

Academy Name: Brimsdown Primary School  
 Headteacher: Daniella Lang  
 Year: 2018/2019

School Improvement Context: This RAP is a working document used to set priorities and monitor progress throughout the year. We are an ambitious school and we have high expectations for all our children and staff. We wish to be outstanding in all aspects of our work. This plan is underpinned by detailed plans for each subject/curriculum area. Brimsdown Primary School is a deprived area, which presents its own challenges. In July 2016 Ofsted judged the school as ‘Good with Outstanding features’. The School is currently judges itself ‘Good’ in all areas and our overarching aim is to be an Outstanding school to which all staff and children are proud to belong.

**Key to RAG Rating**

**Key to those appearing in plan:**

Green= Outcomes Secure	Completed or on track to be completed as planned	<b>DL</b> Dani Lang <b>EP</b> Eleanor Painter <b>HK</b> Helen Kocaemir <b>LoLs</b> Leaders of Learning <b>ALs</b> Achievement Leaders <b>SLT</b> Senior Leadership Team <b>NB</b> Nancy Bent <b>EWO</b> Educational Welfare Officer <b>MS</b> Marina Sophocleous <b>KS</b> Katy Sharpe <b>GH</b> Gemma Henman <b>LM</b> Louise Marshall <b>AD</b> Antonia Demetriou <b>OK</b> Ozden Karova <b>ST</b> Seda Toyer <b>PV</b> Paul Venus <b>Gov</b> Governors <b>MP</b> Michelle Porter <b>EMc</b> Evelyn McSweeny <b>LO</b> Lauriane O’Shea <b>DLe</b> Dani LeBrun <b>SS</b> site staff <b>JF</b> Jeniene Fordham <b>EM</b> Emily Martin <b>HR</b> Hannah Rabbs <b>LB</b> Labley Jabbar <b>CT</b> Class Teachers <b>KM</b> Katrins Morris <b>CB</b> Carly Baker <b>JL</b> Jade Laver
Amber= Outcomes Secure	No risk to completion but amended due to mobility (or other reason) to ensure outcomes achieved	
Red= Outcomes at Risk	Risk to outcomes being achieved and therefore contingency plans will need to be implemented	

**Leadership and Management**

Key Priorities:

- Ensure the most able, especially disadvantaged, are making at least good progress and that data is at least in line with national at the end of each key stage – see outcomes for pupils.
- Ensure middle leaders understand and demonstrate the impact of their role.
- Ensure senior and middle leader termly reports are linked to the new RAP and show clear progress and attainment data, linked to specific actions.
- Embed termly standardised tests for reading and maths so that teachers use the gap analysis – see outcomes for pupils.
- Improve the tracking of interventions across the school so that impact can be seen.

Specific Actions	When / Timescale	Who Initials /	Budget/ Resource	Monitoring by whom	Success Criteria	Specific Milestones
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		title	Implication	how often		Baseline	Aut 1	Spr 1	Sum 1
<i>Change in data report format which shows clear progress and attainment figures.</i>	<i>Reports; Autumn 1 Spring 1 Summer 1</i>	<i>EP HK</i>	<i>Leadership time</i>	<i>SLT line manager checks action plan with middle leader termly</i>	<i>100% Middle leaders accurately identify gaps within own area (subject/year group) and create effective action plan to address gaps - with a focus on the more able to show progress.</i>	31%	<i>100% with support</i>	<i>100% minimal support</i>	<i>100% independ .</i>
							<i>100% with support</i>	<i>100% with support</i>	
<i>Extended SLT on a termly basis.</i>	<i>Autumn 2 Spring 2 Summer 2</i>	<i>DL EP PV</i>	<i>Leadership time</i>	<i>SLT line manager checks action plan with middle leader termly</i>	<i>100% Middle leaders accurately identify gaps within own area (subject/year group) and create effective action plan to address gaps - with a focus on the more able to show progress.</i>	31%	<i>100% with support</i>	<i>100% minimal support</i>	<i>100% independ .</i>
							<i>100% with support</i>	<i>100% with support</i>	
<i>Introduce intervention tracking folders that have a clear baseline and ongoing notes and assessment.</i>	<i>Half termly</i>	<i>EMc LO DLe</i>	<i>£100 for folders and dividers</i>	<i>PV</i>	<i>HIRBIE, SENCO and Nurture teacher report accurately identify gaps within own area (subject/year group) and create effective action plan to address gaps and show the children are making good or better progress.</i>	N/A	<i>100% with support</i>	<i>100% minimal support</i>	<i>100% independ .</i>
							<i>100% with support</i>	<i>100% with support</i>	

### Teaching, Learning and Assessment

#### Key Priorities:

- Improve the quality of work in foundation books to show pupils' thinking, knowledge and investigative skills are impacting on their learning.
- Plan and ask more directed questions to key groups (e.g. more able) to move learning on more rapidly during lessons.
- Ensure the most able, especially disadvantaged, are making at least good progress and that data is at least in line with national at the end of each key stage – see outcomes for pupils.
- Ensure the quality of phonics teaching is at least good and shows improved pupil outcomes.
- Introduce the use of 'tutoring' in phonics earlier in the year, to ensure that we meet at least national standards or higher.
- Develop reading areas across the school to promote a 'love of reading' and increase percentage of pupils that are ARE.

Specific Actions	When / Timescale	Who Initials / title	Budget/ Resource Implication	Monitoring by whom how often	Success Criteria	Specific Milestones			
						Baseline	Aut 2	Spr 2	Sum 2
<p>Improve the quality of work in the foundation books to show pupils thinking, knowledge and investigative skills are impacting on their learning.</p>	<p>Termly learning moderation</p>	<p>LOLs and HK</p>	<p>Cover to meet with LOLs Teachers</p>	<p>HK EP PV</p>	<p>100% of books show good or better progress</p> <ul style="list-style-type: none"> <li>- Use knowledge harvest</li> <li>- Vocabulary</li> <li>- Evidence of own thinking (little worksheets)</li> <li>- Volume of work</li> <li>- Peer and self-reflection on learning.</li> </ul>	41%	60%	80%	100%
							66%	80%	
<p>Increase the percentage of good and better teaching.</p>	<p>Termly learning reviews</p>	<p>KS</p>	<p>Leadership time</p>	<p>DL PV</p>	<p>100% of RWI lessons observed/books monitored are good or better, showing clear progress and children move off the programme at an accelerated rate.</p>	N/A	60% Good or better	75% Good or better	100% Good or better
							68%	87% good or better 25% O	
<p>Increase the percentage of good and better teaching.</p>	<p>Termly learning reviews</p>	<p>ALS SLT</p>	<p>Cover for ALS</p>	<p>SLT Gov</p>	<p>100% of lessons observed/ books monitored are good or better, showing clear progress</p> <ul style="list-style-type: none"> <li>- Progress in lesson and in books</li> <li>- Higher ability children making good or better progress</li> <li>- High-level use of vocabulary</li> <li>- Variety of ways to respond, e.g. popcorn</li> <li>- Differentiated targeted questions and explanations.</li> </ul>	July: 100% Good or better	86% Good or better Outstanding 30% 96%	Good or better Outstanding 40% 100%	Good or better Outstanding 50%
							78% Good or better	93% Good or better	
							26% Outstanding	40% Outstanding	
<p>Ensure book corners are of a high standard by</p> <ul style="list-style-type: none"> <li>- CPD</li> </ul>	<p>On-going</p>	<p>CT</p>	<p>£1000</p>	<p>ST NB PV</p>	<p>Children talk opening about their love of reading. Whole school reading ARE increases.</p>	<p>N/A 67%</p>	<p>100% with support</p>	<p>100% minimal support</p>	<p>100% independ.</p>

<ul style="list-style-type: none"> <li>- Tidy book shelves</li> <li>- New books</li> <li>- WOW book corners</li> <li>- Book corner monitors.</li> </ul>							-	
							92% with support Two teachers have needed intensive support	67% Where staff haven't been reminded not as good as previously
							71%	71%

**Personal Development and Welfare (Including Behaviour and Attendance)**

Key Priorities:

- Ensure pupils and families value their education and are punctual and prepared for school.
- Reduce persistent absence across the school, so that it is at least in line with national, by weekly EWO clinics.
- Ensure pupils and staff value their learning environment so that it reflects the high standards the school has.
- Continue to monitor and reduce the number of yellow slips on a termly basis.
- Continue to reduce the number of exclusions so as to be in line with national.
- Improve the teaching of e-safety through half termly whole class lessons and more regular parent workshops.

Specific Actions	When / Timescale	Who Initials / title	Budget/ Resource Implication	Monitoring by whom how often	Success Criteria	Specific Milestones			
						Baseline	Aut 2	Spr 2	Sum 2
<i>At least twice a half term parents are invited into school to celebrate an area of their child's learning.</i>	<i>Twice each half term</i>	<i>All middle leaders MS HK</i>	<i>£500 – to cover catering</i>	<i>EP DL</i>	<i>Increased attendance of White British. Parental satisfaction on parent question "I would recommend this school to another parent". Increase White British attendance percentage.</i>	92%	94%		100%
						93%	95%	96%	97%
							85% - WB	92% - WB	
							95.2%	94.9%	

IVY LEARNING TRUST – SCHOOL LEVEL RAISING ACHIEVEMENT PLAN



EWO to have an in-school attendance clinic every Friday to monitor absence and meet with families at risk of low attendance.	Every Friday	EWO MS HK	£6140	EP DL	Persistent absence to match national figures.	Last year 12%	11%	9%	7%
							13%	13%	
Regularly monitoring that the school is tidy and looks beautiful.	Fortnightly – by NB	NB LO SS	£3000	JF to monitor SS NB Brimsdown beautiful DL overview	Learning environment is at high standard by <ul style="list-style-type: none"> <li>- Tidy classrooms</li> <li>- Lockers kept neat</li> <li>- Inviting and exciting displays</li> <li>- Pictures framed</li> <li>- Children's books looked after</li> <li>- No graffiti</li> <li>- Reminders in staff briefing</li> <li>- Stephanie to collecting cups</li> <li>- Pat to keep lost property etc tidy.</li> </ul>	N/A	100% independ	100% independ	100% independ
							80% independent Achieved: - Pictures frames - Books - Cups collected - Staff briefing reminders	87% - Independent 3 teachers needs support, One communal area needs reminders	
Continue to monitor and decrease the number of yellow slips.	Half termly	NB	£300 – positive rewards	DL PV	Yellow slip numbers to be less than last year.	493 yellow slips last year	<167	<174	<152
							109	107	
Continue to decrease the amount of exclusions.	Half termly	NB	£300 – positive rewards	DL PV Gov	Exclusions to match national fixed term exclusions 1.21% = 8 days across the school year.	2015-16 - 29 exclusions 2017-18 - 14 exclusions	5 days	6 days	7 days
							0 days	0 days	

IVY LEARNING TRUST – SCHOOL LEVEL RAISING ACHIEVEMENT PLAN

Improve the teaching of e-safety.	Half - termly	GH HK	Weekly LoL cover	HK DL	<ul style="list-style-type: none"> <li>Evidence of good quality e-safety in curriculum books.</li> <li>Half termly assemblies.</li> <li>Staff register for ICT CPD training.</li> <li>NQT e-safety Borough training.</li> </ul>	N/A	100% with support	100% minimal support	100% independ.
							100% with support	100% Minimal support	

**Outcomes for Pupils**

Key Priority:

- Be in line with national data or higher for EYFS, and close the gap for summer births, boys and children with SEND.
- Be in line with national data or higher for Y1 phonics screening and Y2, and increase the percentage of children with SEND that pass.
- Be in line with national data or higher for KS1.
- Close the gaps between KS1 and KS2 disadvantaged and national other in reading, writing and maths.
- Ensure the Nurture children are in a place to learn more quickly and make rapid progress in reading, writing and maths so that the gap is closed.
- Ensure our most able pupils make good or better progress and be at least in line with national data.
- Develop reading areas across the school to promote a 'love of reading' and increase percentage of pupils that are ARE – see teaching, learning and assessment.

Specific Actions	When / Timescale	Who Initials / title	Budget/ Resource Implication	Monitoring by whom how often	Success Criteria	Specific Milestones			
						Baseline	Aut 2	Spr 2	Sum 2
EYFS to show outstanding progress from Nursery to the end of Reception.	Termly	LM, KS	AL cover	KS EP DL	End of Nursery to increase % on track to 65%.	5% (38% - 2018)	30%	50%	65%
	Termly	KS	None	KS EP DL	End of Reception to match or be better than national standards of 70% GLD.	20% (62% 2018)	22%	30%	
Good to better phonics teaching including 1:1 tutoring in Autumn term – without HIRBIE children included in the data.	Termly	KS	None	KS EP PV	By end of Reception 70% at RWI Band C.	20%	40% Band B	55% Band B	70% Band C
						26% (15% '17)	83%		
	Termly	KS	None	KS EP PV	Year 1 phonics data in line with or better than national standards (83%).	30% (79% 2018)	50%	70%	85%
						47%	54%		

					Year 2 phonics re-take in line with national or better (92%).	84%	70%	80%	95%
							79%	79%	
<ul style="list-style-type: none"> <li>- Quality first teaching</li> <li>- More thinking/meta cognition time – blooms taxonomy</li> <li>- Interventions &amp; boostes</li> <li>- PPMs</li> <li>- Mock SATs and standardised tests</li> <li>- Planning support for reading and writing</li> </ul>	On-going	AD EM HR HK ST	AL cover	EP PV DL Govs	Be in line or better than national standards for R,W and M for KS1. Combined figure will ensure this.	65%	50%	60%	65%
							53%	56%	
Using quality first teaching to close the gap between disadvantaged and national in KS1.	Termly	AD OK HK ST GH EP	AL cover	EP HK ST DL PV Govs	By the end of year 1 children to be on track for KS1 expectations all.	Matched 62% GLD	55%	60%	65%
<ul style="list-style-type: none"> <li>- EP &amp; HK running boosters</li> <li>- AL boosters and inteventions</li> <li>- CPD for teachers</li> <li>- PPM focus</li> </ul>					By the end of PPG KS1 to be in line or better than national standards for R,W and M. Combined figure will ensure this.	Unmatched 47% matched Combined 54% GLD	54%	55%	
							50%	54%	64%
							32%	59%	
Using Quality First Teaching (QTS) to close the gap between disadvantaged and national in Y6.	Termly	MP GH EP	AL cover	PV DL Govs	By the end KS2 to be in line or better than national standards for R,W and M. Combined figure will ensure this.	60%	70%	75%	75%
							69%	75%	
Agree standardised tests and year groups to complete these termly.	Termly	Als EP ST	Ivy to buy tests	PV DL	Clear accurate data with useful gap analysis to aid future planning.	N/A	100% with support	100% minimal support	100% independ.
							100% with support	100%	
To ensure high attainers make progress in line with national data (from Fisher Family Trust progress top 20%).	Termly	MP AD KS EP		EP DL Gov PV	25 children to score 112 scaled score or above by end of KS2.	-1.8 progress	10 children	18 children	25 children
							10 children	15 children	

					10 children to be 'higher' at the end of KS1.	5 children	2 children	5 children	10 children
							4 children	4 children	
					8 children to be exceeding at the end of EYFS.	0 children	4 children	6 children	8 children
							0 children	4 children	

### Early Years

#### Key Prioritises:

- Be in line with national data or higher for EYFS, and close the gap for summer births, boys and children with SEND – see outcomes for pupils.
- Ensure pupils and families value their education and are punctual and prepared for school.
- Close the gaps of GLD for non-Brimsdown and Brimsdown nursery children.
- Ensure all nursery and reception pupils, and EYFS staff value their learning environment so that it reflects the high standards the school has.

Specific Actions	When / Timescale	Who Initials / title	Budget/ Resource Implication	Monitoring by whom how often	Success Criteria	Specific Milestones			
						Baseline	Aut 2	Spr 2	Sum 2
EWO to have an in-school attendance clinic every Friday to monitor absence and meet with families at risk of low attendance	Every Friday	EWO MS HK	£6140	EP DL	Absence data to reduce for Reception children	88%	94%	95%	96%
							91%	89%	
Engage parents with variety of strategies - Twice termly parents meeting - At least once a month invite parents in for reading at the start of the day	Termly	KS MS EMc	N/A	EP PV	EYFS results to be in line with national standards	20%	35%	55%	70%
							26%	43%	



<ul style="list-style-type: none"> <li>- Home visits</li> <li>- Targeted parent and child workshop – follow programme</li> <li>- Set parent workshops</li> <li>- WOW days</li> <li>- Story time, free books</li> </ul>									
<p>Close the gap for Reception children, Brimsdown and non-Brimsdown nursery through</p> <ul style="list-style-type: none"> <li>- IVY moderations</li> <li>- EYFS AHT becoming a borough moderator</li> <li>- EYFS reading programme</li> <li>- Forest school to improve spoken languagw</li> <li>- Environment including books to look outstaning</li> <li>- Good or better teaching</li> <li>- Talking tables</li> <li>- Tiger teams</li> <li>- Write Dance</li> </ul>	Half termly	KS KM EMc JL CB	N/A	PV EP DL	EYFS results to be in line with national standards and for the gap for non-Brimsdown and Brimsdown nursery children.	17%	15%	8%	0%
						11%	4%		
						0%	35%	55%	70%
						19%	39%		
<p>Regularly monitoring that the indoor and outdoor areas are tidy and look beautiful. Ensure areas are clearly labelled.</p>	Fortnightly – by NB & KS	SS EYFS team	£500	JF to monitor SS NB Brimsdown beautiful KS EYFS DL overview	<p>Learning environment is at high standard by</p> <ul style="list-style-type: none"> <li>- Tidy classrooms</li> <li>- Pegs and coat area tidy</li> <li>- Inviting and exciting displays</li> <li>- All areas clearly labelled</li> <li>- Children’s books looked after</li> <li>- No grafitti</li> <li>- Reminders in staff and team briefings</li> <li>- Children showing good standards for learning enviroment</li> </ul>	N/A	100% independ	100% independ	100% independ
55% independe nt Achieved: - Hub well set up and tidy - Classr	57% Outside area and one classroom - look to maths hub ideas to improve, outside								

							<ul style="list-style-type: none"> <li>- rooms improving</li> <li>- Nursery mainly good</li> <li>- Labelling mainly complete</li> </ul>	<p>areas have improved and are a focus</p>	
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