



Strategic Improvement Plan

Sept 2021 – Dec 2022

PRIORITY AREAS OVERVIEW:

1.

- Develop and empower effective leadership at all levels including governance to drive sustainable improvement.

2.

- Raise standards (attainment & progress) through prioritisation of groups whose progress has been limited by pandemic and ensure that all pupils are ready for the next stage of their education.

3.

- Develop a rich, engaging and broad unbiased curriculum that promotes equity and diversity.

4.

- To build on our trauma informed practice to develop a whole-school approach to mental health and wellbeing.

OVER-ARCHING AIM:

To ensure leadership, teaching and behaviour moves consistently towards 'better than good' in order for all pupils to make better than expected progress and attain at least in line and above nationally expected levels.

TIMELINES FOR IMPROVING PRIORITY AREAS:

PRIORITY 1 - Develop and empower effective leadership at all levels including governance to drive sustainable improvement.

Timeline for improvement:

By December 2021

- ✓ Ensure clarity of leadership roles and responsibilities within school with opportunities for middle leaders to shadow senior leaders
- ✓ Ensure that the governing body is effective in challenging leaders and have a good understanding of work and priorities for the school
- ✓ Ensure effective monitoring processes are taking place every week with rapid feedback

By March 2022

- ✓ Strengthen robust and reliable quality assurance systems – Standards Reviews & external SIP
- ✓ Develop work with other good or better schools eg Thornhill and Ambler

By July 2022

- ✓ Develop a leadership structure which secures good or better outcomes, impacts positively on the quality of teaching and strong outcomes in all areas of the school
- ✓ Strengthen professional development entitlement and staff learning pathways

By December 2022

- ✓ Develop partnerships across Islington and beyond
- ✓ Ensure that succession planning at SLT is fully developed
- ✓ Leaders in all areas are effective and impactful

PRIORITY 2 - Raise standards (attainment & progress) so they compare favourably with national benchmarks, ensuring that pupils are ready for the next stage of their education.

Timeline for improvement:

By December 2021

- ✓ Assessment framework developed and agreed, including all subjects
- ✓ Ambitious end of Year targets for EYFS, Phonics, End of KS1 and End of KS2 are set
- ✓ Strategic parents 'evenings are set up for targeted pupils who are underachieving every half-term
- ✓ Two parents' evenings across the academic year and a comprehensive report for all parents to understand their child's progress and attainment
- ✓ Targets are set for all individual children
- ✓ Teachers know how to produce basic reports on Target Tracker
- ✓ Interventions targeting our cusp children in time limited way (6 weeks)

By March 2022

- ✓ Timely interventions and catch-up tutoring has a measurable impact
- ✓ Progress data from Assessment Point 6 (Summer 2021) to Autumn term is strong
- ✓ In school data is reliable and used diagnostically to ensure pupils making at least good progress across all subjects

By July 2022

- ✓ Performance of all key groups (SEND, Disadvantaged, More Able) matches the performance of all pupils nationally
- ✓ Phonics results by the end of Y2 are at least 95%
- ✓ KS1 and KS2 outcomes are above national at expected and at the higher standard for individual subjects and for combined
- ✓ A higher proportion of children achieving greater depth

By December 2022

- ✓ From their individual starting points, all learners demonstrate excellent progress and outcomes

PRIORITY 3 – Educational Recovery through a broad and balanced curriculum

Timeline for improvement:

By December 2021

- ✓ Education recovery through a broad and balanced curriculum has returned to all children's timetables
- ✓ Leadership and curriculum lead continue to review progression of the foundation curriculum
- ✓ Outside support from LEA and the Zone utilised effectively for CPD
- ✓ Leadership and Future Zone working party continue to raise awareness with staff through ongoing CPD on Diversity, Racism and Bias (Subject Leaders)

By March 2022

- ✓ Depth of knowledge and progression of skills in the foundation curriculum is clear to see in books
- ✓ Pupils can articulate their learning in the foundation subjects because of a systematic approach to retrieval
- ✓ Governors Standards and Curriculum committee/link governor to monitor progress against subject leaders' action plans

By July 2022

- ✓ Final updated curriculum map for 2022-23 in place agreed by staff
- ✓ Educational recovery through the improved curriculum offer is clear to see through improved outcomes
- ✓ Review progress through pupils, staff and parental questionnaires and feedback
- ✓ Maths and literacy skills are embedded across the curriculum
- ✓ Governors Achievement, Behaviour and Curriculum committee continue to monitor progress of the foundation subjects

By December 2022

- ✓ Pupils are able to articulate their knowledge in a specific subject and teaching in planned blocks is embedded
- ✓ Cultural capital is developed through well-planned and relevant trips
- ✓ Retention and retrieval are cornerstones of all foundation stage subjects
- ✓ Teacher's are confident in teaching all subject areas because of their increased subject knowledge

PRIORITY 4 - To build on our trauma informed practice to develop a whole-school approach to mental health and wellbeing.

Timeline for improvement:

By December 2021

- ✓ Ensuring low instances of inappropriate behaviour across the school
- ✓ Revised PHSE action plan. The school' PHSE curriculum to include lessons on mental health and wellbeing
- ✓ Update anti bullying policy.
- ✓ Appoint a Mental Health Lead

By March 2022

- ✓ Involving a significant proportion of children in leadership activities
- ✓
- ✓ Inclusion team to reinstate peer mentors to support pupils in KS1
- ✓ Reintroduce class assemblies across the school
- ✓ Teaching using any reported instance of discriminatory behaviour
- ✓ Inclusion team to identify pupils in need of social skills behaviour therapy
- ✓ Reducing fixed term exclusions
- ✓ Inclusion team to support teachers /parents with behaviour plans
- ✓ Mental health support worker to offer/ advice support sessions to parents
- ✓ Target families of persistent absentees for support through counselling, wellbeing activities.
- ✓ Referrals to outside agencies such as EP, CAMHS, mental health support team

By July 2022

- ✓ Fostering excellent attitudes and behaviour for learning in lessons
- ✓ Promoting school values through assemblies, PHSE sessions, mental health and wellbeing activities
- ✓ Mindfulness sessions used regularly to prepare pupils for a relaxed day.

By December 2022

- ✓ Providing a curriculum offer which supports personal development, health and welfare
- ✓ Positive mental health and wellbeing attitudes embedded
- ✓ Using key dates such as Mental Health Awareness Week and Mental Health Day as opportunities to raise the profile of good mental health
- ✓ To emphasise the benefits of spending times outdoors pupils to engage in regular off-site activities.
- ✓ Promoting raised aspirations through a curriculum offer which exploits London wide opportunities
- ✓ Inclusion team to liaise with Assistant Head for performing arts to ensure that there is an ongoing diet of diverse/cultural enrichment activities on and off site

MONITORING & EVALUATION MECHANISMS

- The following plan will be subject to **termly review** using the intended outcomes and impact, which will incorporate quantifiable data as the basis of review.
- On-going monitoring and evaluation activities that will be used to judge the impact of all targets and actions throughout this plan.
- All judgements will be benchmarked against Ofsted requirements using the Ofsted handbook
- Governors or delegated representative will conduct termly self-evaluation exercise with the SLT
- We will use the Local Authority and external expertise to quality assure judgements.

School leaders:	Governing Body:	External QA
<ul style="list-style-type: none"> • Half termly pupil progress meetings conducted between Headteacher, Deputy Head, Inclusion Manager and class teacher • Half termly lesson observations (to include book look & pupil interviews) as per the monitoring cycle conducted by the SLT • Weekly planning, work scrutiny conducted by the SLT • Scrutiny of pupil achievement data (by SLT) including attainment and progress for whole cohorts and groups (including SEN, Disadvantaged, EAL, Ethnic Groups, More able and gender) on a half termly basis to evaluate progress against targets set. • Half-termly LA progress review meetings conducted between the linked Adviser, the Head Teacher, the Chair of Governors (as appropriate) • Pop In monitoring of Teaching and Learning and behaviour. 	<p>Scrutinise and challenge evaluative reports at every review point. These reports will form the principal agenda item of the half termly achievement committee meetings and termly full governing body meetings. Evidence of this scrutiny will be available in the ABC and FGB minutes.</p> <p>The evaluative reports will include the following:</p> <ul style="list-style-type: none"> • detail on the impact of planned intervention work analysed by subject leaders then reported to SLT and governors. • the outcomes of monitoring activity and professional development how that has led to improvements in practice • how the use of pupil premium funding in particular is resulting in accelerated achievement of disadvantaged children. • Half termly reports on the quality of work in children’s books • Termly data analysis to include attainment and progress by year group and by vulnerable groups (Disadvantaged, SEN, EAL, More able) in comparison with the cohort as a whole and where applicable, national averages • Link visits from governors 	<ul style="list-style-type: none"> • The Adviser or external consultant will be involved in jointly monitoring progress on a termly basis through, for example, data analysis, lesson observations, and work scrutiny. • The Adviser or external consultant will work closely with school leaders to commission any additional support that might be needed to ensure the school improves speedily to meet milestones. • Work with Inspire 10 school to quality assure improvements and support sustainable improvement.

PROJECTED OUTCOMES 2022

School Provisional Projections July 2022

End of Key Stage 2 2022	Standards	Reading	Writing	Maths	SPAG
	At/above expected	73%	89%	79%	84%
	Working at greater depth	27%	25%	27%	36%
Combined reading, writing, maths Expected		65%			N/A
Combined reading, writing, maths Greater Depth		10%			N/A

End of Key Stage 1 2022	Reading	Writing	Maths
At/above expected	84%	79%	87%
Working at greater depth	44%	29%	39%
Combined reading, writing, maths Expected		65%	
Combined reading, writing, maths Greater Depth		10%	

Phonics:

- 2022 Phonics Screening Check – Year 1 – 86%
- 2022 Cumulative Phonics Screening Check – Year 2 – 95%

Good Level of Development (GLD)

- 2022 – At GLD – 77%
- 2022 – Exceeding GLD = 20%