
 **INSPIRE** our children to succeed

 **CREATE** excitement for learning

 **ACHIEVE EXCELLENCE**

School Improvement Plan 2017- 18
Approved by the Local Governing Body
September 2017

Our vision is to

***Inspire* our children to succeed**

***Create* excitement for learning**

***Achieve* excellence**

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Focus of the Plan

Key Aim 1: To promote a culture of the highest expectations for boys and pupils with Special Needs and Disabilities.

1.1 To sustain the highest standards in teaching and learning through developing the leadership skills of Middle Leaders to hold others to account

1.2 To develop a curriculum model which promotes excellence across all subject areas and encourages curiosity and engagement in learning

1.3 To reduce barriers to learning through promoting shared accountability for attendance across the school community

Key Aim 2: To promote the highest standards in pupil outcomes, with a particular focus on vulnerable pupils, boys and SEND through developing a range of strategies to engage parents and the community

Key Aim 3: To promote the role of the school in system leadership through developing partnerships with other schools, settings and research led organisations

Safeguarding

To further develop a culture of safeguarding by promoting the confidence of staff, pupils and the community to tackle extremism and radicalisation issues

To develop understanding amongst our community of the range of issues within extremist viewpoints across the spectrum and the post Brexit climate - check wording

Early Years Foundation Stage

- 1. To further develop outdoor provision to promote communication, language and physical development**
- 2. To further develop consistency of assessment across the provision**
- 3. To raise standards of achievement in Reading, with a particular focus on boys**

Ofsted Action Points

June 2014

Improve teaching to be consistently outstanding, and raise pupils' achievement by making sure that:

- **teachers always challenge pupils to achieve their best, including in reading activities, and make the best possible use of questioning to extend pupils' learning and deepen their understanding**
- **teachers do not rush pupils through tasks before they have had enough time to develop their ideas fully**
- **staff improve the capacity of the few disabled pupils and those who have special educational needs who struggle with reading to understand better what they read by working with them on a wide range of fiction texts.**

Outcomes and Targets

EYFS Key Outcomes: Attainment 2017 and Targets 2018												
		2016/7 National		2016		2017					2018 Targets	
		All	PP	ALL	PP	All	PP	Boys	Girls	SEN	ALL	PP
PSED	Expected +	85%	77%	75%	71%	81%	88%	80%	83%	53%	82%	82%
	Exceeding	10%		13%	12%	13%	7%	9%	17%	0%	14%	14%
PD	Expected +	88%	82%	79%	76%	82%	88%	82%	83%	47%	83%	83%
	Exceeding	13%		12%	9%	13%	5%	11%	15%	0%	15%	15%
CL	Expected +	82%	72%	75%	74%	78%	88%	75%	81%	41%	78%	78%
	Exceeding	15%		13%	12%	13%	7%	11%	15%	0%	16%	16%
Reading	Expected +	77%	58%	65%	65%	75%	80%	73%	77%	35%	76%	76%
	Exceeding	19%		11%	9%	14%	7%	14%	15%	0%	15%	15%
Writing	Expected +	73%	51%	66%	68%	73%	78%	76%	74%	35%	72%	72%
	Exceeding	12%		11%	9%	14%	7%	15%	15%	0%	14%	14%
Maths (Number)	Expected +	79%	60%	67%	65%	78%	88%	82%	79%	53%	79%	79%
	Exceeding	16%		9%	6%	12%	7%	14%	13%	0%	14%	14%
GLD	Expected +	70.7%	45%	63%	62%	71%	78%	70%	72%	35%	70%	70%

	Exceeding			9%	6%	10%	5%	9%	11%	0%	6%	6%
APS		34.5		32.1	31.3	33.2	33.0	32.7	33.7	25.4	34	34

Phonics Key outcomes and Indicators: Attainment 2017 and Targets 2018												
		National 2016		2016		2017					2018	
		ALL	PP	ALL	PP	ALL	PP	Boys	Girls	SEN	ALL	PP
Phonics	Year 1	81%	70%	75%	76%	86%	81%	84%	88%	54%	88%	88%
	Year 1 Av Score	-	-	30	31	34	33	33	35	26	34	34
	Year 2 Cumulative	91%	86%	92%	91%	96%	95%	95%	100%		96%	96%

Key Stage1 Attainment 2017 and Targets 2018												
		National 2017		2016		2017					2018 Targets	
		All	PP	ALL 93 ch	PP 56 ch	All 72	PP 37	Boys 36	Girls 36	SEN 23	ALL ch	PP ch
Reading	EXS	75.6%		66%	64%	75%	69%	69%	81%	26%	78%	76%
	GDS	25.2%		9%	9%	25%	25%	25%	25%	0%	26%	20%
	ASS			100	100	100	98	98	101	86	101	101
Writing	EXS	68.3%		60%	57%	68%	61%	60%	74%	9%	69%	66%
	GDS	15.6%		4%	4%	11%	8%	6%	14%	0%	12%	10%
Maths	EXS	75.2%		66%	64%	74%	67%	68%	81%	22%	78%	73%
	GDS	20.5%		0%	0%	25%	19%	25%	25%	0%	25%	15%
	ASS			100	99	102	100	100	104	90	101	100
RWM	EXS	63.7%		56%	52%	68%	64%	61%	75%	9%	67%	62%
	GDS	11%		0%	0%	9%	8%	6%	16%	0%	12%	10%
GPS	EXS	-	-	61%	57%	67%					75%	69%
	GDS	-	-	16%	8%	15%					20%	15%
	ASS	-	-	98	97						100	100
Reading Progress	From EYFS	-	-	89%	84%	94% 31%	94% 36%	94% 35%	94% 27%	81% 24%	95%	95%
Writing Progress	From EYFS	-	-	80%	74%	92% 16%	94% 18%	87% 13%	97% 18%	83% 9%	95%	95%
Maths Progress	From EYFS	-	-	87%	87%	92% 27%	91% 24%	84% 23%	100% 30%	76% 14%	95%	95%

Key Stage 2: Attainment 2017 and Targets 2018												
		2017 National		2016		2017					2018 Targets	
		All	PP	ALL 62 ch	PP 46 ch	All 61	PP 38	Boys 25	Girls 36	SEN 18	ALL ch	PP ch
Reading	EXS	71%		61%	57%	66%	66%	60%	69%	19%	75%	75%
	GDS	24%		13%	9%	16%	21%	16%	17%	6%	22%	22%
	ASS	104		101	100	103	102	100	103	94.2	104	104
Writing	EXS	76%		69%	67%	77%	76%	68%	83%	14%	77%	77%
	GDS	18%		6%	5%	21%	24%	24%	17%	3%	22%	22%
						102	103	101	103	96	103	103
Maths	EXS	75%		77%	74%	75%	76%	72%	78%	31%	78%	78%
	GDS	23%		15%	13%	26%	26%	36%	19%	6%	26%	26%
	ASS	104		104.1	103.5	105	104	104	105	97	105	105
RWM	EXS	61%		58%	52%	64%	66%	60%	67%	19%	65%	65%
	GDS	9%		2%	2%	5%	5%	8%	6%	0%	10%	10%
GPS	EXS	77%		81%	76%	89%	87%	84%	91%	56%	90%	90%
	GDS	31%		29%	26%	49%	50%	52%	47%	13%	50%	50%
	ASS	106		106.3	105.5	109	109	108	109	103	109	109
Reading Progress		0.0		0.1	0.7	-0.17	-0.39	0.69	-0.7	-1.23	0.5	0.5
Writing Progress		0.0		0.5	0.9	2.10	2.20	3.74	1.07	2.46	2.0	2.0
Maths Progress		0.0		2.4	3.0	2.14	1.59	4.24	0.81	1.35	2.0	2.0

Attendance											
	2016					2017					2018
	All	PP	Boys	Girls	SEN	All	PP	Boys	Girls	SEN	Target
Attendance School	95.6%	95.2%	95.5%	95.9%	95.3%	95.7%	95.3%	95.5%	95.9%	94.5%	96%
Attendance National	96.1%	93.6%	95.4%	95.5%	93.8%						
Persistent Absence School	11.9%	15.3%	14.2%	11.4%	16.4%	11.8%	13.7%	13%	9.5%	12.8%	10%
Persistent Absence National	10.5%	19%	10.6%	10.4%	22.6%						
Punctuality	98.9%					99.1%					99.2%

Behaviour										
	2016					2017				
	All	PP	Boys	Girls	SEN	All	PP	Boys	Girls	SEN
Lunchtime detention	67					38*	12	17	2	12
After School Detention	17					5	3	5	0	3
Fixed Term Exclusion	3 x 1 day 1 x 3 days					2 x ½ day 1x1 day	2 x ½ day 1x1 day	1	1	1
Permanent Exclusion	0					0				

*represents 19 children (10 Y5, 3 Y4, 2 Y3, 2 Y2 and 2 now left)

Quality of Teaching and Learning

Summer 2016		2017		2018	
Good	Outstanding	Good	Outstanding	Good	Outstanding
90%	14%	95%+	20%	95%+	50%

Key Aim 1: To promote a culture of the highest expectations for boys and pupils with Special Needs and Disabilities.

- 1 To sustain the highest standards in teaching and learning through developing the leadership skills of Middle Leaders to hold others to account**

Impact:

- Whole school outcomes, see p. 6
- Teaching is 95% Good with 50% outstanding
- Consistent progress for all pupils, with 90% expected progress and at least 30% accelerated progress

Evidence of Success: Year Group Leaders will be able to demonstrate that they have a thorough knowledge of all the pupils in their year groups and will have implemented effective strategies to ensure that good progress is consistent. Curriculum leaders will be able to demonstrate progression in their subject areas consistently across the school.

Actions	Success criteria	Resources	Led by	Monitored by	Time scale
1. To implement a professional development programme for Middle Leaders, based on the principles of coaching and peer to peer pedagogy					
To audit current areas for development and areas of strength in dialogue with Middle Leaders	SLT will have a baseline summary of strengths and development areas across	N/A	APs	KR	Sept 17

	the school in order to create initial planning and support structure.				
To develop a specific training programme based on areas for development with the Middle Leaders	A calendar of professional development opportunities and coaching will be implemented so that the expectations of the role are clear to all staff involved	N/A	APs	KR	Sept 17
To develop on-going coaching for Lead Practitioners and Assistants Principals in observation and incremental coaching with leadership staff	APs and LPs will have a clear understanding of what is required when working with Middle Leaders to ensure consistency of approach.	N/A	KR	JC	Sept 17 and fortnightly
To develop the capacity of the Middle Leadership team to take ownership of decision making at an appropriate level in their team	Professional development will be provided so that Year Group Leaders feel able to take a more proactive role in everyday decision making	£1000 training costs	KR	JC	Jan 18
To review the incremental coaching approach half-termly by SLT	Intervention and support for staff is focused and effective due to regular checks by SLT of the quality of feedback and progress made by staff.	N/A	KR/EK	JC	Oct 17 and half termly
2. To encourage a more proactive role by Year Group Leaders in ensuring consistency in their year groups by developing a clear set of expectations for classroom practice across school					
To implement a shared set of practices, or normal operating procedures that are in place in all year groups	Standards in classroom practice and learning environments will improve rapidly due to clear expectations initially led by SLT then owned by Year Group Leaders	N/A	APs/EK	KR	Sept 17
To identify the most appropriate teaching groups within each year group, according to the complex needs of each phase	Progress in each year group will be more consistent due to swift adaptations to the organisation of group teaching eg. setting in Y2 - 6 (RWM) or as agreed, with particular reference to the needs of boys	APs/LPs allocated teaching sets across phases as identified	KR/EK	JC	Reviewed half termly

	and SEND.				
To revise the intervention map for the school to ensure that Teaching Assistants are allocated effectively, with a particular focus on the needs of PP/boys and SEND	Progress will improve rapidly (see outcomes above) due to a more strategic direction of TAs, using effective intervention programmes across the school	N/A	SB/EK	KR	From Sept 17, reviewed half termly
To review expectations for marking and feedback in the light of teacher workload discussions and increased budget pressures, with particular reference to effective feedback strategies for boys/SEND	A new set of marking and feedback guidelines will be in place following consultation with staff and the Marking and Feedback working party. This will be reviewed termly (Change Group)	N/A	KR/EK/AI	JC	Oct 17 and termly
To develop further support for planning across the school through revised units of work in English and Maths, model plans written by APs and guidelines for editing and drafting	Year Group Leaders will produce more effective weekly and termly plans through a shared understanding of how to adapt and deliver more effective units of work, use slides for planning as well as updated resources. This will include provision for boys and SEND	N/A Cost of Prowise?	APs/EB	KR	Nov 17 and half termly
To secure a common understanding of effective classroom practice in the use of Assessment for Learning, with particular reference to boys and SEND	Teachers will have a clear understanding of what effective questioning and modelling looks like in their classrooms due to effective models delivered by APs and LPs so that progress within lessons is improved swiftly	N/A	KR	JC	Nov 17 onwards, as stated on coaching plan
3. To ensure that all staff, with a particular focus on Year Group Leaders, are held to account for the progress of pupils in their year group (*see also attendance below)					
To restructure the process of pupil progress meetings so that staff present the data and explain the impact of strategies which have been implemented	Year Group Leaders will be supported by APs to access, present and analyse the assessment information for their year groups and present this to SLT together	£500 cover	EK	KR	Oct 17 and half termly

	with information regarding the impact of any interventions so that they have greater ownership of the process				
To re-structure the Appraisal system so that there is a closer link between APs, Year Group Leaders and pupil progress in their phases	Performance Management targets will be linked to both progress and attendance/reducing barriers to learning and led by LPs/APS as well as SLT so that there is a better understanding of the impact of actions taken on pupil progress	£500 cover	KR	JC	Sept 17 and termly
4. To further develop a professional development programme, using the principles of peer to peer pedagogy					
To create an overview of the professional development needs of the current staff, using the information from current mentoring and coaching programme	A plan or map will be created identifying strengths and areas for development across the school and a further coaching programme implemented	N/A	KR/EK/SH	JC	Sept 17
To ensure current staff are fully involved in the process of coaching and feel ownership over their own development by personalising CPD as appropriate	Through a staff consultation and careful links made with a more personalised Appraisal process, teachers will be engaged and taking ownership of their own professional development	£500 cover costs for PM	KR/EK/APs	JC	Oct 17
To identify potential for leadership within the current staff and broaden opportunities for professional development across the school	Staff retention will continue to improve as teachers feel an investment in the future development of the school linked to their own career pathway (i.e. 'growing our own' future Year Group Leaders/LPs etc)	N/A	KR	JC	Jan 18 onwards

Key Aim 1: To promote a culture of the highest expectations for boys and pupils with Special Needs and Disabilities.

1.2 To develop a curriculum model which promotes excellence across all subject areas and encourages curiosity and engagement for learning

Impact:

- Whole school outcomes, see p. 6
- More consistent progress across year groups (90% expected and at least 30% accelerated progress)
- Boys/SEN - see whole school outcomes and separate plan
- Books and Chromebooks show regular consistent evidence of learning with clear progress across Foundation subjects
- At least 95% of pupils say that lessons are inspiring and that they enjoy learning

Evidence of success: There will be a shared understanding across all staff of the vision for our curriculum and what this looks like in practice, across school and in their classrooms. The curriculum itself will be innovative, promote skills and knowledge and will prepare pupils for life in modern Britain through a focus on questioning, debate and leadership skills. The principles of Philosophy for Children will be at the core of pedagogy across the curriculum. *See also action plans Computing, Science, Arts, PP

Actions	Success criteria	Resources	Led by	Monitored by	Time scale
1. To revise and expand our shared philosophy of the curriculum and develop a shared understanding of what this looks like in practice					
To audit current strengths and areas for development within our curriculum in dialogue with all teaching staff across the school	SLT will have a clear understanding of the next steps needed to further develop the curriculum across the school	N/A	AI	KR	Oct 17
To ensure that all staff (teaching and non-teaching)	All staff will participate in workshops/CPD	0.5 inset day	AI/KR/JC	LGB	Nov 17

and Governors understand the rationale behind the curriculum and our approach to the school ethos	to secure a common understanding of the curriculum offer at Billesley and how this is relevant for our children and community	or 2 x twilight sessions?			
To implement the expectations for classroom practice and planning to ensure that the curriculum vision is implemented effectively	APs and LPs will have a clear understanding of what is required when working with Year Group Leaders to ensure consistency of approach.	N/A	AI	KR	Sept 17 and fortnightly
To support staff in implementing the curriculum through coaching and support for subject knowledge	Key documentation i.e. the skills and progression document will be revised and shared with mentoring for all teaching staff. CPD and coaching will ensure that teachers have a clear model of what a curriculum lesson looks like at Billesley, including expectations for books and journals.	N/A	AI	KR	Jan 18
To deliver an innovative curriculum model through the further use of Chromebooks and Google classroom to engage and excite pupils as well as cater to a range of complex needs	Chromebooks will be in use - add to this Chrome topic in each year group - topics to be identified	£10, 000 tbc	EB/KR	JC	On-going
To develop the role of Subject Leaders across the school to provide expertise and planning for their subjects, including CPD in budget management, monitoring and progression/assessment	Planning for Foundation Subjects will be monitored by Subject Leaders and then they will produce model units of work on a rolling basis across the school to ensure that there is effective coverage and progression in their subjects	£1000 cover and training costs	AI	KR	Jan 18 then developed half termly (monitored in Aut 2 to prepare)
To re-create an inspiring curriculum map which demonstrates the process of the units of work, core provocations and enquire and reflection	Based on Subject Leaders monitoring and initial planning, a revised curriculum map will be in place for 2018 - 19 to ensure	£1000 cover costs	AI	KR/JC	April 18

across each year group	that units of work are exciting, relevant and engaging				
To create a clear plan of delivery for the curriculum, including the allocation of responsibilities during PPA cover time	Curriculum delivery will be of the highest quality due to clear roles and responsibilities together with appropriate resources as required, eg. RE, PSHE schemes	See PPA plan and budget costs	EK	KR/JC	Sept 17 reviewed termly
To identify specific strategies which promote the engagement of PP boys and SEND pupils, particularly in promoting a culture of Reading across the school	Pupil consultations will enable us to plan a more precise engagement strategy for these groups so that support can be targeted closely. Book corners will be refurbished with new resources based on this consultation. Progress in Reading will improve due to engagement in texts which appeal to boys PP and SEND, as per whole school targets.	£5000 resources and book corner furniture update	SH/AI	KR	Jan 18
2. To widen our curriculum provision to develop pupil leadership and wider opportunities					
To audit current pupil leadership provision and create a revised structure, together with identified staff leads for each area	The current School Council, Arts and Sports leads will be 're-branded' and re-launched together with wider opportunities to take responsibilities across the school eg. Junior Leadership Team	£250 badges, initial set up	LPs	KR	Oct 17 reviewed half termly
To carry out a pupil consultation with a particular focus on underachieving boys to identify aspects of school life where provision could be tailored for their needs	A new programme of specific opportunities for boys will be implemented to encourage them to participate in a wider range of leadership roles across the school and so improve their attitudes to learning and progress	£250 set up in addition to above	LPs	KR	Nov 17
To design and implement a new behaviour and	Pupils will have the opportunity to save	£300 printing	LPs	KR	Dec 17 for

reward system to encourage positive attitudes to learning, particularly amongst boys	rewards to use to spend as they choose, eg. from a Billesley shop or during reward time at school	costs £200 initial rewards			Jan 18
To develop further our current out of hours and extra curricular learning opportunities to encourage our pupils, particularly boys and lower achievers to attend regularly	There will be a 10% increase in pupils participating in an extra curricular learning opportunity eg. a before and after school clubs or lunchtimes. Provision will be targeted to ensure that more vulnerable pupils have opportunities available to them	£250	MM + LPs	KR/JC	Oct 17 and reviewed termly
3. To extend our partnerships with Arts, Sports and Community organisations to challenge and support our curriculum provision					
To lead the development of WM CPD linked to the curriculum through the TEF network	All teachers (across the WM) will attend a conference organised by Billesley led by Hywel Roberts to challenge their practice in curriculum lessons and develop cost effective strategies to improve their practice	£500	JC	TL	Nov 17 Review termly
To further develop opportunities to increase the participation of all pupils in school sport and PE, including out of hours opportunities and competitions	All children will have at least 2 hours of quality provision every week as well as engaging in at least one additional sport or physical activity across the year eg. competition. See also School Sport and PE funding plan	See Sport funding plan	KR	JC/LGB	From Oct 17
To widen curriculum opportunities available to our pupils and further develop our pedagogical practice through our partnership with Stan's Cafe	Following an initial Teacher adventure day to audit practice and planning, the SLT will identify areas for support with Stan's Cafe to be implemented during the year.	£8000 tbc	AI/JC	LGB	Sept 17
To promote the use of drama across the school	Each year group will have the opportunity	£5000	AI/GZ/JC	LGB/Bham	From Oct

<p>through our partnerships with the Birmingham Rep and the RSA, through a range of targeted programmes and out of hours opportunities</p>	<p>to work with a drama practitioner with a specific focus on improving provision for boys and those with low prior attainment in order to identify strategies that teachers can then use in subsequent units of work. This will also include specific work linked to communication and language in the Resource Base and in the EYFS through physical theatre.</p>			<p>Rep</p>	<p>17, reviewed half termly</p>
<p>To widen the opportunities to engage pupils in 'hands on' learning opportunities and develop their knowledge of the local area through a range of trips, visits and local partnerships</p>	<p>Every year group will visit the local area or work with a community partnership on a termly basis. Writing and cross curricular work will be improved through evidence on relevant and hands on experience relevant to boys and LPAs. Eg Billesley Common, Chinnbrook, elderly residents</p>	<p>£200 Minimal costs</p>	<p>AI/SH</p>	<p>KR/JC/LGB</p>	<p>Termly</p>

Key Aim 1: To promote a culture of the highest expectations for boys and pupils with Special Needs and Disabilities.

1.3 To reduce barriers to learning through promoting shared accountability for attendance across the school community

Impact:

- Whole school outcomes - see p. 6
- Attendance (age 5+) is at the national average of 96.5%

Evidence of success:

The responsibility for good attendance is shared by all staff. A culture of good attendance is celebrated and encouraged by the whole school community. Overall attendance is at least national average or better.

Actions	Success criteria	Resources	Led by	Monitored by	Time scale
1. To implement a structure to create shared responsibility for attendance					
To audit current standards of attendance per year group and by pupil group and share this information with Year Group Leaders	SLT, mentors and teachers will have a clear analysis of the areas for improvement in their own year groups so that vulnerable pupils can be targeted swiftly.	N/A	EK	KR	Sept 17
To ensure that all teaching staff take responsibility for encouraging attendance in their own classes by creating specific targets in appraisal linked to pupils with 90-94% attendance	Teachers will take more proactive action in improving attendance in their own classes and year groups.	N/A	KR	JC	Sept 17

To ensure that Year Group Leaders implement specific reward systems and displays as appropriate for the pupils in their classes.	Each class will have a high profile display to encourage and reward good attendance which is celebrated and recognised by all staff	£500 display costs	EK/GZ	KR Monitored fortnightly GZ	Sept 17
To support greater links between parents and Year Group Leaders through regular attendance meetings supported by Assistant Principals.	Parents and Year Group Leaders will have a clear understanding of the expectations for attendance and how this impacts on achievement, eg, through sharing books, data at the meeting	N/A	KR/EK	JC	By end of Oct 17
2. To promote high attendance through a revised attendance campaign					
To develop a revised set of rewards through pupil consultation as well as discussions with target pupils	A new reward system will be launched and pupils will feedback the importance of good attendance	£2000	EK/KR	JC/LGB	Nov 17 and termly
To increase the pace at which rewards are issues to 'catch' pupils who may have missed school and to support them to improve	Pupils who are vulnerable to poor attendance will show improvements due to specific targeted rewards appropriate to need. There will be a red flag system to highlight particular pupils.	Included in costs above	EK/AG/DL	KR	Termly and on-going
To identify and support pupils where there are significant barriers to learning in helping them become 'school ready'	Staff will identify the factors to enable a pupil to be ready for school that are affected by poor attendance eg. access to suitable resources, equipment, kit and implement practical support according to need eg. individual school resources, publicity campaign - how to be ready for school covering health, sleep and equipment (see also Key Aim 2 - parents)	£1000	EK/AG/DL	KR/JC	Jan 18
3. To continue to embed the work of the Inclusion Team					
To agree further the structure of the team and	The roles and responsibilities of the team	£16000 from	EK/KR	JC	Asap

identify any roles which need further support	will be shared so that all staff are clear about lines of communication and accountability. This will include further tracking and monitoring of actions to assess impact and audit of record keeping to allow better evaluation. A further staff member may be needed for this group for family support.	current staffing budget			
To develop a programme of individualised support for vulnerable pupils, particularly those with SEND, which is diverse and adapted to need	Identified pupils will have specific programmes tailored to their needs eg. gardening, mentoring, reading programmes on a weekly basis across a half term to improve their engagement and well being. This will also include individual support plans and wider staff mentoring ('link teacher/TA' scheme)	£3000 + 0.5 TA from current staffing	EK	KR	Aut 1
To review current provision for newly arrived pupils and pupils with no English, eg. the Romanian group	A plan of action will be presented to the SLT to discuss next steps for this process	tbc	EK	KR/JC/LGB	Aut 1

Key Aim 2: To promote the highest standards in pupil outcomes, with a particular focus on vulnerable pupils, boys and SEND through developing a range of strategies to engage parents and the community

Impact:

- Whole school outcomes p. 6
- Improved progress boys and SEN see separate strategy
- At least 95% of parents feedback that they feel supported in helping their child with their learning
- Attendance improves to 96.5% (See target 1.3 above)

Evidence of success: Support in reducing the impact on pupil achievement and well-being, eg. hunger, difficult home circumstances will be provided and a structure will be in place to allow this aspect of the school's work to develop in 2018-19. A range of workshops and targeted events will be provided so that parents feel confident in supporting their child's learning.

Actions	Success criteria	Resources	Led by	Monitored by	Time scale
1. To implement a personalised targeted range of support for identified groups of parents					
To analyse current pupil information and identify key factors which impact on pupil achievement and well-being, with a specific focus on SEN and boys	The SLT will have an overview of each year group that shows which parents will be catered for by a range of workshops and events and those which need more targeted support	N/A	EK/KR	JC	Nov 17
To plan and implement a series of parent workshops and special events which are carefully targeted to attract parents of boys and underachieving pupils	A calendar of events, shown on the timeline, will be provided to families in advance and identified parents will be encouraged to attend. Events will be described in parent friendly language and targeted to need eg. dads' events, support	£2000 events	APs	KR	Sept 17 review half termly

	for language through games				
To ensure that parents are contacted swiftly and involved as soon as possible where it is identified that a pupil is underachieving	Regular meetings will be held with identified parents and families to share assessment information and books to challenge and support parents to work together with the school	N/A	KR	JC	Sept 17 and monthly
To provide specific support for parents of pupils with SEN, including resources and additional services as needed	See family support below	See below	EK	KR	Jan 18
To review current homework provision and identify innovative ways of engaging parents to support their child at home	Resources will be identified eg. websites, software and launched via a high profile campaign to engage boys and SEN as well as competitions to reward regular homework. Support will be available in school for pupils that are unable to complete homework out of school.	£1000 computing budget	EB/KR	JC	Jan 18
2. To provide support for parents and families in order to tackle barriers to learning outside school					
To develop the role and size of the family support team	An identified member of staff will be allocated to provide support for families in the home. This member of staff will be working directly with parents of vulnerable pupils, particularly those with attendance concerns and SEND in order to improve achievement and attendance	£16, 000 (from current staffing if possible)	EK/KR	JC/LGB	Jan 18
To work with community partners to provide more focussed support for families	The Inclusion Team will focus on making links with wider services so that families can be signposted to appropriate support eg. food banks, respite care, DV support	£1000 resources	EK/SB/AI	KR/JC	Jan 18 review half termly
To develop a safe space at school where families can access support on site	The current BSS house will be refurbished to allow use of the space by community	£10, 000 initial grant	HM/JC	LGB/TEF	Already begun

	<p>services eg. DV workers, contact spaces for CLA, ASD support to enable wider and swifter access to parent support and improved pupil well-being</p>	<p>£25, 000 grant on-going</p> <p>£10, 000 school contribution</p>			<p>process - first grant application Sept 17</p> <p>House available by Summer 18</p>
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Key Aim 3: To promote the role of the school in system leadership through developing partnerships with other schools, settings and research led organisations

Impact:

- Quality of leadership at Billesley will remain outstanding with further opportunities for a wider staff group to develop their skills
- Staff retention continues to improve
- All schools in the WM region will have completed at least one peer review cycle

Evidence of success:

Leadership capacity within the school as well as within the wider TEFAT system will have been utilised effectively to raise standards of teaching and achievement both at Billesley and across TEFAT. All members of the Leadership Team, including Lead Practitioners will have been involved in school to school support and wider networks

Actions	Success criteria	Resources	Led by	Monitored by	Time scale
1. To develop a professional development offer led by Billesley to provide support and challenge across the wider system					
To create a support package, using the current Billesley staffing to identify where capacity is available	A package will be available to be accessed by the Regional Director as needed. This information will also be available to our other networks (see below)	N/A	KR	JC	Oct 17
To identify the structure and feedback procedures to ensure that support provided to other schools is effective	A feedback and accountability structure will be created to ensure that the support provided is effective and monitored closely for impact	N/A	KR/JC	LGB	Nov 17
To develop on-going coaching for Lead Practitioners and Assistants Principals in	Feedback from other settings will show that support from Billesley is effective and	N/A	KR	JC	On-going from Nov

observation and incremental coaching with leadership and teaching staff in other settings	that leadership staff are supported. APs and LPs will feedback that they feel confident in managing their role.				17
To develop a strategy for income generation through creating an offer across the school which can be shared across local networks and Teaching Schools	Income into school will increase by at least 20% through the provision of services to other settings	£500 promotion costs	KR/JC	LGB	Jan 18
To support the Local Governing Body in developing their skills in providing system leadership as well as holding the current SLT to account	The LGB will feedback that it has a clear understanding of the process of system leadership. Members of the LGB will also state that they feel able to provide support, if needed in another setting	£250 training costs	JC	LGB/TEF	Feb 18
2. To further develop a wide range of partnerships and networks across the Elliot Foundation and the wider system, eg local Teaching Schools					
To embed peer review process across schools in the West Midlands and East Anglia within TEFAT	The Principal and Executive Principal will ensure that the peer review findings are shared at every WM Regional Meeting and do their utmost to support other schools in ensuring at least one review within the academic year. The evaluation findings from each review will be analysed to find ways of encouraging all HTs in the WM to participate and share good practice.	£1000 EDT costs	KR	JC/TL	Oct 17 onwards
To provide support across the wider TEF network as well as ensure high quality challenge through the Progress Partner network. This will also include proactive steps to identify other opportunities to improve provision at Billesley and in the local area eg. through widening provision for pupils with SEN	The Executive Principal will provide Progress Partner services within at least two other schools within TEF and ensure appropriate challenge is provided for Billesley. A draft plan and application will also be in place to expand provision for pupils with ASD.	N/A	JC	TL	Nov 17 onwards

<p>To ensure appropriate professional development for the SLT so that practice at Billesley is consistently challenged and remains sharp and focussed</p>	<p>The SLT will engage in external opportunities eg Ofsted, moderation, expert support to ensure that their knowledge and skills remain relevant and focused on School Improvement</p>	<p>N/A</p>	<p>JC</p>	<p>LGB</p>	<p>From Sept 17 and reviewed half termly</p>
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Safeguarding

To further develop a culture of safeguarding by promoting the confidence of staff, pupils and the community to tackle extremism and radicalisation issues

Impact

1. All staff can explain what actions they need to take to ensure children’s safety and well-being is of the highest priority across the school
2. Safeguarding procedures are rigorous and effective and all members of the school community are clear about their role in tackling issues relating to stereotypes, bullying and inequality
3. The curriculum reflects the commitment of the school to identifying these issues and allowing pupils a safe space in which to discuss those areas which are of concern to them
4. Statutory requirements are met

Evidence of success

Pupils discuss issues relating to current affairs including extremism, racism and inequality and feel safe to talk about these at school so that they know how to protect themselves. They demonstrate in their actions and words respect, tolerance and understanding for others, including those of all faiths and none. They show that they understand the importance of evaluating information carefully.

Actions	Success criteria	Resources	Led by	Monitor ed by	Time scale
1. To implement specific, relevant curriculum opportunities to teach pupils about safeguarding and equality					
To review the current curriculum overview alongside the findings of the Safeguarding audit and identify areas which need further development	The overview will highlight specific teaching opportunities which must be implemented by all year groups eg. relating to protective behaviours, e safety and same sex relationships	N/A	AI/EK	JC	Oct 17
To provide training and support for staff	A series of CPD sessions will be delivered, including	3 x inset	EK/AI	JC	From Nov

in delivery of units of work which deal with they may find challenging eg. extremist viewpoints	support from external agencies if required to increase staff confidence in discussing these topics in an age appropriate way				17 as identified
To ensure that training in Philosophy for Children is up to date for all staff and that lessons are regularly monitored	Monitoring will show that P4C sessions are delivered effectively and led by the pupils themselves to ensure that pupils have the opportunity to raise their concerns	£1000 training costs if required	EK/AI	JC	From Nov 17
To provide appropriate resources to support staff and pupils in engaging with topics eg. extremism in an age relevant way	All teaching staff will have access to the Jigsaw teaching scheme to ensure consistency and progression in delivering PSHE	£1000 resources Plus £2000 Jigsaw (previous budget)	EK/AI	JC	By Jan 17
To provide opportunities for pupils to develop their leadership skills and develop their understanding of British Values	Pupils from Y2 upwards will have opportunities to attend key public buildings and events, eg. the Council House, Youth Parliament, refugee week and then report back on further actions for the school to take in assemblies, Governors' meetings and to SLT. This will be planned directly into the curriculum overview.	£1000 travel costs	AI/KR	JC/TL	Half termly plan
2. To develop a culture of safeguarding at school by ensuring training is updated regularly and engages with challenging topics, including extremism					
To audit all staff training records and identify any areas for improvement in relation to equality and extremism	All staff will be aware for their responsibilities and report that they understand the processes involved in safeguarding effectively in the widest sense including safe environment and working with parents and the community, with particular reference to Prevent and equality	1 x inset	EK	JC	Sept 17 and on-going
To review our system for tracking staff training to ensure that staff are fully updated at all times	An updated spreadsheet or similar system will be implemented to ensure that staff training is updated in a timely way and that staff are fully aware of their	N/A	EK	JC	Nov 17 and onwards

	responsibilities				
To deliver a regular bulletin eg. termly to highlight any updates or changes in practice in terms of safeguarding	Staff knowledge regarding any changes or updates in safeguarding practice will be of a high standard to ensure that there is a strong safeguarding culture at school.	N/A	EK/SB	JC	Dec 17 and termly
3. To further develop working with the community in relation to safeguarding by engaging parents in school events and wider partnerships					
To update Governor training and report to the Safeguarding Governor and the link governor for PSHE/P4C regarding new systems in school	The safeguarding Governor and Link Governor for PSHE will be assured that all relevant systems eg. SCR, checks on Internet use, CP processes are effective as well as the curriculum. This will be reported back to the Full Governing Body. All Governors will engage in appropriate training for their role across all safeguarding issues.	Half termly visits by lead Gov for safeguarding and termly by PSHE Gov	JC/HM/ EK/AI	LGB	Half termly
To develop more engaging and appropriate resources for supporting parents and families with identifying what actions to take when they are concerned as well as promoting equality through parent events and resources	At least 90% of parents will feedback that they feel more confident in supporting their child at home in terms of the curriculum and Healthy Relationships. 100% pupils attend visits to places of worship.	£2000	EK/AI	KR/JC	Oct parents evening and termly

Early Years Foundation Stage

1. To further develop outdoor provision to promote communication, language and physical development
2. To further develop consistency of assessment across the provision, including further involving parents and families
3. To raise standards of achievement in Reading with a particular focus on boys in Nursery

Impact:

1. Raised attainment in Communication and Language and Physical Development by at least 5% at the end of Reception
2. Difference in achievement between children who attended our Nursery and those from other settings is reduced - see outcomes p. 6
3. Reading outcomes for boys in Nursery improved by at least 10%
4. Increased progress in Phonics with 75% achieving Phase 3

Outcome:

Assessments will be accurate across the whole setting, given that there is a new team of staff. This will be evidenced in more effective use of e journals and other record keeping, consistency in provision and pupil progress. The outdoor areas will be attractive, tidy and well organised to encourage language and physical development. There will be a strong culture of Reading across the setting.

Actions	Success criteria	Resources	Led by	Monitored by	Time scale
1. To ensure greater consistency in teaching and learning across the Phase, including the use of assessment					
To ensure a rigorous induction for the new team	The team will have a clear understanding from the start of term of the expectations and	5 x inset sessions	AI	KR	Week 1 during closure days

	structures for the EYFS philosophy at Billesley				
To ensure that baseline assessments are accurate and moderated	Moderation will ensure that staff have the accurate information that they need to pitch planning and provision at an appropriate level	N/A	AI	EK	Oct 17
To provide excellent examples of teaching led by the AP alongside new staff to ensure high standards	Standards of teaching across the EYFS will be consistently good due to on-going practical modeling and coaching by the AP	N/A	AI	KR	From Sept 17 and reviewed fortnightly
To deliver regular staff development sessions on the role of the environment in developing language, including the outdoors	Learning walks and journals will show that vocabulary is clearly displayed and that the children are making good progress in their spoken language	6 x inset	AI	EK	From Sept 17 and reviewed fortnightly
To ensure that planning is adapted swiftly according to on-going assessments	Following baseline assessments, planning will show adaptations according to the needs of the children and their interests and also show interventions appropriate to specific children who are underachieving/vulnerable	N/A	AI	EK	Oct 17 reviewed fortnightly
To identify the best possible procedures for recording assessments, including the use of e journals, books and paper records and parental contributions	Journals will show a broad range of evidence across all areas of learning, including parental contributions. Progress will be tracked carefully and next steps checked to ensure pupils make good progress.	£500	AI	EK	From Sept 17 Fortnightly checks
2. To ensure improved standards in communication and language across the EYFS					
To carry out baseline observations of the children to establish strengths and areas for improvement, with a particular focus on children	An effective plan will be in place to address these specific issues, through interventions and careful adult facilitation.	N/A	AI	KR	Oct 17

who are new to the setting					
To ensure provision, both indoors and outside is of the highest quality and focussed on Communication and Language, particularly for pupils with SEND	Learning walks will show that communication and language is of the highest priority in the environment in order to ensure that children's skills are improving rapidly	N/A	AI	KR	Oct 17 and half termly
To ensure that all EYFS staff understand how pupils develop in communication so that they can best support them during independent time	Monitoring will show that staff are effective in encouraging pupils in language development through the effective use of modelling and questioning.	N/A	AI	KR	From Sept 17 - focus monthly
To support parental involvement by offering them opportunities to engage in home school activities	A series of parent workshops and family support materials, will be available to parents with a take up of 85%	£500 resources	AI/CF/AH	KR	Nov 17 and termly
3. To continue to ensure accelerated progress in phonics in the EYFS					
To re-organise teaching groups and planning to ensure that phonics group begin within the first two weeks of start date	Children's skills in phonics will progress at an accelerated rate due to more focused teaching against baseline	1 x inset	AI/CF	SH/KR	Sept 17
To develop a programme of physical phonics to support accelerated progress through a multi sensory approach	Children's skills in phonics will improve as above due to developing muscle memory to help them remember relevant letters and sounds as per phase taught	3 x inset	AI/CF	SH/KR	Jan 18
To monitor and review phonics practice on a half termly basis	Children will make accelerated progress through identified phases due to high quality teaching at a pace and swift intervention as needed	N/A	AI/CF	SH/KR	

5. To develop the outdoor settings in order to provide the engaging learning opportunities					
To develop the plan agreed for the rear outdoor area linked to Reception	Children will have much greater opportunities to develop their communication and language skills as well as physical development through access to a digging area, water facilities and gardening	£1000	AI	KR/JC	September 17
To develop the plan agreed to develop the front outdoor area linked to Nursery, following a successful Awards for All bid	Physical literacy and communication skills will be improved through a range of opportunities being created based on offering a safe physical space for them to use.	£1000	AI	KR/JC	Autumn 2017
To ensure high quality practice to promote communication and language outdoors through the development of gross and fine motor skills	The outdoor area will be utilised daily and monitoring will show that practice is effective.	N/A	AI	KR	Jan 18
6. To develop a culture of Reading across the setting, with a particular focus on boys in Nursery					
To develop attractive spaces for Reading across the setting	Children will want to read because they enjoy accessing the reading area and sharing stories with each other and familiar adults. They are emotionally engaged in reading because they feel safe, secure and immersed in the world of books.	£2000	AI	EK	Nov 17 - reviewed half termly
To encourage reading through physical development including action stories and drama	Children will develop a love of narrative so that they gain knowledge of story language and a wider vocabulary	£250 inset costs	AH/AI	KR	By Dec 17
To attract boys to reading through engaging reading materials, role play and technology	Children will have greater access to interactive books, exciting materials and role play areas that attract them to engage in reading	£1000	AI/EB	KR	March 18

To support parents in developing a love of reading at home	Parents feedback that they feel welcome when visiting school and that they feel more able to support their children at home. There will be regular opportunities and workshops for parents to attend. Staff will monitor attendance closely and review strategies for hard to reach parents.	£250	CF/AH	AI	From Oct 17
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TEF Aims

- All children safe & secure
 - Balanced growth > 15k pupils by December 2017
 - Feedback mechanisms
 - One TEFAT strategy to therapeutically support families & children
- Creating motivation & self belief
 - Continuing to walk our talk
 - Shelter from the storm
- Extending skills
 - Continuous improvement of TEFAT services
 - Launch of ELF
 - Support of like-minded charities and organisations
- Success for all
 - All schools above floor & improving
 - All OFSTEDs >= Good
 - Further, faster, broader & deeper

