

King's Cross Academy School Improvement Plan 2021 – 2024



Reset, Recover and Rebuild...

The School Improvement Plan 2021 - 2024

The plan is an important tool that helps the Academy focus its efforts on how to develop the school. It outlines our priorities over the next three years to ensure high standards of learning and to develop all children's talents.

Together with the priorities summarised for the next three years (2021-24) there is included in this document the first year's actions written in detail (2021/22) which will be reviewed and updated each new academic year. This structure allows for flexibility in the light of experience or changing circumstances.

In drawing up the plan, we consulted parents, children, governors and staff as well as learning from good practice in other schools in Camden and the wider community and from other professionals.

We want to encourage everyone connected to King's Cross Academy to feel able to make suggestions as to how we can improve the school in order to maximise the learning opportunities for all our pupils.

Emyr Fairburn
Headteacher

Kay Baxter
Deputy Headteacher

Sarah Plumb
Assistant Headteacher

Angela Scheffer
Business Manager

The Senior Leadership Team

Visualisation – The Academy in 2024

As you enter the King's Cross estate you will see children walking **proudly** in their red Academy uniforms and **effectively** using the resources provided by the environment around them.

You notice year 2 children in the skip garden focussed on sketching, filming and measuring plants as part of a learning project. They are working with **parent volunteers** and also some older pupils' from local secondary schools who not only encourage them but **challenge** them too. They report their findings to the Academy chef who is eager to find out the progress of growth in order to plan for future menus.

You spot a group of Nursery children on their way to Waitrose supermarket to see whether the fruits from the story of the Hungry Caterpillar are available and to **investigate** what other fruits on offer the caterpillar might eat.

As you arrive at the Academy you receive a welcome letter from the school council asking you to **feedback** your views after the visit to help with the school councils' **self-evaluation**. Around the school you are struck by the displays of children's learning across the Academy learning toolbox, including **outstanding** pieces of **creative** public art that have been **co-created** with student ambassadors from Central Saint Martins and living artists that the classes have been named after.

A 'Thinking' display shows some **complex** mathematical **investigations** by year 3 **exploring** number patterns in the built environment and using the gasholder structure as a stimulus.

You meet a year 1 Class about to leave for Camley Street Nature Reserve to collect materials from nature to **investigate** the location of one of the characters from 'Beegu', one of the **quality** texts they are studying as part of the '**Reading Power**' **strategy** the school uses to develop writing. Learning which has seen the Academy receive **associate school status** from the highly acclaimed **Centre for Literacy in Primary Education**.

In every class you enter there is a sense of **real purpose** with all the children **highly engaged** in different types of learning. The classrooms are like **workshops** with evidence of learning in progress everywhere. Every child has some writing displayed

somewhere in each classroom and is proud to show you. The quality of **discussion and oracy** is very high and children's books show very **thoughtful writing** and plenty of dialogue between the pupil and teacher and quality **self and peer assessment**.

You see children **successfully collaborating** with others from their own class, across phases, from Frank Barnes School for Deaf Children (including the use of sign language) and the wider community. Every child you talk to is **confident** and excited to tell you about their learning, their next steps and how they use remote learning to help them learn beyond the confines of the school walls.

They clearly take a key role in **planning their learning projects** and understand how the **Academy Learning Toolbox** helps them **think, assess and plan** their own learning.

Children **explain** to you that the Learning Toolbox is a way of **thinking** about the different approaches to learning: **communication, thinking, creative, physical, social and emotional and learning about learning**. You notice how adults **support** learning by always **challenging** children to go **further** and **deeper**. Children seem **confident in questioning** the teacher or openly share when they are puzzled and need help. Children are not satisfied unless they **understand fully** what they are learning and help each other to **achieve** this without dominating.

Year 5 and 6 children collaborate in a break out area, watching a live lesson and using Seesaw to **record their notes**. These notes they will **access after school** in order to support further research into a topic they are studying and allow learning to continue **beyond the classroom**.

All the children you see are **highly successful learners: confident communicators, thoughtful, creative, active and reflective**. All adults are completely **focused** on **enabling and extending the learning**. King's Cross Academy, you reflect as you leave, is a school that is a **true learning community**, with **happy, contented children**.

Academy Aims

‘We aim to prepare children for the modern world by making them highly successful life-long learners’

Teaching pupils how to learn – encouraging qualities such as persistence, resilience, resourcefulness and flexibility – so that they develop a lifetime love of learning. We will help children learn how to question, think creatively and become actively learners and confident communicators.

A broad and balanced creative curriculum – The Academy will provide children with a complete education. We will take a rigorous approach to the teaching of key skills in Mathematics and English, as part of a broad and balanced, project based curriculum. We will promote children’s skills in listening, speaking, thinking and questioning and develop their social and emotional skills.

Creating an environment that promotes learning – It matters where and how education takes place. We will draw upon the exceptional environment within and around the school to provide activities and opportunities that inspire, excite and transform the learning of our children, their parents and other adults in the community.

Developing children to be leaders – King’s Cross Academy will develop children’s leadership by building their capacity to make reasoned decisions and choices. Our pupils will be encouraged to use their initiative, whilst learning in productive partnership with others. We want children to gain confidence in their own ability and their ability to learn and improve; and be emotionally engaged in their learning. We want our school be a catalyst for positive change for all in the King’s Cross community

The Academy’s motto is **‘Love Learning Together’**. This reflects our commitment to shared learning at all levels.

School Context

Pupils on role	372	Pupils eligible for pupil premium	74	FSM pupils	127
Number of pupils with statement of special educational needs (SEN)	90	Number of pupils with education, health and care (EHC) plans	10	Percentage of pupils with English as an additional language (EAL)	35%

Percentage of pupils on track to meet / exceed age related expectations (to be completed when children return in summer 2021)

Nursery		Reception		Year 1		Year 2		Year 3		Year 4		Year 5	
Meet	Exceed	Meet	Exceed	Meet	Exceed	Meet	Exceed	Meet	Exceed	Meet	Exceed	Meet	Exceed
TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC

Top 5 Risks as identified in the Academy risk assessment

Current risks – spring 2021

Children unlikely to meet age related expectations at the end of the current academic year because of the pandemic
 Challenges in ascertaining pupils' current attainment
 Children's mental health
 Staff exhaustion, illness and well being

Longer term

Unknown loss of education for current pupils
 Damage to mental health for staff and pupils
 Employers' Pension Contributions
 Government encouragement to join a Multi Academy Trust
 Potential of pattern of mobility of families out of London resulting in a falling roll

Priorities 2021 – 2024

Top Line Objectives	Key Success Indicators
<p>Objective 1 Reset, Recover and Rebuild... Support the children in their successful return to school post pandemic both educationally and emotionally and address achievement gaps that have arisen</p>	<ul style="list-style-type: none"> • Reset for safety – routines and structures are in place to keep children and staff safe and support normal school behaviour as far as possible • Recovery for wellbeing - children successfully reconnect socially with their peers and Academy staff. Children feel happy and safe at school • Rebuild for learning – The Academy celebrates the learning that has taken place over the last year (whether in lockdown or in school). The curriculum values all their achievements and gives children a voice in making decisions over their own learning. All staff are positive and utilise the children’s resilience and perseverance to ensure every child makes progress from their baseline
<p>Objective 2 Ensure the ethos, curriculum and philosophy of the school reflects our diverse community and provides opportunity for all</p>	<ul style="list-style-type: none"> • Staff’s unconscious bias is debated and challenged giving rise to a clearer understanding of the prejudices that exist within society and how these can effect individual’s success in school and later life • Staff practice is changed to ensure true equality for all • The Academy reviews its curriculum and resources to ensure it reflects the diverse community that exists within then school. This includes the subject progress charts for the foundation subjects that were being written pre-pandemic
<p>Objective 3 Develop the digital environment to further support learning and working at the Academy</p>	<ul style="list-style-type: none"> • New freedoms that have been learned through remote learning are utilised in daily practise at the Academy to ensure all children have flexibility in accessing their learning wherever they are • Children are able to access recorded and live sessions and their work seamlessly through the post pandemic remote learning strategy at the Academy

	<ul style="list-style-type: none"> • Technology allows barriers to learning between home and school to be greatly reduced resulting in parents gaining a greater understanding of what and how their children are learning. This results in increased engagement from parents who are able to better support their children’s learning • The Academy works from a cloud, increasing efficiency in work flow across the school
<p>Objective 4 Review the SEND provision to celebrate success and develop a strategy for the future</p>	<ul style="list-style-type: none"> • A complete of review of the SEND practice at the Academy is carried out that highlights the successes and areas that require further development • A clear strategy for SEND provision is developed from the review that will support the continued success of SEND provision at the Academy • SEND practise at the Academy is highly specialised with teams of expertise supporting children make progress across the school • Support for parents of SEND children is further developed through links with external organisations and in house provision
<p>Objective 5 Review pupil’s personal development and behaviour at the Academy</p>	<ul style="list-style-type: none"> • The behaviour policy is reviewed and adapted to support the current school cohort and in light of the effects of the pandemic • Behaviour is outstanding throughout the school with children having an understanding of the consequences of their actions, both positive and negative and taking increasing responsibility for their actions • Leadership is central to the behaviour policy at every level with a particular focus on upper KS2 • The school values are promoted across the school and give children the foundations for future success

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