



School Improvement Plan 2019/20

The aim of this action plan is to address the targets for improvement identified from the Academy's Fortnightly Focus monitoring programme, professional development records, learning walks, curriculum team observations and year group / whole school data. The targets below will form the school improvement plan for the 2019 – 2020 academic year.

The areas identified by the school for improvement / development are:

1. Ensure opportunity for children to progress to their full potential in reading and writing in EYFS (Evidence from EYFS data for 2019/20 show no child exceeded in these areas).
2. Improve children's use of spelling strategies across the curriculum (evidence from book looks).
3. Inconsistencies in pupils' speaking and listening skills (oracy) across the school and the way these skills are developed by teaching staff (evidence from fortnightly focus, general observations and toolbox assessment)
4. Pupils' fluency and speed in number facts recall and mental maths requires improvement across the school (Monitoring by the thinking team, including Year 2 SAT performance, has identified this)
5. Reduction in the use of the learning platform (KCA Hub) by both pupils and parents. Feedback identifies difficulty in the navigation and use of the current platform.
6. PSHE and SRE curriculum requires review in light of new guidelines introduced by DFE.
7. No coherent physical activity policy in place that includes all aspects of pupils' physical development at the Academy.
8. Attendance in 2018/19 was below the 95% government base line at 94.6%.
9. The Academy's first year 5 classes are opening in September 2020.

Key targets that the Academy will be working on this school year in order to secure improvements:

- Provide wider writing opportunities throughout the year in EYFS in order to facilitate writing for a purpose and pleasure, with the aim of pupils making greater progress in their writing skills.

- Provide wider reading opportunities throughout the year in EYFS with the aim of pupils making greater progress in their reading skills with the aim of pupils making greater progress in their reading.
- Review the Academy's strategy for the teaching of spelling with the aim of increasing pupils' spelling accuracy across the curriculum.
- Ensure consistency in the development of pupils' oracy and the teaching methods and strategies used to develop this across the school.
- Increase pupils' mental maths capacity, speed and fluency across the school.
- Develop children's digital literacy and parent participation through the use of a new user friendly learning platform.
- Develop and introduce a new PSHE and RSE policy through consultation with the parent body and guidance from the DFE and Camden.
- Develop and implement physical education vision statement and policy to ensure consistency in opportunities, including cross school/borough competitions, and approaches used to develop pupils' physical skills.
- Improve attendance to be in-line or above the national average of 95%.
- Develop the year 5 curriculum and classes in readiness for September 2020 opening.

Evaluation against the actions in this plan will be reported to governors on a half-termly basis. A summary of progress will be communicated to parents through the termly letter from the Chair of Governors.

Priority Target	Actions	Success Criteria and Time Frame	Resources and Staffing
Communication			
Increase the opportunities for children to progress to their full potential in reading and writing in EYFS	<ul style="list-style-type: none"> • GS to attend CLPE improving writing in EYFS course (30/10/19) • GS attend EYFS Seminar - Reach for the Sky! Inspiring Young Writers in the EYFS. • Reading buddies focus supporting EYFS pupils who do not have opportunity to read for enjoyment at home • Clarify expectations for EYFS through collaborating with Year 1 and discussing what expectations at the start of year 1 • Research the use of technology to support writers in the early years 	SC: Data tracking at the end of every term shows all pupils making at least good progress from their baseline in reading and writing in the EYFS with more skilled at the end of EYFS for the writing challenges in year 1.	<p>Seek support through RW and KB</p> <p>EYFS and Year 3 Staff</p> <p>RW and EYFS Staff to meet and discuss end point and how to attain in EYFS + Year 1 teachers</p> <p>LGFL Resources staff meeting – October 14th for all Staff</p>
<p>Improve children’s use of spelling strategies across the curriculum</p> <p>Continued monitoring of handwriting</p>	-PB to attend Moderation Training November and discuss/review other schools Spelling approaches (November 2019)	SC: Evidence in books show Children internalize the spelling strategies taught, have a good grasp of spelling key words for their year group and are able to use these in their writing across the curriculum	<p>Support in Class</p> <p>Review of spelling approaches with SLT and PB</p>

	<p>-Review spelling/handwriting policy and strategies(including suggested time per week spent on spelling/handwriting)</p> <p>-Research 'No Nonsense' Spelling learning programme as a security net, providing rigour to support the Academy's approach to the teaching of spelling</p> <p>-Audit Spelling (Sample from Reception – KS2)</p> <p>-Look at CLPE Spelling Training CPD/PDM opportunities</p> <p>-Introduce key stage generalised word banks for KCA</p> <p>-Look at phonics chart/spelling displays throughout school and display in every classroom</p>	<ul style="list-style-type: none"> • Decision made to KCA approach to spelling and handwriting (decision made after audit) – Autumn 2 • Currently researching spelling approaches to be presented to SLT • 6 children per class, non-invasive spelling audit to start in Autumn 1 • Look at dates available for PDM to review current provision and consult on future provision • Spelling displays in every classroom, teachers confident to support spelling. All staff confident with spelling framework in respective years 	<p>Support staff throughout year groups (Based on spelling framework)</p> <p>https://tinyurl.com/y6hh9md5</p> <p>EF to research alternative graphemes display for KS1/2 (THRASS?)</p> <p>Letters & Sounds phonics audit in EYFS</p> <p>Word banks created for EYFS/KS1/KS2 RW – EYFS SP – KS1 PB – KS2</p>
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	<p>Consistent marking policy throughout school?</p> <p>Handwriting Training</p>	<p>PDM on handwriting (Share handwriting posters and log ins) -Rough books for spellings? Training on spelling through CLPE Timetabled expectations Spelling be?</p>	
<p>Inconsistencies in pupils' speaking and listening (oracy) across the school and the way these skills are developed by teaching staff</p>	<p>Complete Voice21 Oracy Audit and use findings to direct improvements</p> <p>PB and EH to attend Voice 21 Oracy Pioneers training</p> <p>Research Accountable Talk further, roll out in assembly and be consistent throughout KS2.</p> <p>Introduce accountable talk to Year 2 in Summer</p> <p>Introduce KS2 debating competition in Summer term</p> <p>Young Speaker Challenge</p> <p>Poetry Performances</p>	<p>SC: Children are confident speakers and have strategies to use during discussion/debate. Strategies adopted, as part of Voice21 support, are used consistently across the school to develop and support this.</p> <p>Voice 21 to complete oracy audit of KCA by the end of the autumn term</p> <p>Newly trained Oracy pioneers introduce consistent oracy strategies for use across the school in the Spring term (after the audit and initial training)</p> <p>KS2 to use Accountable Talk to improve discussion and debate - PB and EH to launch accountable talk across phase before Autumn 2.)</p>	<p>Accountable Talk displays in every KS classroom</p> <p>Seesaw training</p> <p>Reflection boxes</p> <p>iPads</p>

Thinking			
Increase maths fluency and accuracy across the school.	<p>Peer review in the autumn term (involving 5 other schools) will focus on reviewing maths fluency across the Academy to see what we're doing well and where we need to improve, this will then form the plan for the year in this area.</p> <p>Prepare Year 4 pupils for the time table test.</p> <p>Year 4 staff to join the Maths Hub. This year's JPD group is focusing on Year 4.</p> <p>SW to monitor that all classes are teaching age appropriate fluency facts regularly with weekly opportunities to be quizzed on these facts.</p> <p>All KS1 and KS2 children to have access to Doodle Maths and Doodle Tables online</p>	<p>SC: Children are fluent and accurate in age appropriate number facts across the school. They are confident in their use of mental maths strategies to support all maths activities.</p> <p>Peer review focus in Autumn 2019</p> <p>Prepare year for the June 2020 times table test through increased regular opportunities for practice throughout the year using a variety of methods and media.</p> <p>Fluency facts will be taught consistently across the school. Half termly checks during Fortnightly focus and curriculum time to monitor.</p> <p>All children will be regularly using Doodle Maths in class and at home. Autumn term 2</p>	<p>-Staff inset day- on fluency led by SW.</p> <p>Team Leader release for peer review</p> <p>Maths frame-Time table test programme</p> <p>Year 4 Staff to attend twilight sessions throughout the year.</p> <p>Fluency resources to be ordered e.g. counting sticks, flick flacks...</p> <p>Doodle Maths and Doodle tables (6-month trial)</p>
Ensure the school's	-SW to monitor use of mastery during Fortnightly focusses.	SC: All year groups following the mastery approach and is evident in all maths sessions.	<p>Send New staff on NCTEM training.</p> <p>.</p> <p>Team Leader time to plan for CPD</p>

<p>Mastery approach is embedded across the school and modelled for new staff.</p>	<p>-In house moderation to share example of mastery and share ideas.</p> <p>-SW to lead CPD session to recap mastery approach.</p>	<p>Autumn INSET time to be used for CPD</p> <p>To be monitored throughout the year as part of the Fortnightly Focus cycle.</p>	<p>Team Leader to monitor planning and books to ensure mastery approach is being embedded in class.</p>
<p>Creative</p>			
<p>Develop children’s digital literacy and parent participation through the use of a new user friendly learning platform</p>	<p>Consult staff about the current KCA Hub to identify the purpose of having a platform and what we need in a new platform that wasn’t possible with the existing Hub.</p> <p>Research learning platforms available to schools and consult with staff.</p> <p>Introduce new platform internally in Autumn term for trial period.</p> <p>If trial successful, open platform to home access and develop expectations plan with creative team. If trial is unsuccessful look at using alternative platforms.</p>	<p>SC: By the end of the Academic year there will be a new user-friendly learning platform in place, which is consistently used by all staff and pupils across the school to support learning.</p> <p>Trial period up to the end of autumn 2019</p> <p>Introduced to whole school community January 2020</p> <p>Reviewed end of Spring term 2020</p> <p>Full user plan in place for the start of summer term.</p> <p>Parent feedback sought from parent forum at the end of summer 2020</p>	<p>Creative team release time</p> <p>New Learning Platform contract</p> <p>INSET time for training</p> <p>Ongoing PDMs for training and support</p>

	<p>Develop Learning Platform ambassadors to support staff in the use of the new platform.</p> <p>Review use at the end of spring term and provide further training if required.</p> <p>Integrate the use of the platform as a learning tool in every lesson in kS2 from the summer term.</p> <p>Integrate the use of the platform into the e-safety learning taught through the PSHE curriculum.</p> <p>Discuss new platform with the parent forum and use feedback to inform future use / development.</p>		
Physical			
<p>Develop and implement physical education vision statement and policy to ensure consistency in opportunities, including cross school/borough competitions, and approaches used to develop pupil's physical skills.</p>	<p>Appoint a Physical Education Curriculum Team Leader</p> <p>Write a physical vision statement and policy through consultation with staff and governor with PE interest.</p> <p>Include core provision in policy as well as incidental physical activities,</p>	<p>SC: By the end of the Academic year the PE vision statement and policy will include the Academy's expectations around physical development across the school. There will be a larger number of sports teams at the Academy that will have increasing opportunities to participate in borough wide</p>	<p>Physical team release time to work on vision statement and policy.</p>

	<p>including those that take place during break and lunchtimes.</p> <p>Re-negotiate reduced rate to join Camden sporting partnerships and plan out which competitions will compete in.</p> <p>Invite volunteers from the parents' community to set up / support sporting teams at the Academy.</p> <p>Plan for future sporting participation, both within borough and out of borough.</p>	<p>sporting events on a friendly and competitive level. There will be a new physical team leader in place who will be able to steer the improvements.</p> <p>Complete vision statement and policy by the end of Autumn term.</p> <p>Appoint a new physical curriculum team leader by the end of the Autumn term.</p> <p>Join the Camden sport partnership by the end of Autumn term</p> <p>Participate in at least one borough wide KS 2 competition in the Spring and Summer term with a plan in place for growing participation in the following year.</p> <p>Increase the availability of sport teams through the use of parent volunteers and volunteers from the wider community.</p>	
<p>Social and Emotional</p>			

<p>Develop and introduce a new PSHE and RSE policy through consultation with the parent body and guidance from the DFE and Camden</p>	<p>Social and Emotional Curriculum team leader to consult Camden PSHE team on new RSE government expectations and Camden's approach to implementing.</p> <p>SLT to hold parent information session on the new DFE guidelines and to set out plan for developing the policy.</p> <p>New policy to be written and presented to the community for consultation in the Spring 2020 term.</p> <p>New policy implemented in summer 2020.</p>	<p>SC: A new RSE policy will be in place by Summer 2020 that includes expectations from the DFE and is in-line with Camden schools. The policy will take into consideration the views of the wider community and parents will be well informed on what it means with regard to their children.</p> <p>Parent information session held in the second half of the autumn term</p> <p>Policy written and ready for consultation in Spring 2020</p> <p>Policy implemented in Summer 2020 across the school</p>	<p>Social and Emotional curriculum team leader and SLT time to plan for and hold information session.</p> <p>Release time to consult with Camden, write policy and plan consultation with wider community.</p>
<p>Attendance</p>			
<p>Improve Attendance to be in-line or above the national average of 95%</p>	<p>Review current attendance policy and strategies used and assess impact.</p> <p>Research attendance strategies used in other schools / countries, implement new strategies, and assess immediate impact if any.</p> <p>Consider the employment of a pastoral care assistant to join the</p>	<p>SC: attendance is in-line or above the national average of 95% by the end of the academic year.</p> <p>Attendance team to review current strategies and carry our research in Autumn 1. If required, new strategies to be implemented immediately.</p>	<p>Attendance team weekly meetings.</p>

	attendance team and support pupil attendance / punctuality (Camden education welfare service is being considerably reduced at the end of this academic year). Target the families of those pupils in school who are consistently late.	Consult with finance governors on the possible use of surplus funds to employ pastoral care assistant on a fixed term contract. Invite families of consistently late pupils to a formal meeting at school in the autumn term.	
Future Planning			
Develop the year 5 curriculum and classes in readiness for September 2020 opening.	Assess year 4 curriculum on an ongoing basis throughout academic year on impact, ambition and outcomes. Adjust curricula if required. Consult curriculum team leaders on curriculum overview to date and plans for year 5 curriculum. Present draft curriculum to SLT and phase teams in Spring 2020 for consultation. Present Year 5 curriculum to governors' curriculum sub-committee in summer 2020 for consultation	SC: The curriculum overview and curriculum maps have been collaboratively written using the expertise available within the staff team and are ready for September 2020. The plans are ambitious, exciting and in line with the academy's learning philosophy. Draft plans written by the end of the summer term by SLT and phase leaders. Visits to partner schools (Surrey Square and School21) to compare curriculums.	SLT and phase leader time External consultant and school improvement officer (Marion Hunter) consultations. Visits to partner schools (Surrey Square and School21).

		<p>Draft plans presented to the rest of the teaching and support team at the start of the summer term for consultation.</p> <p>Draft plans presented to governor sub-committee before going to the Teaching and Learning Committee in summer 2020.</p>	
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GLOSSARY	
Co-Curriculum	The co-curriculum , also known as the 'extended school' is a programme of clubs and activities that take place at the Academy which are above and beyond the usual curriculum.
In-service training	An in-service training programme is professional training where professionals are trained and discuss their work with others in their peer group. It is a key component of developing staff at the Academy and takes the form of evening training sessions as well as 'INSET' days
Maths Mastery	<p>Maths Mastery is a strategy for teaching maths that involves acquiring a deep, long-term, secure and adaptable understanding of the subject.</p> <p>Achieving mastery is about acquiring a solid enough understanding of the maths that's been taught to enable a pupil to move on to more advanced material as they get older</p> <p>Features of Maths Mastery:</p> <ul style="list-style-type: none"> ● Evidence-based approach to teaching maths. ● Helps pupils develop a deep, long-term and adaptable understanding of maths. ● Inclusive approach where all children achieve. ● Slower pace which results in greater progress. ● Reflected in the 2014 English national curriculum for mathematics. ● Endorsed by the Department for Education, the National Centre for the teaching of Mathematics and OFSTED.

Monitoring	Monitoring is a crucial part of school self-evaluation. It is an important way of maintaining standards and in achieving development and improvements at the Academy. Monitoring activities at the Academy include lesson observations, looking at pupil books, pupil interviews, learning walks.
Nelson Handwriting	Nelson Handwriting is a whole-school programme designed to help all children develop a confident, legible and personal handwriting style.
Ofsted	Ofsted is the Office for Standards in Education, Children's Services and Skills. They inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages.
PDMs	Professional Development Meetings are regular meetings held weekly at the Academy which focus on a particular aspect of teaching and learning.
Peer Review	Peer Review is the evaluation of practice within a school by other school professionals with the aim of supporting school improvement.
RSE	Relationship and Sex Education is part of the PSHE curriculum, new guidelines published this term have to been in place by September 2020.
SLT	The Senior Leadership Team (SLT) is currently comprised of the Headteacher, Assistant Headteacher and Business Manager at the Academy.
Social and Emotional Curriculum Team Leader	The social and emotional team leader is a teacher within the Academy who has responsibility to lead a team for the monitoring and development of the social and emotional curriculum - this includes the teaching of PSHE (personal, social and health education), RE (religious education), maintaining and developing partnerships with outside agencies as well as pupil and staff wellbeing.
Team Teaching	Team Teaching is an approach where a more experienced teacher supports another teacher through teaching a class together in order to develop skills and improve practice.
Thinking Curriculum Team Leader	The thinking team leader is a teacher within the Academy who has the responsibility to lead a team for the monitoring and development of thinking skills within the Academy. This includes the monitoring and development of the core subjects of Maths and Science.