and Disadvantaged children's progress will improve from current levels and remain positive overall. Progress in KS1 will improve from expected to above average progress Attainment will climb from EYFS data. Sustained improvements will be shown in Yr1 from EYFS data.
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Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
OAT Analysis by Assessment lead every half term	SP	October 2018 December 2018 February 2019 April 2019 June 2019 July 2019		
Peer Observation (Lesson Study Approach)	SP	January 2019		
Teaching & Learning review	SP	October 2018		
SIP Review	SP	February 2019		

Analyse data through SPTO termly to ensure boys and disadvantaged are targeted within interventions (Rapid)

PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE ACTION PLAN 2018 - 2019

<ul style="list-style-type: none"> To improve overall attendance for key groups e.g. boys, EYFS To reduce persistent absenteeism to below national average. To implement strategies to improve children's mental health & well being 	<p>Year 2018 - 2019</p> <p>Lead person accountable for the plan: SP</p>	<p>Finance Plan</p> <p>How much will the plan cost - £1000</p> <p>Which account code/s will fund the plan -</p>
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<p>Success criteria:</p>	<p>Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken).</p> <ul style="list-style-type: none"> Attendance for boys will improve from 93% to at least 95% overall Attendance for reception will improve from 92% to at least 95% overall Persistent absenteeism will reduce from 8% to below NA Resilience and Self Efficacy will improve with the children. Behaviour incidents continue to be low level and appropriate strategies are put into place as required.
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Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
LT & LB to attend training on resilience led by the IPLCN	LB/LT	October 2018 March 2019		
LT & LB to implement strategies within their own classroom	LB/LT	November & December 2018		
LT & LB to deliver staff training on strategies	LB/LT	January 2019		
LB to deliver training to staff on Mindfulness techniques	LB	January 2019		
LB to meet with Mental Health Team x 3 yearly	LB	February 2019 May 2019 September 2019		
FSW to implement home visit policy stringently	JA	Ongoing & as required		
Extended Leave to be discouraged and reports to continue to be made to the LA	SP	Ongoing & as required.		