

# School Improvement Plan 2017-2018

Red – review 1 (16/10); Purple – review 2 (11/12); Green – review 3 (8/2); Blue – review 4 (26/3); Orange – review 5 (25/5); final review against the outcomes set for each of the 5 areas of the SIP

| 1) Behaviour and safety of pupils   |   | Strategic Lead:   | Link Governor: | Estimated budget costs: |
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| Article 28: All children have a right to an education<br>Article 19: Ensure that children are safe and protected from harm<br>Target: <b>To further improve attendance</b>  |   | <b>Lauren Potter &amp; Sarah Cooper</b><br><br><b>Support: Dee Edwards &amp; Jackie Hawes</b>   |                |                         |
| <b>Outcomes:</b> Target – Percentage attendance for school to be at least 96%   |   |   |                |                         |
| Targets   | Actions   | Monitoring  | Evaluation     |                         |
| Reduce the number of children classified as Persistent Absentee* <sub>1</sub> (PA) from 2016-2017 academic year figure of 59* <sub>2</sub> pupils (R to Y6). 2015-2016 the figure was 45 pupils.<br>* <sub>1</sub> PA is under 90%<br>* <sub>2</sub> This figure is higher than the previous year and increased dramatically in Summer 2 due to the Grenfell Tower Tragedy. | Weekly tracking reports of all PA.<br>If ch become a PA:<br>1) Contact made with parent by AH<br>2) If no improvement then meeting with a member of the SLT to establish parent contract.<br>3) Still no impact – Early Help Referral<br>Fixed penalty notices issued for term time leave.<br>PA pupils flagged in TATS meetings & systems put in place.<br>Initiatives around attendance to be reviewed.   | Attendance data analysis for PA   |                |                         |
| Reduce the number of children with a percentage attendance of 90-96% from 111 pupils in 2016-2017.  | No of pupils in each class with 100% attendance is shared weekly with pupils in assembly.<br>Half termly (H-T) attendance assemblies:<br>- to reward all children with 99%+ attendance;<br>- where the class with the most no. of children with 100% attendance is announced and they receive a class treat<br>H-T letter to go out to all children who have an attendance of less than 96% for that half term.<br>Termly attendance letter for all children – those with less than 96% attendance to have extra information on about concerns. | Weekly report of children with 100% attendance from previous week – teachers to share with class.<br>Dee to print out weekly individual attendance for the half term – teachers to monitor and identify children at potential risk. |                |                         |
| Reduce the gap in attendance of pupils who are eligible for PPG.<br>2016-2017 attendance of PPG (R-Y6) = 93.4%<br>2016-2017 attendance of non-PPG (R-Y6) = 95.2%<br>2016-2017 gap = 1.8%  | Monitor reasons for absence for PPG pupils<br>Where patterns are evident work on strategies to address these.<br>Key families (adults and children) targeted through workshops (e.g. The Primary Futures Scheme.)   | H-T report of attendance figures of children who are PPG and non-PPG.<br>Weekly class PPG notes to include info about absences - these are followed up by the Admin Officer with responsibility for attendance.                     |                |                         |

## 2) Achievement of pupils

Article 29: Education must develop every child's personality, talents and abilities to the full

**Target: To develop the use of formative and summative assessment to improve pupil attainment and achievement**

Strategic Lead:  
Claire Silver

Link Governor:

Estimated budget costs:

### Outcomes:

- Pupils develop the skill of working alongside others to maximise their own and each other's learning
- Children are aware of their targets and next steps in their writing.

| Targets   | Actions   | Monitoring   | Evaluation |
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| To embed the use of Kagan structures to ensure cooperative learning is an intrinsic aspect of all teaching. | All new staff to receive training on Kagan from the Kagan Team (KT).<br>Staff meetings to share good practice of use of Kagan structures.<br>Peer observations focusing on use of Kagan structures. | <ul style="list-style-type: none"> <li>- Evaluation of three Team building days at the beginning of the term; questionnaire for pupils on Friday.</li> <li>- Quality of children's work will be of a higher standard</li> <li>- More children taking ownership and responsibility of their learning – this will be evident through pupil voice in School Council.</li> <li>- A comparative analysis of the data of different groups of pupils.</li> <li>- Monitoring reports from SSSG</li> <li>- Lesson obs show greater levels of participation from all pupils.</li> <li>- Learning sweeps which show evidence of embedded and effective Kagan structures.</li> </ul> |            |
| Pupils are able to articulate their next steps and targets within writing.                                  | Development of oral feedback.<br>Development of pupil targets in writing.<br>Embed the new marking policy.<br>Develop self-assessment strategies.   | Evidence through: <ul style="list-style-type: none"> <li>- Written feedback in books</li> <li>- Development of self-assessment strategies</li> <li>- Pupil discussion (Do children know their targets?)</li> <li>- Comparative analysis of progress rates from 2016/2017 and 2017/2018 data.</li> </ul>  |            |
| Teachers are robustly assessing pupils' learning.   | Internal moderation of assessment system by SSSG.<br>Joint moderations with other schools to assess and validate the school's own judgements.   | Evidence through: <ul style="list-style-type: none"> <li>- Pupil data</li> <li>- On-going tracking</li> <li>- Staff discussion</li> </ul>  |            |
| Leaders are rigorously using tracking systems to support  | Actions in place for children identified, as needing extra  | Evidence through: <ul style="list-style-type: none"> <li>- Pupil data</li> </ul>   |            |

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| underachieving pupils and to develop systems of moderation. | support, through tracking systems – involvement of parents; pupil selection for interventions; consistency of teacher targeting. | <ul style="list-style-type: none"><li>- On-going tracking</li><li>- Staff discussion</li></ul> |  |
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| <p><b>3) The quality of teaching</b><br/> Article 29: Education must develop every child’s personality, talents and abilities to the full<br/> <b>Target: Increase standards of Maths, Reading &amp; Writing across KS1 &amp; KS2</b></p> | <p><b>Strategic Lead: Leila Kent, Claire Silver</b><br/><br/> <b>Support: Carol Thompson, Sophie O’Neill, Sally Clare, Lisa McCrindle</b></p> | <p><b>Link Governor:</b></p> | <p><b>Estimated budget costs:</b></p> |
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**Outcomes:**

- Pupils will make good progress (at least 3 steps) across all subjects
- To maintain or increase the number of lessons graded as good or outstanding (2016-2017: 94% good or better, 51% outstanding)
- Gap in attainment and progress narrowed between PPG and non-PPG children
- Gap in attainment and progress narrowed between boys and girls

| <b>Targets</b>  | <b>Actions</b>   | <b>Monitoring</b>   | <b>Evaluation</b> |
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| <p>Teaching over time, especially in R, W &amp; M, is consistently good with an increasing proportion that is outstanding.</p>  | <p>All teachers have consistently high expectations of all pupils.<br/> Teachers plan and teach lessons that enable pupils to learn exceptionally well.<br/> Teachers’ questioning is challenging the most able pupils enough.<br/> Teachers systematically and effectively check pupils’ understanding throughout lessons and act to clarify any misconceptions.<br/> Pupils routinely have the opportunity to deepen their understanding by responding to feedback and marking.<br/> Pupils use ICT in lessons to enhance and deepen their learning.</p> | <p>Evidence through:</p> <ul style="list-style-type: none"> <li>- Performance Management</li> <li>- Learning observation sweeps</li> <li>- SIA feedback</li> <li>- Book scrutiny</li> <li>- Pupil progress data</li> <li>- Learning leader lesson sweeps</li> </ul> |                   |
| <p>The difference in attainment between PPG and non-PPG is diminished in Reading.<br/><br/> The difference in attainment between boys and girls is diminished in Reading.</p> | <p><u>General</u><br/> Pupils are given the opportunity to read widely and often across all subjects/lessons to a high standard.<br/> Re-organising the structure of phonics teaching in KS1 by ensuring consistently outstanding delivery and a more rigorous system.<br/> Teachers develop use of Kagan structures to ensure all children are actively involved in improving their reading.<br/> See section 5 for Primary Futures’ Project</p>  |   |                   |

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|  | <p><u>PPG</u><br/> An additional teacher is being used to target key groups of pupils.<br/> Peer reading scheme to be rolled out across KS2 for PPG children.<br/> HA PPG Kindle club to be rolled out across KS2.<br/> See section 5 for PPG parental engagement</p> <p><u>Boys</u><br/> Targeted boys reading groups led by male Learning Mentor.<br/> HLTA Librarian to lead targeted boys reading interventions.<br/> LSAs allocated 1:1 or small groups of boys to read with daily.<br/> 'Dad/male relative' reading workshops and coffee mornings.</p>   |  |  |
| <p>The difference in attainment between PPG and non-PPG is diminished in Writing.</p> <p>The difference in attainment between boys and girls is diminished in Writing.</p> | <p><u>General</u><br/> Pupils use their writing targets to help them improve writing in other subjects. Teachers use the pupils' targets to inform their planning.<br/> Further develop use of Visual Literacy to become embedded across KS1 and KS2.<br/> An additional teacher is being used to target key groups of pupils.<br/> See section 5 for Primary Futures' Project</p> <p><u>PPG</u><br/> DH supporting writing teaching in year group with biggest difference in PPG attainment.<br/> Trial the use of P4C in Year 4 to improve children's Speaking and Listening skills and thus improve Writing.<br/> See section 5 for PPG parental engagement</p> |  |  |

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|  | <p><u>Boys</u><br/>Targeted writing groups for boys.</p>  |  |  |
| <p>The difference in attainment between PPG and non-PPG is diminished in Maths.</p> <p>The difference in attainment between boys and girls is diminished in Maths.</p> | <p><u>General</u><br/>Teachers are planning activities to ensure the pupils are applying their understanding fluently and accurately. Pupils develop their ability to rapidly recall mathematical knowledge. See section 5 for Primary Futures' Project</p> <p><u>PPG</u><br/>An additional teacher is being used to target key groups of pupils. Maths Counts interventions to be delivered by a greater number of LSAs to PPG children. See section 5 for PPG parental engagement</p> <p><u>Boys</u><br/>Increase in use of ICT and clubs at lunchtime aimed at boys and use of ICT. Use of competition in class to enthuse boys.</p> |  |  |

| <b>4) The Early Years Provision</b><br>Article 3: Ensure that provisions are for the best interest of the child<br>Article 29: Education must develop every child's personality, talents and abilities to the full<br><b>Target: Increase standards of provision in EYFS</b> |  | <b>Strategic Lead: Ruth Gandhi and Stephanie Graves</b>   | <b>Link Governor:</b> | <b>Estimated budget costs:</b> |
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| <b>Outcomes:</b><br>Target: Increase GLD from previous year (2016-2017 60%)<br>Progress across all seven areas to be an average of 3.5 steps (good progress is 3 steps)  |  |   |                       |                                |
| <b>Targets</b>   | <b>Actions</b>   | <b>Monitoring</b>   | <b>Evaluation</b>     |                                |
| Teaching over time is consistently good with an increasing proportion that is outstanding; it is highly responsive to children's needs.  | All EY staff have consistently high expectations of all pupils.<br>Teachers plan differentiated learning to enable all pupils to learn exceptionally well.<br>Pupils use ICT in direct (whole class and small group) and self-initiated learning to enhance and deepen their learning. | Evidence through: <ul style="list-style-type: none"> <li>- Performance Management</li> <li>- Learning observation sweeps/Learning Walks</li> <li>- Borough feedback</li> <li>- Book and planning monitoring</li> <li>- Pupil progress data</li> </ul> |                       |                                |
| Assessment:<br><br>Teachers are using assessment to identify underperforming children and implementing interventions accordingly.  | Data to be tracked and analysed regularly and rigorously<br>Pupil progress meetings to inform intervention groups<br>Regular review of intervention groups<br>Teachers to set end of year targets after initial baseline.  | Evidence through:<br>As above plus: <ul style="list-style-type: none"> <li>- Impact of interventions</li> </ul>   |                       |                                |
| Transition – to improve systems of transition from Early Years to Year 1.  | Introduce free-flow for Autumn term 1 in Year 1.<br>Nursery Officer to work in Yr1 for weeks 1-3 in Autumn 1.<br>Moving-up sessions for Reception pupils in Summer 2.  | Evidence through: <ul style="list-style-type: none"> <li>- Observations in Yr 1 in Autumn term.</li> <li>- Feedback from staff</li> <li>- Feedback from parents</li> </ul>  |                       |                                |

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| <b>5) Leadership &amp; Management</b><br>Article 3: To ensure the best interest of the child is a top priority<br>Article 14: Every child has a right to think and believe what they want as long as they are not stopping other people from enjoying their rights<br>Article 19: Ensure that children are safe and protected from harm<br>Article 29: Education must develop every child’s personality, talents and abilities to the full<br>Article 31: Every child has the right to relax, play and take part in a range of cultural and artistic activities |  | <b>Strategic Lead: Sarah Cooper</b><br><br><b>Support: Leila Kent &amp; Amy Moore</b>  | <b>Link Governor:</b> | <b>Estimated budget costs:</b>   |                   |
| <b>Outcomes:</b> <ul style="list-style-type: none"> <li>To ensure the safety and well-being of pupils at all times.</li> <li>To improve the attitude to learning amongst underachieving groups.</li> </ul>  |  |  |                       |  |                   |
| <b>Targets</b>  |  | <b>Actions</b>   |                       | <b>Monitoring</b>  | <b>Evaluation</b> |
| To continue to work with outside agencies to ensure the health and well-being of all pupils, families and staff as a result of Grenfell Tower.  |  | Art Therapy to continue x3 days a week for vulnerable children and those most affected. Funding to be assessed at the end of the Autumn Term.<br>Counselling to continue using the established child counsellor for those children most affected.<br>Place2Be Counsellor to deliver sessions for staff team starting at the end of Summer 2017<br>Place2Be Counsellor to work with dedicated School Counsellor to support all pupils at risk<br>Support Groups for families started in Summer 2017 and lead by the School’s attached Educational Psychologist, to continue throughout Autumn Term. |                       | Reports and regular feedback from professionals for individuals.<br>Whole school assessment to be conducted in the Autumn Term to assess need.<br>Staff questionnaires to assess overall impact and level of need for future planning.<br>Pupils who exhibit trauma through differing ways to be targeted<br>Parents/Carers to receive a questionnaire so that overall impact can be assessed.<br>Specific families will also be targeted for support. |                   |
| To monitor the implementation and impact of the new whole school behaviour system.  |  | Launch in September 2017<br>Gold Card Club to be established with a designated LSA.  |                       | Regular monitoring through staff feedback and pupil voice (school council).  |                   |

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|  |   | Any necessary adaptations will be made.  |  |
| To increase parental engagement of underachieving pupils.  | Develop programme of parent workshops for all parents but parents of PPG pupils to be specifically invited. Focus to be on the link between the world of work and education. Raising aspirations beyond North Kensington; focusing on changes in the world of work and how this impacts on our overall curriculum.<br>Questionnaire for all families, to investigate their views of their own education and their current employment/ role in adult life. | Evidence through: <ul style="list-style-type: none"> <li>- Increased number of PPG parents attending workshops</li> <li>- Accelerated progress for the children of selected parents</li> <li>- Improved attitude to learning seen from children of selected parents.</li> <li>- Questionnaire response to be collated. Initially one year group targeted so that the proforma being used can be adapted if necessary.</li> </ul> |  |
| To develop metacognition skills across the school to support the attainment of all pupils including the underachieving pupils.   | Staff training at start of Autumn Term, led by educational psychologist, followed by a series of staff meetings and peer observations to share good practice.<br><br>Trial the use of Philosophy for Children (P4C) in Year 4.  | Evidence through: <ul style="list-style-type: none"> <li>- Increased use of meta-cognitive language from pupils and teachers seen in observations, lesson sweeps and monitoring.</li> <li>- Pupil progress data shows difference is diminishing.</li> <li>- Difference in attainment diminishing in Year 4 where P4C being</li> </ul>  |  |
| Primary Futures Initiative<br>Aim: to raise aspirations and help children understand the link between learning in school and the world of work, to motivate them to improve their academic attainment. | To become an established member of this strategy.<br>To develop a programme across the whole school linked to the IPC framework.<br>To attend relevant events and promote the ethos of Primary Futures.<br>To host a Primary Futures Event.   | Pupils involved should have the following monitored: <ul style="list-style-type: none"> <li>- Attendance</li> <li>- Attainment</li> <li>- Attitude to learning</li> <li>- Parent/Carer involvement</li> </ul>  |  |