



# School Improvement Plan

This plan is a result of analysis of the strengths, weaknesses and needs of the school. These have been identified by our own monitoring, assessment and evaluation systems and also by results from the last Ofsted inspection in June 2019 and feedback from the LA.

## 2018 - 2019

Written September 16th 2019

## Outcomes for pupils

Objective 1: To develop the humanities curriculum throughout the school.

To ensure the standard of the work within the humanities sessions are equivalent to literacy and other topic areas across the school.

Action	Person responsible	Timescale	Budget	Update
<p>Update the curriculum framework</p> <ul style="list-style-type: none"> <li>• Include all other areas to create more links</li> <li>• Specific skills and Vocabulary onto framework.</li> <li>• Grid sheet to link to literacy, maths, science where appropriate to develop humanities vocab, skills - chn should be able to articulate what they are learning in history and geography.</li> <li>• Staff meeting to discuss where to next?</li> <li>• Create a "Focus" activity to provide an exciting start to the half termly topic.</li> <li>• Staff/chn to dress as characters from the country / era for the topic</li> </ul>	<p>Gary and the leadership team</p> <p>Gary</p>	<p>Start 1<sup>st</sup> half autumn term and to review and add to throughout the year, developing and improving expectations.</p> <p>Autumn term - KS1 Spring term - FS Summer term - review and recap.</p> <p>28<sup>th</sup> October 2019</p>		

<ul style="list-style-type: none"> <li>• Black History month - each class to focus on an influential Black figure.</li> <li>• Brainstorm amongst the staff</li> <li>• Assemblies to discuss topics</li> <li>• Book boxes to support topics</li> </ul> <p>Think about trips/visits to interest the chn relating to topic and spark their interests</p>				
<p>Focus weeks each half term to promote history or geography - involve parents and display children's work. Humanities day?</p>	Gary and the leadership team	Start October 2019 with Black History month.		
<p>Regular work surveys by the humanities coordinator and the leadership team to monitor quality of work - 1 per half term through the ML meetings and Gary's ML time. November Learning Walk with Alison Gawthrope to focus on humanities lessons PM Spring term Peer Review Learning Walk to focus on humanities lessons for the half day.</p>	<p>Gary and the leadership team</p> <p>Alison Gawthrope and SLT</p> <p>Catherine and Peer Review HTs</p>	<p>Start November 2019 - ongoing through year.</p> <p>November 5<sup>th</sup> 2019</p> <p>January 28<sup>th</sup> 2019</p>		
<p>Discuss with other schools their humanities provision - use schools within the peer review list.</p>	Gary			

Use 5 minutes of carpet time daily to discuss 1 news item and link to where it is taking place around the world. Daily CBBC Newsround at the end/beginning of the day. Special stories for EYUs Spin the globe				
Encourage chn to take responsibility for charity fundraising. Chn to choose a charity after seeing various news items.				
Use the back rooms in yr 1 and 2 to create a role play area linking to half termly topic e.g. C Columbus ship, castle etc.				

Objective 2: To develop children's reading comprehension skills. Increase by 3% children working at expected or above in each year group within reading.

Summer 2018: Rec Boys - 64% Girls - 81% 9 children made less than good progress

Year 1 Boys - 83% Girls - 85% 2 children made less than good progress

Year 2 Boys - 70% Girls - 72% 2 children made less than good progress

Summer 2019: Rec Boys - 58% Girls - 81% 10 children made less than good progress 23% Girls higher

Year 1 Boys - 59% Girls - 73% 9 children made less than good progress 14% Girls higher

Year 2 Boys - 81% Girls - 82% 7 children made less than good progress 1% Girls higher

Action	Person responsible	Timescale	Budget	Update
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<p>September Inset day with Nicole Gurvidi - 3.9.19</p> <p>Nicole to undertake 1 staff meeting per half term to focus on reading / writing skills.</p> <p>Nicole to work with years 1 and 2 each half term to support with planning. Look closely at the provision for boys to increase their levels of achievement</p>	Catherine	September 2019 start	SLA	
<p>Ask questions appropriate to the level of reading book - move chn on quicker within the same colour banding as comprehension develops.</p> <p>Use book provision in classrooms so that books will interest the children more and to swap within the year group each term. Classes to ensure they have a daily story session, which includes lots of nursery and action rhymes. This will develop and extend chn's vocabulary. Classes to set up favourite story boxes.</p> <p>Books in different languages could be used.</p>	Sandra and leadership team	September 2019		
<p>More verbal discussion and adult modelling of finding information from the text. More focus on verbal comprehension work and discussions - use drama and role play. Independent</p>	Sandra and the leadership team	September 2019 and each half term through the year		

reading activities - mix ability to engage in comprehension activities/ practise skills/phonic games. Use suggestions from the September Inset day. Word Wizard -vocab extension - displays up in each class. ELS sessions with Laura in reception to boost reading. ELS sessions in year 1 classes with Syeda and Rahela.	Rebecca			
Objective 3: To continue to develop reasoning and problem solving skills in maths across the school. To focus on what Greater Depth learning would look like in practical and outside activities. Increase by 2% to achieve 22 and by 2% to achieve 23 at the end of KS1. Summer 2018 - Year 2 Expected - 70% GD - 30% Summer 2019 - 85% Expected and above GD - 39%				
Action	Person responsible	Timescale	Budget	Update
September Inset day with Carolyn Lindsay - 3.9.19. Focus on outside maths and practical exciting activities to develop the children's reasoning skills.	Catherine / Carolyn	Inset day followed by staff meetings through the year.	SLA -School Improvement	
Staff meetings through the year to focus on Greater Depth learning and problem solving / reasoning <ul style="list-style-type: none"> <li>More practical activities seen within planning</li> </ul>	Catherine / Carolyn	Staff meetings at regular intervals through the year	SLA - School Improvement	

<ul style="list-style-type: none"> <li>• One lesson per week focussing on outside maths (Aut 1 - 1 per week, Autumn 2 - 1 per 2/3 weeks)</li> <li>• Monitor this is happening within all year groups.</li> <li>• Audit outside maths within FS - what needs to be improved?</li> </ul>				
<p>All classes to invite parents into classes to observe mental maths / problem solving activities - ideas to share Indoors and outdoors / outside sessions for parents</p>	<p>Year Group leaders to organise within their year groups</p>	<p>1 session within each term</p>		
<p>Carolyn to support staff with maths planning and work surveys at least once per term. Review planning - White Rose / different schemes Input outside maths activities each week into planning "stand alone" sessions</p> <p>Attend a maths research project with Mike Askew</p>	<p>Catherine, Amina and Carolyn</p> <p>Differentiate planning - Greater Depth learning / problem solving and reasoning skills.</p> <p>Catherine to organise</p>	<p>See Carolyn's booked dates for whole day visits</p> <p>Amina and Nicole to attend</p>	<p>SLA - School Improvement</p> <p>£400 for 6 sessions x 2 staff</p>	

## Quality of Teaching, learning and assessment

Objective 1: Increase the amount of *Good+* / *Good ++* / outstanding teaching within the school to ensure all subjects are taught to the same standards.

End of 2019 - 73% lessons *Good+* or better / 36% *Good++* or better (7% increase)

2 outstanding teachers / 2 *Good++* / 5 *Good+* / 5 *Good* (Move 2 *Good* to *Good+* and 2 *Good +* to *Good ++* and 1 or 2 *Good ++* to outstanding)

Action	Person responsible	Timescale	Budget	Update
Ensure that individual assessment information is used in planning differentiated learning for higher and lower ability children with challenge. "Challenge" planned as part of weekly planning. All children make at least expected progress per term. Focus on children's interests taken from 10 min and snapshot observations.	Leadership team	Each Term	PPA time - £230 per day cover	
Leadership team to give demonstration lessons/team teach to support staff development. At least 3 more teachers to move to <i>Good ++</i> . Expectation of all staff observing at least once per term Peer observations each term.	Leadership team	Each Term		
Boy's achievement - boys are not achieving as high as girls. More mixed ability groups used	Leadership team	Termly within Pupil Progress meetings and Performance Management meetings.		



More open ended problem solving activities to be used.				
Work surveys focussing on quality of work, consistency, progression	Leadership team	Half termly within ML sessions		

Objective 2: Develop staff expertise in teaching humanities to ensure the quality of work is raised.				
Action	Person responsible	Timescale	Budget	Update
Ensure staff are familiar with humanities expectations for the end of each year. Planning ensures that all appropriate skills and knowledge are covered within the topic	Gary and leadership team	Autumn term onwards		
Develop a bank of creative activities / resources to use as a "hook" for each half termly topic to ensure the expectations are taught within the skills and knowledge. Staff meeting to discuss activities and ideas to "hook" the chn.	Gary and leadership team	Autumn term onwards		
Regular work surveys show that the quality of work is slowly improving and the expectations are similar to other foundation subjects / literacy.	Gary and leadership team	Autumn term onwards		
Model lessons / work alongside less experienced staff members Display children's work to promote humanities through the school.	Leadership team	Autumn 2 term onwards		

EYFS - family history and comparisons. Old and new objects, movies, fashion				
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Objective 3: Develop Art skills within the curriculum, gaining the Artsmark Award				
Action	Person responsible	Timescale	Budget	Update
Complete the Artsmark statement of commitment and ensure it is signed by the Chair of Governors	Nicole	Autumn term	N/A	
Present year group Art exhibitions for the parents to view children's work	Nicole and class teachers	Every half term		
Collect evidence of art activities ongoing within the curriculum. Share ideas across the school and encourage children making more of their own choices.	Nicole and class teachers	Ongoing through year. Collect evidence / take photos at the end of each half term	N/A	
Gain Artsmark award by December 2019.	Nicole	End of autumn term 2019	N/A	

## Personal development, behaviour and welfare

Objective 1: Increase children's attendance by at least 1%. Continue to ensure that all children are punctual in arriving at school. (Last year 0.4% increase in attendance across the school)				
2016 - 2017 92.9% whole school (EYFS 90.8% / KS1 95%)				
2017 - 2018 93.3% whole school (EYFS 91.3% / KS1 94.6%)				
2018 - 2019 93.7% whole school (EYFS 91.9% / KS1 95.3%) 0.4% increase again this year.				
Action	Person responsible	Timescale	Budget	Update

<p>Adults continue to monitor children arriving late with lateness letters sent out. Both gates locked at 9am. TA's in foyer to buzz parents in</p>	<p>Catherine, KS1 TA's and office staff.</p>	<p>Daily</p>	<p>No additional budget needed.</p>	
<p>Promote good attendance within assemblies. Weekly certificates for each class. Termly 100% prizes / whole year 100% prizes. Promote with children. Attendance display visible to parents. Prizes for parents / family? Film voucher / flowers? The parents bring the younger chn to school Regular attendance newsletter each term. Which class has the best attendance for the week? (newsletter) Classes - keep promoting a love of learning and not wanting to miss out on what is going on within class - talk about what we are doing tomorrow....</p>	<p>Catherine  Most improved person for attendance per term - certificate</p>	<p>Weekly assemblies Celebrating at the end of each half and full term Attendance boards updated weekly</p>	<p>HT budget <u>Autumn 2018</u> 73 children - 100% <u>Spring 2019</u> 68 children - 100% <u>Summer 2019</u> 131 children - 100% 51 children 100% whole year</p>	
<p>Start the Traffic Light system so more visual for parents to see. Beginning of autumn term - send out information to the parents. End autumn term each child to receive a red/yellow/green letter to show their attendance % for the term. Attendance</p>	<p>Catherine Patricia</p>	<p>Once per term</p>		

displays up and around the school to remind parents of the expectations.				
1-1 meetings with the parents whose chn's attendance falls into the red.	Catherine Patricia	As needed		

Objective 2: Children to take on more responsibility within the school through monitor roles.

Action	Person responsible	Timescale	Budget	Update
<p><b>Monitors</b></p> <p><b>Breakfast Club monitors</b> to help with setting up / tidying away / buttering bagels</p> <p><b>Playground monitors</b> for tidying up and supporting children to find friends</p> <p><b>Year 2 monitors</b> to support keeping resources tidy in the playground</p> <p><b>Maths monitors</b> to help with collecting money for charities</p> <p><b>School Councillors</b> to report back to their classes from meetings. To prepare a school assembly for anti-bully week</p> <p><b>Class monitors</b> - pencils, set areas to tidy etc</p>	<p>Pauline to organise breakfast club</p> <p>Year 1 team</p> <p>Year 2 team</p> <p>Amina</p> <p>Gosia</p>	<p>Autumn 1 discussions</p> <p>Autumn 2 - roles in place and to be developed through the year.</p>	<p>Money for monitor badges</p>	

## Effectiveness of leadership and management

Objective 1: Ensure that the Leadership team improve the quality of teaching and learning. Good ++ and Good + teaching increases.  
 End of 2019 - 73% lessons Good+ or better / 36% Good++ or better (7% increase)  
 2 outstanding teachers / 2 Good++ / 5 Good+ / 5 Good (Move 2 Good to Good+ and 2 Good + to Good ++ and 1 or 2 Good ++ to outstanding)

Model and share the expectations of outstanding teaching with colleagues. What other strategies could you use?	Leadership Team	Staff to observe at least 1 session per term		
Scale 5 TA's - lead and run intervention programmes within KS1. Liaise with INCO re: progress - see data Support staff with other interventions as needed.	Sabia and Syeda and Rebecca	Fortnightly meetings		
ML's / teachers to visit other schools to observe outstanding teaching - use PPA or leadership time. Use schools within the M3 partnership / peer review schools Gosia to visit Mayflower MLs to model sessions for colleagues	Catherine to keep a record of visits made.	Once during the year	Leadership time for visit £230 per day x 4 MLs.	
Regular work surveys undertaken in MLT meetings. Feedback given on how to improve	Leadership Teams	At least 2 per term	Leadership meeting time	
ML's review medium term planning and offer support to colleagues	Leadership Teams	Each Term	Leadership time - 1 day per half term (£230 x 4 MLs = £920)	

			for 3 terms £5,520	
Data summaries to be completed after each term's assessments by SLT. Share with all staff to know strengths and weaknesses across school. Focus on the children who made less than good progress Regular fortnightly focussed walk through of classrooms by SLT. Focus to be shared within briefing meetings.	Catherine  Catherine and Rebecca	End of each Term  September 2019 - walk through to focus on a particular aspect		

Objective 2: To develop working relationships with other schools to become a more outward facing school.				
To join the Peer review programme within Tower Hamlets To share expertise within the group and develop our own practise.	Catherine	Dates set for Learning reviews within each school to observe and give feedback.		
To join the M3 Partnership of schools to share good practise and agree shared focus for work. Visit other schools to focus on their humanities provision.	Catherine			