

Bowburn Primary School



SCHOOL IMPROVEMENT PLAN 2020

Completed September 2020

Evaluated:

SECTION 1 CONTEXT

Bowburn Primary School was created in September 2019 by the amalgamation of Bowburn Junior School and Bowburn Infants and Nursery Schools. The schools will run on two sites until the completion of a new Primary School building on the Junior site , which is expected by Easter 2021.

School context

Number of pupils on roll September 2020	351 (174 EYFS/KS1 177 KS2)	Number of pupils eligible for pupil premium	112 (36%) KS1: 44 KS2: 68	Number of pupils with Education, Health and care (EHC) plan	10 (2.8%) (6 in KS2, 4 in EYFS/KS1)
Percentage of KS2 pupils on track to meet expected standard/attainment targets (September 2020)	R: 75% W: 65% M: 78%	Percentage of KS2 pupils on track to exceed expected standard/attainment targets (September 2020)	R: 21% W: 13% M: 26%	Number of KS2 (Y6) pupils not on track to meet expected standard/attainment target (September 2020)	R: 12 W: 12 M: 12
Pupil intake information (% of Y6 pupils with low (L), middle (M), high (H) prior attainment)	L: % M: % H: %	Most recent Ofsted grade	2 (Good) Jan 2019	Staff turnover over the previous year	1
Percentage of pupils with English as an additional language (EAL)	3.1%	Pupil achievement for whole cohort (e.g. average progress)	KS2 R: -0.6	Pupil achievement by characteristics (e.g.	KS2 Pupil Premium AS+

		scores for KS1, KS2 July 2019)	W: -0.2 M: -1.4	disadvantaged pupils, EAL, gender) July 2019	R:56% W:75% M: 69%
Overall absence (first two terms up to March 2020)	Whole school: 4.5% KS2: 3.8% KS1: 5.6%	Persistent absence (10% def)	KS2 : 9.8% KS1: 8.0% (first two terms)		
Key Ofsted actions from last report	<ul style="list-style-type: none"> • Actions to improve reading are embedded across the school • Reading books and texts selected for lower ability pupils are closely matched to their reading abilities and phonics levels • Pupil Premium policy and Catch Up premium Policy continue to be followed to further improve the attainment and progress of pupil premium pupils and those deemed to have fallen behind during school closures due to Covid 19. 				
Key areas to improve	<ul style="list-style-type: none"> • Reading , (especially lower ability pupils and boys) • Writing (including greater depth and boys writing) • % of pupils achieving GDS in maths by end of KS2 • Achievement of disadvantaged pupils at EYFS, KS1 and KS2 • Attendance of PP and vulnerable pupils • Links between the two schools need to be developed and policies and procedures need to be streamlined prior to the opening of the new building at Easter 2021. • Development of leadership of the wider curriculum across all key stages is needed, to meet the new focus of the Education Inspection Framework (EIF). 				

<p>Key staffing areas of issue (e.g. temporary posts, staff receiving support)</p>	<p>All new staff are employed on temporary contracts due to the new school amalgamation and there may be possible staffing reductions in future.</p> <p>The school is running on two sites, so staffing levels and associated costs are high.</p> <p>The Head teacher is working between two sites, so Deputy Head teachers have been given more management time in order to cover the Head when off site.</p> <p>Support staff are more often needed to support increasing numbers of pupils with high/ complex special needs, which impacts on capacity to deliver interventions and in- class support in order to help raise standards.</p> <p>Covid 19 has had an impact on staffing levels with staff in vulnerable groups and staff sickness</p>
<p>Budget information (e.g. free reserves, in-year surplus or deficit, 3 year projections)</p>	<p>The school budget will receive a degree of protection from March 2020-2021 (1.7 lump sums) There is not yet complete clarity on the budget situation from April 2021 when the school will run on two sites with one budget. There is likely to be a balanced budget in the next financial year , but this is not sustainable in the longer term, so staffing reductions will be likely. Staffing structure will need to be considered in advance of this, and may need to reduce.</p> <p>The budgets of both schools are currently healthy with year- end surpluses in March 2020 and predicted for March 2021. However, there may be concern for the budgets in the longer term, especially if the school continues to run on two sites beyond Easter 2021, and pupil numbers do not increase.</p>
<p>Key performance indicators for the next 3 years</p>	<p>Reading attainment and progress measures at end of KS2 in line with or above national</p> <p>Progress measures for maths from KS1-KS2 are improved and in line with or above national</p> <p>Achievement of pupil premium pupils at least in line with national for RWM at KS1 and KS2</p> <p>Attendance data remains at least in line with national.</p>

Objectives for Improvement

<p>Achievement gap issues</p>	<p>At end of KS1 and KS2 in July 2019 girls out performed boys in all areas, at KS2 the gap between girls and boys was greatest in reading and maths.</p> <p>Lower ability readers and boys make least progress from KS1-KS2</p> <p>In 2019 the gap between PP and Non PP pupils achieving EXS+ at KS2 was widest in reading R: 14%, W: 7% and M: 13% (nationally the gap was R: 11% W: 11% M: 11%) The gap narrowed between boys and girls in writing on 2018</p> <p>In 2019 the gap between PP and Non PP pupils achieving EXS+ at KS1 was R: 27% W: 32% M: 22% which was above national in all subjects</p>
<p>Objective 1</p>	<p>Ensure that actions to improve reading are embedded across the school.</p>
<p>Objective 2</p>	<p>Improve the quality of education by ensuring the 'Catch Up' and wider curriculum is fit for purpose, matched to pupils interests and reflects the context of the school .</p>
<p>Objective 3</p>	<p>Improve outcomes for lower achieving pupils and boys in reading and writing so that the achievement gap narrows</p>
<p>Objective 4</p>	<p>Staff to work together to develop the shared aims, vision and values of the Primary School, which includes statement of curriculum intent , prior to moving to one site in Easter 2021. Consider staff wellbeing and workload as the school is operating on two sites</p>

Objective 1	Ensure that actions to improve reading are embedded across the Primary School.					
Action/ Implementation	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
<p>To continue to promote reading for pleasure across the school.</p> <ul style="list-style-type: none"> • Develop reading areas in all classrooms • Displays to encourage and celebrate reading • Enhance reading stock of libraries and class libraries • Reading 'buddies' to read with each other within year groups only • Develop use of the library in Infant building • Develop Y6 'Starbooks' across whole school • Use Reading Plus as an online reading tool in Ks1 and Ks2 to improve reading and reading fluency 	Ongoing from Autumn 1	C Middleton/ C Noble	<p>£3000 for books and resources to update and enhance class /year group libraries</p> <p>£3098 for Reading Plus whole school licence</p> <p>£1800 for other licences linked to Reading in EYFS/KS1 eg Launch Pad for Literacy, Bug Club and Lexia</p>	C Middleton/ C Noble termly as per monitoring schedule	<p>All classrooms to have dedicated reading/book areas, and display(s)</p> <p>Pupil voice reflects reading for pleasure /love of books</p> <p>Reading stock enhanced, all pupils accessing and using libraries to borrow books</p> <p>All pupils in Ks1 and Ks2 using Reading Plus or Bug Club regularly , fluency improves especially in lowest 20% of pupils identified in each cohort</p>	Quality of Education priority 1

<p>Match reading books to phonic knowledge for lower ability readers.</p> <ul style="list-style-type: none"> • CM/CN meet with Jane Kennedy (EDA) to draw up action plan based on best practice. • Identify target pupils (eg lowest 20% of class/cohort, those in Y3 who did not pass phonics screen test) share with staff • Audit current situation to determine if books are suitably matched to pupils abilities • Purchase necessary resources including books to enhance reading scheme stock if needed . • Staff CPD on how to match books to phonic knowledge. • Use of Reading Plus which places pupils at correct reading book level 	Ongoing from Autumn term	CM/CN				<p>Quality of Education Priority 1</p>
	Autumn 2	CM/CN/JK	Management time EDA time		<p>Lower ability pupils should have a range of fiction and non-fiction available to read. These should closely match their phonic knowledge, thus enabling them to practise their skills and improve their reading.</p>	
	Autumn 1	CM/CN/ Staff	Management time			
	By Spring 1	CM/CN/staff	Management time		<p>Leaders and staff have a better understanding of how to ensure books are matched to pupils phonics knowledge and reading abilities.</p>	
	Ongoing	CM	£3000			
	Autumn 2	CM/CN/JK	Staff meeting time EDA time			
	Autumn 1	Staff				

<p>Monitor reading comprehension lessons in every year group to ensure consistent strategies are being used and that there is continued progress</p> <ul style="list-style-type: none"> Monitoring to ensure that reading comprehension lessons and reading activities are taking place in all KS1+KS2 classes CPD /support for NQT/ RQT/ target staff by English leads to ensure reading comprehension is being taught effectively and consistently Assessment processes are robust and consistent across the school and are moderated effectively 	Half Termly from Autumn 2	CM/CN	Management time	CM/CN as per monitoring schedule (termly) Lesson observations will have a particular focus on retrieval and inference type questions	Teacher modelling of A.P.E. questions. Amount of work in books should demonstrate weekly sessions are taking place.
	Termly as per monitoring schedule	CM/CN	Management time	Book scrutiny will have a focus on children answering different styles of questions – e.g. VIPERS.	Reciprocal reading/guided reading is taking place daily, alongside daily phonics teaching in EYFS/KS1.
	As needed.	CN/CM/EDA	Staff meeting time/ EDA time Management time		Reading records should be present in backs of reading comprehension books and interacted with by teacher regularly.
	Termly moderation by leaders and in regular year group team meetings	CM/CN/JG Staff	Management time Staff meeting time		

Objective 2	Improve the quality of education by ensuring the 'catch up' and wider curriculum is fit for purpose, matched to pupils' interests and reflects the context of the school.					
Action/ Implementation	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria	SEF reference
<p>For subject leaders to coordinate their work to ensure that the wider curriculum is developed successfully</p> <ul style="list-style-type: none"> Staff in both buildings to review their subject development plans for their subjects /areas based on evaluation of present position (including due to school closures) and needs/ going forward and share these. 	<p>Ongoing from Autumn 2</p> <p>Autumn 2</p> <p>By end Autumn 2</p>	<p>Subject leaders/SLT</p> <p>Subject leaders in EYFS/KS1/KS2</p> <p>Subject leaders /SLT</p>	<p>PPA/Staff meeting time</p> <p>Staff meeting/twilight time</p>	<p>JG, SLT</p> <p>Termly</p>	<p>There is clear subject leadership across both schools.</p> <p>Curriculum intent and implementation is clear for all subjects and shared with staff and stakeholders</p> <p>'Catch Up' Curriculum is being rolled out based on the needs of pupils .</p> <p>All subjects are taught across all year groups , there is clearly</p>	<p>Quality of Education priority 1</p> <p>Leadership and Management Priority 2</p>

<ul style="list-style-type: none"> • Staff to review their subject development plans from 2019-2020 to see how much of the curriculum was delivered before wider school closures and if any adjustments need to be made in terms of implementation in light of this. • Leaders complete regular monitoring of their subjects to ensure successful implementation and impact. • Staff to complete relevant CPD to ensure subject leadership and knowledge improves, and share with wider staff 	<p>Termly or as needed</p> <p>By end of Summer 2</p> <p>Termly or as needed</p>	<p>Subject leaders/SLT</p> <p>Subject leads /staff</p>	<p>PPA/management time /release time</p> <p>Appropriate CPD as needed, e.g. attendance at termly subject network meetings</p> <p>Opportunities to disseminate at staff meetings/twilights/PD days</p>		<p>documented curriculum intent, implementation and impact.</p> <p>Teaching of the wider curriculum improves, as seen in lesson observations. Learning walks and book scrutiny</p> <p>Subject leaders have improved subject knowledge and are able to share this with other staff</p>	
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Objective 3	Improve outcomes for lower achieving pupils and boys in reading and writing so that the achievement gap narrows					
Action/ Implementation	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria	SEF reference
<p>Ensure targets for RWM are set in all cohorts and are aspirational, building on previous year's data as well as taking into account prior attainment.</p> <ul style="list-style-type: none"> • Target setting for all cohorts with SLT and staff for RWM, pupils identified who may have fallen behind (lowest 20% of class) • Target pupils for RWM identified , shared with subject leads • Targets set for RWM for KS1 and KS2 taking into consideration prior attainment and previous years attainment 	Autumn 1+ 2, ongoing	SLT (JG/PS/CN) staff	<p>Twilight time for target setting</p> <p>Management time for SLT to update tracking grids / Classroom Monitor.</p>	<p>CN/PS</p> <p>Termly through PPRMs</p> <p>Termly through data capture</p> <p>Autumn term meeting with HT and Learning Advisor (A. Norman)</p>	<p>Aspirational targets are set by SLT and staff for all cohorts and agreed, based on prior attainment.</p> <p>Target pupils (including lower attaining pupils, boys) identified and appropriate interventions are delivered and monitored including use of 'Catch Up' premium</p>	Quality of Education Priority 4

<p>Interventions planned and delivered to address gaps in learning, impact evaluated termly</p> <ul style="list-style-type: none"> • Staff compile lists of target pupils, including 20% lowest attaining , share with SLT • Teaching assistants and staff identify and set interventions to address gaps in learning. • Team meetings to ensure that all staff have a clear understanding about where pupils need to be by the end of the year, or Key stage • Interventions delivered each term, impact is evaluated • If appropriate use of Catch Up premium to provide support for targeted pupils 	Termly	SLT/Staff	Twilight time Management time SLT Team meetings	SLT, CN, TL, CM, termly HTA governors (Spring and summer terms) Learning Adviser (AN) , Spring term visit .	Staff are clear about who are the target pupils in their classes, including lower attaining and boys.	As above
	Autumn 1, termly	Staff/SLT	CPD for support staff to update skills (RWInc, Catch Up maths/Literacy etc , as needed)	Teaching and Support staff	Interventions are planned and delivered which show impact for target pupils, meaning they no longer need to have intervention or they have 'caught up' or made clear progress from starting points, gaps have narrowed	
	Autumn 1, termly	Staff, TAs	Dedicated intervention time	'Catch Up' Tutor (if available)		
		SLT				
		Support and teaching staff				
		Use of Catch Up Tutor /staff release				

<p>Establish boys reading and writing group in Year 6 to support target pupils</p> <ul style="list-style-type: none"> Identify target pupils to join reading /writing group Deliver target lessons to Y6 pupils weekly Evaluate for impact. 	<p>Autumn 2</p> <p>Weekly</p> <p>Termly</p>	<p>Year 6 staff, CM, CN</p>	<p>CPD for improving boys writing /reading as needed by Y6 staff</p>	<p>Termly by English leads</p>	<p>Gap between Boy and girls writing and reading improves by end of Y6 (i.e. less than 17% for reading as in 2019, less than 8% for writing)</p>	<p>As above</p>

<p>Objective 4</p>	<p>Staff to work together to embed the shared aims, vision and values of the Primary School, which includes and overall statement of curriculum intent , and has regard for staff wellbeing and workload, prior to moving to one site in Easter 2021</p>					
<p>Action/ Implementation</p>	<p>Timescale</p>	<p>Person responsible</p>	<p>Budget/resource implications</p>	<p>Monitoring (Who by and how often)</p>	<p>Success criteria</p>	<p>SEF reference</p>
<p>Embed Bowburn Primary School shared aims, vision and</p>						

<p>mission statement</p> <ul style="list-style-type: none"> • Revisit the agreed vision and mission statement with staff, governors, pupils and other stakeholders to take into account the current situation with pupils who are returning to school. • Revisit and complete the overall school statement of curriculum intent , which includes the 'catch up' curriculum, share with staff Governors and put on school website 	<p>Autumn term</p>	<p>Head teacher Whole staff Governors</p>	<p>Lesson time , staff meeting</p>	<p>Governors (Autumn Termly meeting)</p>	<p>A vision and mission statement which all stakeholders have had a role in shaping , and is agreed and upheld by all.</p> <p>Statement of curriculum intent for the Primary School is revisited, shared and understood by all stakeholders</p>	<p>Leadership and management Priority 1</p> <p>Quality of Education Priority 1</p> <p>Behaviour and Attitudes Priority 4</p>
<p>Ensure staff workload and wellbeing are addressed as the school amalgamates and</p>						<p>Leadership and management Priority 3</p>

<p>prepares to merge into the new primary school in Easter 2021</p> <ul style="list-style-type: none"> • Staff questionnaire completed by all staff revisited to identify key issues • Analysis completed and action plan devised to address key workload issues • Key areas to be addressed, eg behaviour policy streamlined • Workload policy produced, shared and agreed with staff • Wellbeing /workload to be regular staff meeting item. • Review of action plan, complete staff survey in summer term and compare, 	Autumn 2	Staff	HT/SLT management time to meet to discuss outcomes , revisit action plan and amend	HT/SLT	Staff have identified key areas for wellbeing and workload which will have been addressed (as indicate in staff questionnaire in summer term 2021)
	Autumn 2	/HT		HT/SLT/ Governors	
	Ongoing	HT/Staff	Staff meeting time	HT	
	Autumn 2	HT/Staff	Staff meeting time		
	Termly	HT/SLT			
	Summer term 2021		Governors meeting time	HT/Governors	

feedback to Governors						