



Bowerham Primary and Nursery School

Improvement Plan 2020-21

Our School Improvement plan has had a significant impact taking our school from 'Requires Improvement' in 2009 to being consistently 'Good' with many aspects of school being 'Outstanding' in 2012. On 30th January 2018, our school was inspected by Ofsted under a Section 8 inspection. The outcome of this inspection was that our school continued to be 'Good' and we were recommended for a Section 5, as there was evidence that we should be assessed for Outstanding. Through rigorous school self-evaluation, analysis and consultation, we have continued to work positively and tirelessly for our pupils to ensure all aspects of our school are 'Outstanding'. This School Improvement Plan builds on previous improvements to further develop the effectiveness of our school for our pupils.

This year's 4 lead areas are:

1. Quality of education

2. Behaviour and attitudes

3. Personal development

4a, Leadership and management

4b, Governance

Background: In 2019-20 the school development focused on an individualised curriculum that was cohort specific, ambitious, broad and balanced, yet one that covered the National Curriculum. Here we analysed the needs of each cohort and developed a universal and targeted offer to great success (please see SIP evaluation 19-20). However, the focus on the intention, implementation and the impact of the curriculum by each year group in depth meant that certain subjects, although covering the national curriculum, could be more streamlined to ensure that curriculum links could be made across subjects, cohorts and year groups to ensure connectivity. This was particularly prominent in History, Geography and Art. Where cross curricular opportunities are most prevalent and form the basis of most of the chosen themes within year groups.

Intention:

To finally tune and build on the firm foundation of the thematic approach developed in 19-20 to ensure a sophisticated connected curriculum.

Intent	Implementation	Timescale	Resources including time	Monitoring	Impact- Success Criteria
<p>To further improve the connected curriculum overview for Hist, Geog and Art further supporting staff to confidently deliver it an ambitious and fun thematic curriculum.</p> <p>To provide further clarity on sequential progression of skills, vocabulary and knowledge in these subject areas.</p> <p>To ensure children's knowledge of key figures of the past and present is set out as an overview of development and relevance.</p> <p>To further develop children's skills of inquiry and interpretation.</p>	<p>Working party to map out the Geography, History and Art curriculum from the yearly overviews to look at links between subjects.</p> <p>Combine the areas to develop key themes that can be covered across the years with a sequential approach for geog- hist- art. A curriculum overview.</p> <p>Add key people.</p> <p>Ensure an investigative approach- key question and critical thinking approach.</p> <p>Non-thematic learning to be separated and action plan developed for coverage.</p> <p>Staff consultation of overview</p>	<p>Completed ready for transition-summer 2</p> <p>Summer 2</p>	<p>Time allocation- Subject leaders.</p>	<p>Staff feedback Critical friends monitoring Monitoring of Subject leadership- QofEduc reports Analysis of progress and achievement data- hist, geog and art.</p>	<p>Geography, History and Art to be linked across each year group as part of a set theme based programme for learning that ensures connectivity and sequential learning of skills and knowledge.</p> <p>Deeper understanding of knowledge through a cross curricular approach.</p> <p>More time available to facility the deeper understanding as learning through cross-curricular approach</p> <p>Teacher to be more specialist in these year group specific curriculum areas.</p> <p>Children to show higher levels of inquiry, creativity and historical and geographical awareness. E.g. the UKs impact on changing geog and hist</p>

<p>To further develop children's art skills in KS2 to aid creative approaches and styles.</p>	<p>and further development. Applied to yearly overviews in readiness for the new academic year.</p>	<p>Throughout 20-21 as part of staff training overview.</p>	<p>Art, History and Geography to be and integral part of the children's school environment.</p>
	<p>Provide termly training, skill development and teacher support to implement the changes.</p> <p>Clear training overview as part of the whole staff training and targeted approach.</p> <p>Evaluate and adapt the Connected Curriculum Overview</p>		

Background: We have spent a great deal of time developing a skills development curriculum that covers the requirements of the National Curriculum and ensures that the children learn and acquire the knowledge outlined through a hands-on and fun approach that will create critical, thoughtful and practical learners. The Overview of Needs document has enabled teachers to build upon and develop children's cultural capital. The Overview of Needs has ensured that each year groups is tailored to their needs. All the class teachers are aware of the needs in their class and are supported by SLT, the SENDCO and the pastoral team to support their needs. The Overview of Needs enables teachers the freedom to adapt their the curriculum to meet the ever changing needs of their cohort as and when appropriate. The needs of children can frequently change in particualry their social and emotional needs and this anables us to deal with incidents which occur throughout the year. We also have high mobility in our school, which means each year group is forever changing. School have decided to continue with the use of Overview of Needs for each year group. These are evaluated, and the curriculum is adapted termly and when needed to ensure a more fluid approach to personal development and the education offered to our children. Subsequently, improving their academic achievement and preparation for each stage in their school life. Our PPG children continue to achieve above national expectation and the gap between PPG and non PPG is only a small percentatge. This demonstrated the impact of the PPG strategy statement.

Intention:

To offer a local, integrated and relevant curriculum for each cohort.

To develop a yearly learning journey that is tailored to meet and develop the unique needs of each yearly cohort- social, emotionally, physically and academically.

Intent	Implementation	Timescale	Resources including time	Monitoring	Impact- Success Criteria
<p>To continue to have an in depth understanding of the needs of the year group on point of transition. This information to be shared with all members of the new team and information from all members of the previous team – not just teacher on teacher meeting.</p>	<p>Baseline assessment and analysis of all information related to the cohort: End of year data Families/ External factors SEND GAT PSED ACE's Learning styles Any unmet needs Culture/ ethnic background Physical developments Clubs/ External Support Groups Children's Interest PPG children (bottom 20%).</p> <p>Plan a yearly overview that is purpose built to meet the individual needs of each child within the cohort. This is a working document and needs regular reviews:</p>			<p>SLT- Transition process</p>	<p>Outstanding academic, personal and physical development through high quality education and curriculum design.</p> <p>Clear approach for overcoming barriers to learning and closing the gaps.</p> <p>Children to be independent and critical learners.</p> <p>For children to develop their cultural capital.</p>

<p>To develop active learners.</p> <p>Staff to be confident in using the planning tool to be able to adapt their curriculum to meet individual needs.</p>	<ul style="list-style-type: none"> • Year group meetings • Findings from critical friend • Pupils voice • SLT and subject leader findings. • PPG review with pastoral team. <p>Use the wave approach to the curriculum design. Environment and timetabling routines. Changes to be made where needed. Continue to develop critical thinking skills and pupil ownership of learning throughout the curriculum. Having pupil voice as a clear ongoing part of the qualitative analysis. Marking and feedback to show impact.</p> <p>(Long term curriculum mapping) Enrichments opportunities (wider experiences). Ensure that we are expanding and developing children's cultural capital. Emotional development</p>			<p>SLT to monitor as part of critical friend approach. Termly</p> <p>Half termly pupil progress meetings. Termly analysis</p>	
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<p>Staff to continue to have a clear understanding and overview of types of analysis to show progress, achievement and impact.</p> <p>To be able to use data outcomes to confidently review and adapt for ongoing curriculum development.</p>	<p>opportunities (Pastoral needs).</p> <p>What are the unmet needs? What needs that are met need to be developed further?</p> <p>Structured analysis approach throughout the year to be planned and put in place. To work alongside the quantitative approach to data with a qualitative approach.</p>				
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Background: At Bowerham we encourage our parents and families to become as involved as possible in their child's learning and development, working alongside school in a partnership to be able to do this. We continue to offer several tailored workshops run by our teaching staff relevant for each year group throughout the year as well as workshops run by outside agencies. These workshops aim to provide our parents with the relevant tools to support their children at home. In encouraging our families to become more involved in school life we hope that they learn and develop with their child as well as take on the responsibility of their child's learning. Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic success at all stages of a pupil's school career. As children need to develop skills at different ages we want to target parental engagement at these appropriate times; we want to map out this support alongside family support, SEND support. With a more targeted support, this should lead to both academic and personal development of our children.

Intention: To continue to develop and implement a personalised and targeted approach to supporting parents and carers to improve pupils' learning and development.

Intent	Implementation, activities and tasks	Timescale	Resources including time	Monitoring	Impact
To fully understand the needs of our families in order to provide the most appropriate support to develop relevant skills and understanding.	To analyse cohorts and identify children and families who are at need of parental support and development.	Summer Term Termly review	SLT	KI, LB, JB, VT	Increased parental engagement improve learning outcomes for our children.
To enable our families to develop their skills, awareness and knowledge in order to support their children in their own development with a focus on early years.	To provide relevant support for families to meet their individual needs highlighted through our relationships with parents and the <u>completion of yearly overview of needs.</u> Map out targeted support and training for parents – including using our own expertise as well as inviting in professionals from	Summer Term Autumn Term	All staff SLT SLT KI, JB, LB, VT	KI, LB, JB, VT KI, JB, LB, VT	An understanding of the responsibilities of being a parent and the importance of giving your child time will improve their lifelong learning journey and aspirations for the future.

support and opportunities to become a thriving family.	<p>Key areas to focus on:</p> <ul style="list-style-type: none"> • School • Home Life • Parenting • Communication • Health • Positive Relationships <p>Engage parents in the importance of a rich home and school partnership through social media.</p>	Autumn and Spring Term	KI, VT	SLT	
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Background: At Bowerham we use cohort specific targets to close the attainment gap and eliminate under-achievement (against personal targets) across the ability range. This ongoing whole school target ensures attainment is high and that each year group has a clear focus and plan for ensuring children make the best academic progress they can, giving a high standard of relevant support.

Intention: To continue to eliminate under achievement against personal targets.

Intent	Implementation	Timescale	Resources including time	Monitoring	Impact
To use cohort specific targets to close the attainment gap and eliminate under-achievement (against personal targets) across the ability range.	Identify ways of changing cohort targets that makes provision specific and links closely to medium term plans to enable all children to achieve their personal targets	Each Term	JB/LB/KI	Termly with lead teachers and phase leaders	Staff completing cohort targets termly from year group data overviews, in order to plan effectively to ensure children achieve their potential
To provide provision in line with cohort specific	Assess impact /effectiveness of provision with an understanding of the child's	½ termly	JB/LB/ class teachers	In staff teams half termly	Effective provision will ensure all children are on track and gaps are closed

targets to close the gap in attainment (against personal targets).	<p>journey in school so far in terms of support given.</p> <p>Review plans to ensure provision is being covered and opportunities are given for targeted support where needed within timetables</p> <p>Cohort specific targets linked to PM for all staff. SLT to take responsibility of Standards, Progress, attainment, assessment and curriculum.</p>	<p>½ termly</p> <p>At PM interviews and reviews</p>	<p>LB All staff</p> <p>SLT to monitor</p> <p>All staff</p>	<p>reviews of pupil progress</p> <p>Termly as part of Provision Mapping</p>	<p>Planning will clearly identify children and their provision.</p> <p>End of year data indicates that the gap has narrowed significantly, or trends have been reversed.</p> <p>Staff will be confident in delivering the skills needed. Ideas will be shared, and support given where needed.</p> <p>Staff will have an understanding of previous provision given to children highlighted in data overviews and use this to inform their planning.</p>
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Background:

On 23rd March 2020, the Government closed schools as a response to the COVID crisis. Bowerham Primary and Nursery School remained fully open to Key Critical Worker and Vulnerable children from this date. As a response to the crisis and the Government guidance, a plan was put in place to address the ever changing face of education during this time. Many staff were very worried about the pupils, other staff, families and their own families and relatives. The magnitude of COVID19 was like nothing many of our families and staff had experienced before. The welfare of staff, children and families had to be a priority and planning a way through this pandemic became a key focus for the senior leadership team.

Intention: To respond to the changing COVID crisis and ensure the needs of all pupils are met.

Intent	Implementation	Timescale	Resources including time	Monitoring	Impact
To ensure that our school is available, with wrap around care, to support key workers and own	<p>Survey of key workers and expectations for child care</p> <p>Register system updated</p>	<p>Week 1</p> <p>Ongoing in response to</p>		All actions monitored weekly in line with changes/ updates.	School is open and available to key workers and shift patterns. Vulnerable children and families are supported fully- education and welfare.

<p>workers in line with government advice.</p>	<p>Open as a hub school for key workers from other schools where the school does not have wrap around care.</p> <p>Rota staff to increase working from home where possible and ensure staff fluidity in response to changing roll numbers.</p> <p>Weekly governor meetings on zoom- for updates and agreed planned approach.</p> <p>Consult with Bowerham Kids Club on provision during holidays. Timetable SLT and DSL to cover holiday periods.</p>	<p>advice</p> <p>30th March</p> <p>Week 1- reviewed as needed</p> <p>Weekly- ongoing</p>			<p>Staff working from home where possible. School is staffed with the correct staff ratios. Provision available for key workers during holiday periods.</p>
<p>To ensure that our vulnerable children and families are safe and healthy.</p>	<p>Device key list of vulnerable children and families from government definitions.</p> <p>Allocate key families to members of staff to maintain communication. Invite vulnerable children into school, for a minimum of three days following assessment by pastoral team, parents and SLT.</p>	<p>Week 1</p> <p>Week 1</p>			<p>Communication with vulnerable families and understanding of their needs in order to fulfil any unmet needs and help families thrive.</p>

<p>To ensure learning opportunities for all children- in school or at home.</p>	<p>Weekly phonecalls to vulnerable families.</p> <p>Emergency food referrals as needed.</p> <p>Food parcels sent</p> <p>Food vouchers updated and sent. Pastoral team to chase up vouchers that haven't been claimed.</p> <p>Analysis of learning platforms and access to ICT through survey of parents.</p> <p>Choice boards to be uploaded every two weeks for parents to access from home and teachers to access in school. Zip file to be added with all resources in various formats for access.</p> <p>Choice board progression-document to be completed to ensure National Curriculum coverage and review of previous learning and skills. National Oak Academy links to be added to website in line with Government recommendation.</p>	<p>Every week</p> <p>As needed from phone calls</p> <p>Week 1 and 2</p> <p>Week 3-onwards</p> <p>Week 1</p> <p>Uploaded every two weeks- 8 Choice boards</p> <p>Week 2</p>			<p>Access to education at home and in school through an online learning platform.</p>
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<p>To ensure that children feel connected with school.</p>	<p>Themed days to be covered on a Choice Board for parents/ children to follow at home.</p> <p>Choice boards to continue to be uploaded if not all children return for home access.</p> <p>To provide live sessions weekly for children to take part in.</p> <p>All staff to continue to upload stories, messages and challenges for children to watch on YouTube.</p> <p>Weekly Broadcast from the headteacher to keep families informed and reduce anxiety.</p> <p>Regular Parent App updates- to be included in all social media.</p> <p>Photos of in school to be uploaded to Facebook.</p> <p>Teachers to respond to emails.</p> <p>Phone call to children that have been at home throughout from class</p>	<p>Weekly- as needed</p> <p>Until end of summer term.</p> <p>Weekly</p> <p>Weekly-variation</p> <p>Weekly</p> <p>As needed with new guidance</p> <p>Weekly photos</p> <p>Ongoing</p> <p>Summer 2</p>			<p>Contact and communication with children.</p> <p>Reduced anxiety levels of children.</p> <p>Supported/ positive transitions back into school.</p> <p>Continued motivation and engagement with learning.</p>
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<p>To assess and meet the needs of children on return to school.</p>	<p>teachers after half term.</p> <p>As school opens to other year groups- videos of classroom set up and walk through for children.</p> <p>End of year report statement from teachers and head teachers and parent report to be completed.</p> <p>Matrix to be sent to parents to inform teachers of curriculum coverage.</p> <p>Whole school curriculum plan to focus on prime areas of learning and language and communication- Art project, Writing and speaking project.</p> <p>A structured approach to assessment of children in small groups in September to ensure a plan.</p> <p>Updated overviews of needs and curriculum plan for 20-21</p> <p>Must, Should, Could Choice Boards to be created for flexible planning in September.</p>	<p>As needed</p> <p>July 2020</p> <p>June/ July</p> <p>Agreed- July 2020</p> <p>September 2020</p>			<p>An clear overview of needs for the impact of COVID and any lost learning.</p> <p>Clear communication with home for shielding children.</p> <p>Smooth transition back to school</p>
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<p>To ensure the health and safety of all staff.</p>	<p>Recovery plan in place and agreed by govenors.</p> <p>Transition arrangements to be put in place- virtual tours, meet the teacher, etc.</p> <p>Updated Risk Assessments in line with guidance- shared and agreed with staff and government.</p> <p>Focus on staff wellbeing- Hayes online courses Support sessions/ Coaching Indiviudal Risk Assessments Rag ratings at meetings</p>	<p>As needed</p> <p>Weekly</p>			<p>Health, safety and welfare needs of staff and children are met.</p>
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