Aspirations
Confident, enthusiastic and aspirational learners with highly positive attitudes to learning
A relevant and imaginative curriculum to enthuse, inspire and enable achievement.
Children who enjoy learning and who feel safe, valued, involved and empowered.
Responsible citizens making a positive contribution to a Rights Respecting and Sustainable community

Beauclerc and Chennestone Schools
- Constantly developing and improving
- Enterprising and innovative
- High expectations, challenge and achievement for all
- Promoting partnership and inclusion
- Building capacity by supporting, valuing and empowering
- Fostering well-being for children and adults

Successful Learners
- Children experience ‘quality first teaching and learning ’ *
- Children’s achievement is equal to significant performance
- Children are inspired through rich curriculum opportunities
- Children demonstrate excellent attitudes to learning

Confident Individuals
- Children have a ‘can do attitude’ and high aspirations
- Children are highly motivated and keen to participate
- Children have excellent and varied communication skills
- Children are self-assured; they feel safe, valued and empowered

Responsible Citizens
- Children are part of a Rights Respecting community with global awareness and excellent opportunities for SMSC
- Children take pride in their school and have a sense of belonging
- Children make an active and highly positive contribution
- Children are thoughtful, caring and active citizens

Example performance indicators
- EOY ARE and progress significantly exceed national average and matches or exceeds Surrey percentages
- 100% teaching is good and majority outstanding
- Curriculum review / parent pupil surveys
- Performance of staff = investment in staff
- Effective interventions
- ‘Challenging the Gap’ for DP / other groups
- High participation and engagement rates
- Reflective articulation of learning
- Quality pupil outcomes
- Transition ready pupils
- Vast majority feel safe and valued
- High attendance and enjoyment

* see Beauclerc and Chennestone Learning and Teaching ethos and good practice documents
Successful Learners                     Confident Individuals                       Responsible Citizens

Key Improvement Priorities 2019 - 2020
To raise Achievement and Well-being through how we learn, the context for learning, attitudes to learning and lifestyle

SLT / Maths Team: To Raise Mathematics Achievement in Key Stage 2
• Ensure Consistency and progression in calculations: CPD, ‘Progression in Calculation’ document, parent workshops
• High Expectations for all: Embed Class Based Maths, NFER assessments, pupil conferences of key groups
• Develop Pupil Independence: Introduction of Maths books, working walls, fluent in 5
• Effective Interventions: Numbers Count teacher, assessment tools

School Improvement Team 1: Learning development: Consistent challenge and high expectations for achievement
• Promoting Effective Learners: ‘Metacognition and self-regulated learners, growth mindset, independent learning, quality learning experiences with reflection and feedback
• Writing: Collaborative Improvement, increased sustained writing opportunities, guided teaching techniques e.g. modelling
• GPAS: High expectations and high expectations in all year groups, staff cpd

School Improvement Team 2: Develop an ambitious, progressive and cohesive curriculum
• Enhance foundation subject curriculum: Purposeful placement of subjects, clear skills progression in all subjects, knowledge organisers
• Staff development: Staff skills audit, development of specialist , packaged with meaningful context, purposeful curriculum links and memorable moments
• Assessment of learning and progression in foundation subjects: Subject reports, skills progression document, presentational outcomes,

School Improvement Team 3: Citizenship development: Responsible citizens who make a positive contribution to school and wider community
• School Ethos – Development of community involvement and understanding of pupil aspirations; Successful Learners, Confident Individuals, Responsible Citizens.
• Wellbeing : Ready for Life programme, PSHE curriculum; Sports Funding and Healthy Schools
• Citizenship, Personal Development and Pupil Voice: a Rights Respecting Ethos and Awards, pupil voice groups e.g. Pupil Parliament and Green Team, Anti Bullying Award, Sport Funding
**Beauclerc and Chennestone Schools Improvement Plan 2019 – 2020**

**SLT / Maths Team Summary action plan**

### Ensure consistency and progression in calculations
- Provide staff with updated Maths Guidance
- Provide CPD throughout the year to staff, initially focused on the ‘Progression of calculations’ guidance
- Inform parents of school approach through workshops, videos, and guidance documents
- Additional monitoring and moderation opportunities throughout the year
- Gill to revisit focus children from end of year (2019) 1 to 1 assessments to assess impact and provide next steps

### High expectations for all
- Embed Class-Based Maths with learning adapted to meet the needs of all learners.
- Staff clear on year group expectations through CPD and support material e.g. ‘Progression in Calculations’
- NFER assessments support and inform teacher judgements, inform future planning and provide a national comparison of attainment

### Develop pupil independence
- Introduce Mathematics books to Key Stage 2 and provide opportunities for pupils to self and peer assess learning
- Role model how books can be used to support current learning
- Develop effective use of Maths working walls in classrooms
- ‘Fluent in 5’ provides pupils with the opportunity to embed prior learning and increase fluency skills

### Effective interventions are focused on pupil needs and impact is measured
- Mathematics specialist teacher to train and implement evidence based ‘Numbers Count’ intervention
- Mathematics specialist teacher to observe experienced ‘Numbers Count’ teacher at local outstanding primary school
- Audit of Mathematics resources and purchase key equipment needed to support class teaching
- Assess pupils mental maths skills using ‘Mental Math Mats’ to inform in class support, short term interventions and parents

### Key Responsibility
- Dave Macgill – Headteacher
- Lucy Wales – Deputy Headteacher
- Karen Duddy – SIT 1 Leader + SLT
- Bethan Doyle – Maths Specialist
- Gill Gidman – Intervention Teacher

### Resources:
- NFER Assessments for all KS2 classes
- New resources based on audit
- Maths Books for KS2 classes
- Staff Meeting Time
- Numbers Count Training
- Release Time
- Sandwell Assessments
- Maths Guidance
- Progression in Calculations Document

### Monitoring and evidence:
- Visiting Maths Consultant and HMI – Brian Macdonald
- Learning Scrutiny – Books ad Ipad
- School Peer Review Day
- Internal and external data
- Learning Walks
- Lesson Observations
- Intervention Summary
- Sandwell Assessments
- Pupil conferences
- NFER Assessment Outcomes
- Gill revisit pupils seen 1to1 in Summer 2019 (Years 5 and 6)

### Short term impact:
- Key Strategies are being taught with a consistent approach and clear progression across year groups
- Pupils have a consistent approach to the four key operations following the ‘Progression in Calculations Guidance’
- Parents have a greater understanding of the school’s approach and can support learning at home
- Maths books are introduced into KS2 classes with a consistent approach across the year groups
- Pupils begin to use Maths books to support learning e.g. using to revisit prior learning
- A staff member is trained in ‘Numbers Count’ intervention and intervention supports pupil need

### Longer term impact:
- Pupils make excellent progress in Mathematics, from high KS1 achievement, and achievement at the end of KS2 exceeds National and LA
- Class based Mathematics is embedded with learning adapted effectively to meet the needs of all pupils
- Teachers and TAs have a clear understanding of specific Maths strategies and use them to provide highly effective teaching of Mathematics
- Pupils take ownership of their learning and have high skills for peer and self-evaluation
- ‘Numbers Count’ is an effective intervention used to accelerate pupil progress
SIT 1: Consistent challenge and high expectations for achievement

**Promoting Effective Learners**
- EEF (Education Endowment Foundation) Use research to find strategies on enhancing effective learners
- Development of effective partner talk using ‘Skills builder’ checklist and activities
- Promote and develop metacognitive talk in the classroom (help pupils to think about their own learning more explicitly, teach them strategies for planning, monitoring and evaluating learning)
- Embed ‘Can-do’ attitudes, the fostering of growth mindset
- Ensure high quality learning experiences provide excellent opportunities for assessment and feedback throughout the learning session

**Writing**
- Ensure consistency of ‘Collaborative Improvement’, improve staff confidence through cpd and peer observations.
- Provide staff CPD, including TA’s, to enhance/develop skills
- Increase sustained writing opportunities e.g. whole school writing projects to enable further moderation opportunities and professional dialogue, raise expectations for pupil outcomes
- Create guidance and deliver CPD on effective Modelling – focus on ‘thinking aloud’

**GPAS**
- Document produced which shows clear progression of grammar and spelling including example resources to support staff
- Produce some explanation videos for the website to support children with learning
- Introduce termly NFER assessments for KS2 which include National Comparison

**SIT 1 Link Subjects**
- Update guidance and support for staff to ensure challenge, progression and coverage
- Skills Progression document
- Subject Reports
- Staff audit on subject knowledge / skills and use to inform roles and future CPD
- Engage in the SST Curriculum Hubs project to increase knowledge of individual subjects

**Short term impact:**
- All staff and children will be able to identify the attributes of an effective learner
- Pupils can talk confidently of a ‘growth mindset’ and can recognise times when they have shown this
- Collaborative Improvement is being used in Year groups 2 – 6 and the guidance is being followed
- Increased opportunities for sustained writing in collaborative improvement books and through cross curricular opportunities
- Teachers have a clear understanding of grammar and spelling expectations
- Increased opportunities for writing moderation and raised teacher expectations through sharing of writing project outcomes
- Teachers and Teaching Assistants are able to use high quality modeling
- Progression document provided and used by all staff
- Shared understanding of subject intent, implementation and impact through the subject reports

**Longer term impact:**
- Pupils make excellent progress in all subjects due to high expectations and excellent teaching. Achievement exceeds National and LA
- Teachers and TAs have a clear understanding of specific strategies and subject knowledge which is used to provide highly effective teaching
- A culture of growth mindset is embedded
- Pupils are successful learners and take responsibility through planning, monitoring and evaluating their own and others learning

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Beauclerc and Chennestone Schools Improvement Plan 2019 - 2020

**SIT 1 Lead:** Karen Duddy

**SIT Members**
- Sarah Heron (Reading)
- Claire Jones (Maths)
- Sarah D’Abreo (Science)
- Katy Colcough (Writing)
- Bethan Doyle (Maths)
- Gill Gidman (Reading)
- Katy Rush
- Thalia Wharris

Lucy Wales to link with Writing

**Resources:**
- INSET time
- EEF – Effective learners document
- NFER Assessments £2500
- Spelling Shed / Times Table Rockstars subscriptions

**Monitoring and evidence:**
- Performance Data
- NFER Assessment outcomes
- Lesson observations
- Learning Walks
- School Peer Review
- Pupil conferences
- Moderation activities
- Performance Management
- Pupil / Parent / Staff feedback
- Case Studies
- Monitoring of pupil learning
- Subject Reports and skills progression document
## School Improvement Team 2. Summary Action Plan

### SIT 2: Develop an ambitious, progressive and cohesive curriculum

<table>
<thead>
<tr>
<th>Review and enhance whole school curriculum/foundation subjects</th>
<th>SIT 2 Lead: Lisa Wilby</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establish a document with a concise explanation and clear rationale behind our curriculum intent</td>
<td>• Julie Brown (Art / DT)</td>
</tr>
<tr>
<td>• Ensure purposeful placement of individual subjects and topics on whole school planning map</td>
<td>• Emma Whenman (Music)</td>
</tr>
<tr>
<td>• Develop knowledge organisers to enhance pupil knowledge and use of technical language</td>
<td>• Amy Scott (History / Geog)</td>
</tr>
<tr>
<td>• Update planning toolkits and distribute to all staff</td>
<td>• Georgina Lowe (History / Geog)</td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>

### SIT 2 Link Subjects

- Update guidance and support for staff to ensure challenge, progression and coverage
  - Skills Progression document
  - Subject Reports
- Staff audit on subject knowledge / skills and use to inform roles and future CPD
- Engage in the SST Curriculum Hubs project to increase knowledge of individual subjects

### Assessment of coverage & pupil attainment

- Research different models of assessing foundation subjects
- Create guidance for foundation subject books in line with the school’s feedback policy
- Monitor and feedback to staff using the schools skill progression document

### Resources:

- Staff meeting time
- INSET time
- CPD budget
- Bidding Opportunities
- Year group budgets
- Awards costs
- Creative Days, Outdoor and Arts Resources
- Website and Twitter

### Monitoring and evidence:

- Learning walks
- Peer Reviews
- Plan for Learning
- Pupil / Parent / Staff feedback
- Photos / iPad
- Books
- Product outcomes
- Showcasing opportunities
- Artsmark application
- Subject Reports and Skills Progression

### Short term impacts:

- Updated CPD, resources and guidance in place to support planning of Foundation subjects.
- Good practice has been shared and implemented. Staff articulate increased personal confidence in subject knowledge.
- Effective community links are maintained and established to enhance opportunities and curriculum planning
- Progression document provided and used my all staff
- Shared understanding of subject intent, implementation and impact through the subject reports

### Longer term impacts:

- Children develop detailed knowledge and skills across the curriculum
- Children’s learning is coherent and sequenced.
- Children enjoy and are highly confident and positive about their learning: pupil feedback indicates a high level of well-being
- Children apply and communicate their learning effectively and achieve high quality outcomes
- Children acknowledge and can articulate how their learning and skill set is progressive
- The School aspirations, culture and ethos are clearly evident and effectively communicated
- Children make excellent progress in all subjects and know their next steps
- All subjects have clear skill progression and builds on prior learning
### SIT 3: Responsible citizens who make a positive contribution to school and the community.

#### School Ethos/Recognition
- Whole school community involved in developing and embedding ethos through parent forums and surveys
- Project – develop logos, understanding of what the ethos looks like in action, three strands
- Refocus learning assemblies on ethos and how children have demonstrated three strands
- Create displays around school to recognise children's achievements
- Create ways of engaging parents though website, newsletters and podcasts

#### Pupil Voice
- Provide opportunities for MPs to feedback to school community through assemblies, displays, class forums and parent forums
- Nominations for Arts MP and Lower School MPs
- Opportunities to engage with parents e.g. PTA, newsletter, Parents eve, Governor Meetings

#### Rights Respecting and Anti Bullying Awards
- Create an action plan based on the award criteria for Rights Respecting and Anti Bullying Awards
- Review school documentation and practise e.g. bullyin flowchart, pupil policy, bullying logs
- Complete application for both schools

#### SIT 3 Link Subjects
- Update guidance and support for staff to ensure challenge, progression and coverage
  - Skills Progression document
  - Subject Reports
- Staff audit on subject knowledge / skills and use to inform roles and future CPD
- Engage in the SST Curriculum Hubs project to increase knowledge of individual subjects

#### Ready 4 Life – Gail and Lucy
- Support staff in delivery of ‘Ready for Life’ through developing necessary skills and knowledge through CPD
- Launch Ready for Life and monitor impact
- Engage parents in the programme to support their children e.g. home activities, newsletter, website, twitter

#### Short term impacts:
- Children are able to articulate the school ethos and identify examples in their daily lives
- Children's interests, talents and achievements are developed and recognised
- All children have opportunities to express their thoughts, ideas and opinions
- Parents and wider community are engaged and have opportunities to express thoughts, ideas and opinions
- Revised PHSE curriculum in place and pupils participate in Ready for Life activities
- Staff feel confident to deliver quality Ready for Life sessions supported by professional development sessions
- MPs meet regularly, collect class feedback and are involved in school initiatives
- Pupils receive assemblies which support all themes (anti-bullying, Ready for Life, Rights Respecting, Mental Health and Healthy Lifestyles)
- Staff, parents and children are able to identify the difference between conflicts and bullying, and the school procedures and approach

#### Longer term impact:
- Children have a strong voice in the school and drive initiatives in school improvement
- Children are proactive in their personal development and well-being: pupil feedback indicates a high level of well-being
- Children show a sense of pride and belonging and are able to talk confidently about their contributions and achievements.
- Children are physically active and understand how to maintain healthy lifestyles
- Children are thoughtful, confident and empowered citizens and are at the heart of the school culture
- The School aspirations, culture and ethos are clearly evident and effectively communicated

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**SIT3 Lead: Louise Bowden**
- Sigrid Mathieu-Davies (French)
- Dawn Paice (Computing)
- Slacy Hawkins (NQT-Jan) (Comp)
- Rebekah Russell (NQT) (Support PE)
- Jane Holden (RE)
- Jenny Medhurst (PE)

Gail Foot and Lucy Wales linking with SIT 3 for ‘Ready 4 Life’ project. (PSHE)

**Resources:**
- Sports funding X 2 schools
- CPD budget
- Staff Meeting time
- Green Team and Pupil Parliament staffing
- RRA costs
- Global Partnership
- Award costs
- Skill Builder Training and programme (free this year)

**Monitoring and evidence:**
- Complete criteria for:
  - Anti Bullying Award
  - Well being award
  - RRSA
  - Peer Reviews
  - Pupil questionnaires / Pupil voice
  - Parent feedback
  - Pupil Parliament / Green Team / impact / feedback/analysis
  - Pupil participate and contribution
  - Skills Progression Document
  - Subject Reports
Core Values and Principles for Learning and Teaching

**Ensure every child succeeds:**
Provide an inclusive education within a culture of support and high expectations; make every child feel valued and secure, raise aspirations and achievement; involve parents.

**Build upon what learners already know:**
Structure and pace teaching so that pupils know what is to be learnt and how, set clear learning goals, make each learning experience count.

**Make learning vivid and real:**
Develop understanding through enquiry, creativity, use of new technologies, and thinking skills; make learning relevant and purposeful.

**Make learning an enjoyable and challenging experience:**
Stimulate learning through ensuring teaching techniques and strategies respond to the needs of pupils, make creative use of a range of learning opportunities appropriate to the material to be learned.

**Enrich the learning experience:**
Create an effective environment for learning, infuse learning skills across a broad curriculum, use a variety of learning experiences and the environment, foster curiosity, creativity and imagination.

**Design assessment for learning:**
Make children active partners in their learning, share learning objectives, use success criteria, encourage reflection and evaluation and give feedback which enables children to understand how to improve and develop their learning.

**Develop learning skills and personal qualities:**
Develop confidence, self-discipline and an understanding of the learning process; create effective, enthusiastic and independent learners.

*Core Values and Principles adapted and updated annually*
*2019 - 2020 version*