School Development Plan

2019-20

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 **aspiration**.

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**.

Data	School 2019 Actuals			LA (2019)			School Progress	National (2019)		
	EXS	GDS	Scaled Score	EXS	GDS	Scaled Score		EXS	GDS	Scaled Score
Y6 (58 children)										
Reading (test)	72 (-1)	22 (-5)	104	76	27	105	-0.3	73	27	104
GPS (test)	74 (-4)	35 (-1)	106	80	37	106		78	36	106
Writing	78 (=)	21 (+1)		79	18		0.2	78	20	
Maths (test)	72 (-8)	28 (+1)	104	79	27	105	-1.1	79	27	105
Combined	60 (-5)	12 (+1)		64	9			65	11	
Progress	Reading		-0.46	Writing		0.04	Maths			-1.18

Y2 (54 children)										
Reading	76 (+1)	22 (-3)		79	31			75	25	
Writing	71 (+1)	15 (=)		72	15			69	15	
Maths	75 (-1)	27 (+5)		78	24			76	22	
Combined	66 (-1)	11 (=)		67	12			65	11	
Y2 Phonics (9 chd retake)	44 (-12) (4/9)			61				56		
Y1 Phonics	81 (-1)			85				82		
EYFS GLD	70 (-2)			76				72		
EFYA Ave Score	33			36				35		

PPG 2019 Actual	Rd	Wrt	GPS	Mths	Com	Rd	Wrt	Mths	Com
			PPG				**PPG & SEN**		
Y6 (14) 1 chd at AP and didn't sit tests	62% (8/13)	48% (6/13)	-	62% (8/13)	38% (5/13) Nt [X%]	12chd 50% (6/12)	12 chd 33% (4/12)	12 chd 50% (6/12)	12 chd 25% (3/12)
Progress	-2.47	-3.10		-1.94		-2.58	-3.35	-2.51	-
Y2 (10)	60% (6/10)	50% (5/10)		40% (4/10)	30% (3/10) Nt [X%]	3 chd 0%	3 chd 0%	3 chd 0%	3 chd 0%
Y2 Phonics retakes (3)	33% (1/3)					3 chd 33%			
Year 1 Phonics (6)	50%					2 chd 0%			
Reception (5)	20% GLD (1/5)					0 chd -			

	One Page Summary	
What	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 **aspiration**. 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**.	

	Data	**Behaviour / Personal Development**
Why	1. **KS1 -** Improve % of children achieving GDS (Reading) 2. **KS2** - Improve % of children achieving EXS (Maths & GPS) 3. **KS2** – Improve % of children achieving GDS (Reading) 4. **KS2** - Increase Combined EXS 5. Close the Gap of PPG and 'double disadvantaged' children against National	DRAFT • PASS • Develop children resilience • Perception of themselves as learners • Parents Feedback (Behaviour)

How	Quality First Teaching
	
	Leadership & Management
	
	Curriculum Development
		CPD
		    • Assessment (Assessment for Learning/ PIXL)
		    • Reading / 1:1 and Guided
		    • Maths
		    • Circle Time / Golden Time
		Monitoring
		    • Quality First Teaching
		    • Transitions between;
		        o EYFS - Y1
		        o Y2 - 3
		    • Alternative Provision (Nurture)
		    • Behaviour Strategies
		Through
		    • Learning Walk
		    • Book-Look
		    • STEP visits
		    • Governors Day /Visits

Overview of School Development Plan (SDP) Priorities (Year 1 – 2019-20)	
Aims	**How will we know this:**
1 Ensure Quality First Teaching is consistent across the whole school 1.1 Further embed key Teaching & Learning policies including; *Teaching & Learning, Marking & Feedback, Handwriting & Presentation, Assessment, (Ofsted 03/2016)* update Calculation Policy 1.2 Review Reading across the school – EYFS – GDS in KS2 (including 1:1 reading in EYFS to Guided Reading) 1.3 Ensure there is an appropriate balance between children-led discovery, closed teacher instruction and opportunities to practice, develop fluency and to master new learning 1.4 Improve pace of the lesson by ensuring quality, timely and relevant teacher instruction 1.5 Ensure adults have a high degree of subject & pedagogical knowledge including teaching GPS mathematics, guided reading, writing journey 1.6 Ensure key groups (SEND, PP & More Able) needs are met through high quality teaching, support and differentiation 1.7 Ensure teachers have a secure understanding of the whole assessments process enabling them to make accurate Teacher Assessments, Moderation and PIXL resources 1.8 Ensure all teachers have high expectations of all children and that 'all lesson are consistently challenging for all groups of pupils' (Ofsted 03/2016) 1.9 Effective use of Teaching Assistants to support independent learning, differentiation and deploy interventions	• Whole school targets are met [evidence: data /PPMs] • Children's work is of a high quality, well presented and good quantity [evidence: book-look] • Reading strategies across the school enable children to have a enjoyment of reading and are able to access [evidence] • Teachers are confident in their **subject knowledge,** demonstrate good understanding of **pedagogy** [evidence: Planning, Lesson Obs, SLT Learning Walks, STEP monitoring, feedback from staff, Governors Monitoring] • As a result, the **pace** of the lesson is challenging, safe and enjoyable. Teachers confidently use **feedback** and **adapt** lessons/planning to meet the needs of all children, giving them opportunities to **lead their own learning**, use **questioning** effectively to deepen children's understanding [evidence: Lesson Obs, SLT Learning Walks, STEP monitoring, feedback from staff, Governors Monitoring] • Pupils have a secure understanding in the core mathematical skills & concepts for their age/year group [evidence of Fluency, Reasoning & Problem Solving in Learning Walk, Y4 Multiplication tables, Assessments] • Excellent relationships enable children to be challenged, while feeling secure and relaxed with their teacher/adults and amongst their peers • Staff spend time with all children for reflection and feedback – including key groups SEND & PPG • Pupils have an increased confidence in Speaking & Listening skills - including an increased range of vocabulary

	• 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 (GDS)
2 Develop Leadership & Management of the school	**How will we know this:**
2.1 Develop 'Curious' Middle Leaders with a focus on analysing and reviewing the intention and implementation of their subject – and that their subject build skills and knowledge 2.2 Continue to monitor and impact 'quality of teaching and the outcomes for all pupils' (Ofsted 03/2016) - including PPG & SEND 2.3 Annually review Behaviour policy, strategies and training 2.4 Further embed Monitoring & Evaluation schedule to ensure Leaders are routinely checking the impact of T&L on children's outcomes. (Ofsted -03/2016) 2.5 Embed new EYFS Leadership leader (Ofsted 03/2016) - including the impact of baseline assessment on provision 2.6 Develop capacity of governors (recruitment, Self Evaluation and Skills Audit, Governance structure / ToR) 2.7 Embed new SENCo role (embedding Nurture & AP principles) 2.8 Continue to review structure of FGB (no-committee), including skills audit and succession planning 2.9 Ensure Safeguarding procedures to ensure systems are robust and externally reviewed	• Teaching is judged to be consistently good or better across the whole school (any weakness is identified and actions in place) [Data, PPMs, Learning Walks] • SLT are relentlessly challenging poor performance through coaching, mentoring and team teaching [PMs, PPMs, STEP visits, Learning Walks] • Continue to improve the consistency of teaching across the whole school; consistently implementing the key T&L policies (T&L, Assessment, Marking • Curriculum Team Leaders (Middle Leaders) clear about their role, are monitoring the impact of their Action Plans and are implementing change [Middle Leader Meetings, PMs] • Effective transitions and planned and support between EYFS and into KS1 [Learning Walks] • Staff are confident using all aspects of assessment policy [PMs, Key Stage Meetings] • All leaders have a positive impact on the quality of teaching and holding teachers accountable to pupil outcomes [Middle Leaders Meetings and Action Plans, PMs] • SEND & PPG children have challenging progress target – progress is at least in line with their peers [Interventions, PPMs, Learning Walks - differentiation] • Governors confident in being 'critical friend' and challenging SLT, reconstitution complete, governors have a secure understanding of how key priorities, as identified in the SIP, are being implemented and embedded [FGB meetings] • Effective use of CPD to support all staff development [PMs, PPMs, Staff surveys]

	- Children accessing Nurture /AP provision [Learning Walk, PPMs, SENCO feedback] - Leaders working across Cluster schools and with the LA - FGB is able to fulfil their duties and have success plans in place [FGB minutes] - Safeguarding is effective [termly safeguarding meeting and external audit successfully completed]

3 Curriculum Development
 	
The school curriculum is designed to be:
 	
3.1. Broad, balanced & enriched
3.2. Promotes children's independence, self-confidence & resilience, through teaching values & respect, as well as makes them feel safe and enjoy school
3.3. Is well planned and sequences knowledge and skills, clearly and coherently to ensure children are able to practice, apply and master their learning
	How will we know this:
	
	- Completed Sex & Relationships Scheme of Work
	- Review quality of provision of PSHE/ Circle time /SMSC
	- Review Curriculum topics and ensure they are in line with school vision; ensuring they are well planned and enriching for all children
	- Define expectation for weekly and whole year for timetable (teaching blocks)
	- The curriculum
	   ○ reflects the needs of the community
	   ○ uses local facilities well
	   ○ is well planned and sequenced to build knowledge and skills coherently
	Pupils will:
	
	- Enjoy school
	- Excited about learning
	- Feel safe
	- Be able to say what they do well and what they need to do to improve
	- Learning is practised, applied and develops children's understanding

	Year 2 Child' Voice	Year 3
Quality First Teaching	• EYFS - Develop confidence of all SLT to monitor T&L in EYFS, • Maths • Voice21	• T4W strategies • Guided Reading
Leadership & Management	• Review polices • Middle /Subject Leaders to review Curriculum progression (Skills & Knowledge) - monitoring impact and understanding of Assessment in Foundation Subjects • Create a 'Children's Summary/Welcome booklet – to life at Birch Hill • Governors Links visits/Monitoring policy	• Further embed Middle /Subject Leaders are confident to monitor impact of Monitoring & Evaluation & Assessment
Curriculum Development	• Review Science curriculum • Review transition arrangements (Y2/3 - KS3) • School Job • Children's 'Job' application	• Science curriculum and provision • Creative Arts • Begin Quality Marks (Art/PE) •
Community Involvement & Other Stakeholders	• Parents coming into class for learning sessions	
School Environment	• EYFS outdoor • Climbing Frame	• Year 3/4 Sails

Monitoring & Evaluation Policy/Schedule		
• Learning Environment • Learning Walk • Book –Look (quality & quantity of work) • Behaviour Observations (against policy)	• SLT • STEP • Governors Visits • Middle Leaders • Behaviour (Red Folders) Interventions (Blue Folders) • Learning Environment (classrooms and corridors) • EYFS – outdoor environment/planning	Karen Cameron (Marking, Reading & Maths) Len Hughes-White (behaviour) Rebecca Churchill (Interventions, Learning Environment, differentiation) Sophie Culverhouse – EYFS outside environment & planning) Middle/Subject Leaders (Planning)

CPD (Learning) Focus		
Learn	**Believe**	**Resources**
• Teaching & Learning • PIXL strategies • Maths • Spelling • Reading	• Resilience • Problem solving • PASS • Golden Time • Circle Time • Nurture and Alternative Provision	• Staff meetings • KS Meetings • Coaching (KC/LHW) • Middle Leader meeting / training • LA courses • Conferences • External consultants • Self research

How	Course, Conferences, Coaching and Team teaching, Demo lessons

Financial Implications   (Financial / Academic Year[1])

	Resources	CPD	Supply	Total
English & Maths				
Creative Development				
Well-Being				
Knowledge & Understanding				
EYFS				

RAG Summary[2]

RAG	Not Started	Just started	Making good progress	Completed
T&L (X actions)				
L&M (X actions)				
Curriculum (X actions)				

[1] Curriculum leaders will submit a 'budget bid by February half term. These will be considered when setting the budget and leader will be allocated their final budget by May. These bids should include budget spend for approx. 18months with a view of the SIP for the following 2 years. There is some overlap between financial year and academic year.

[2] These will be reviewed termly with Middle Leaders and presented to FGB Committee (Dec 2018, April 2019, July 2019)

Learn	Believe	Together
• **English & Maths Team** • **Knowledge & Understanding of the world Team** *(Computing, History, Geography, Science)* • **EYFS Team**	• **Well-being Team** *(PE, PSHE, SRE, S&R)* • **Creative Arts Team** *(Art, Music, D&T)*	• **Inclusion** (SEND, Nurture, Alternative Provision) • Attendance / Community (FSA) • Volunteers

Learn

Karen Cameron

Believe

Len Hughes-White

ITCoo – Chloe Hodge

NQTs, School Direct, Student Placements

English & Maths

Maths -

English-

Karen Cameron (Lead)
Dom O'Brien

Michael Dillon

Knowledge & Understanding of the World

SCIENCE HISTORY GEOGRAPHY ICT

LEAD – Karen Cameron

Leigh Hill (Science/Comput)
Becky Aulsberry (Geog)
Susanna O'Shea (History)

Well-Being

PE PSHE/RSE, RE (School Council /Houses, Buddies)

LEAD – Len Hughes-White

Amy Stark (PE)
Ellie Jakeman (Houses)
Cameron McArdle (RSE) Rachael Garnham (RE/S/Council)

Creative Development

MFL ART DT MUSIC

LEAD – Rachael Garnham (Art/MFL)

Sam Russell (Art)
Helen Davis (Music)

EYFS

NURSERY & RECEPTION

LEAD – Sophie Culverhouse

Becky Aulsberry
Becky Giles
Julie Keane

Governors Links

English – Simon Hart & Elizabeth Cowburn
Maths – Graham Ferguson

Governors Links

Debbie Napier

Governors Links

Ian Nelson

Governors Links

Alastair Lidster

Governors Links

David Doar

Other Governors Links

PPG/Sport Premium – Ian Nelson   **SEND/Inclusion -** Alastair Lidster   **Safeguarding -** Pauline Cole

School Development Plan (SDP)

Action Plans

SUBJECT /Curriculum Team					Team			
Intention (Vision)	**Implementation (Action Plan)**				**Impact**		**Others**	
Objective	Actions, including CPD	Date	Lead Person	Milestones	Outcomes/ Impact	Monitoring/ Evaluation	Resources/ cost	Status /Update
1 Develop Quality First Teaching								
2 Develop Leadership & Management								
3 Develop Curriculum								

School Development Plan (SDP)

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