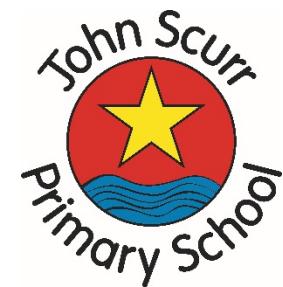


2022/2023

School Improvement Plan



Maria Lewington

2022/2023

CONTEXT – (FFT/Internal School 2021/2 data)

Status																		
Roll																		
		Nursery	Reception		Y1		Y2		Y3		Y4		Y5		Y6			
	current	17 (2YO)	45	28	27	28	27	28	27	28	29	30	29	29	30	28	28	
Entry attainment to Nursery																		
		Nursery	Reception		Y1		Y2		Y3		Y4		Y5		Y6			
	HAPS	0%	0%		0%		0%		0%		0%		0%		0%			
	MAPS	0%	0%		0%		0%		4%		4%		4%		4%			
	LAPS	100%	100%		100%		100%		96%		96%		96%		96%			
	Stability		69%		87%		82%		77%		73%		66%		59%			
Gender Breakdown																		
	Gender	Nursery		Reception		Y1		Y2		Y3		Y4		Y5		Y6		
	Boys	10	26	14	14	17	18	12	16	15	16	14	15	12	19	16	13	
	Girls	7	19	13	14	11	9	14	12	13	13	16	14	17	11	12	15	
EAL and Ethnicity																		
	Ethnicity %	Nursery		Reception		Y1		Y2		Y3		Y4		Y5		Y6		
	Bangladeshi	59%	87%	89%	78%	68	81	100	85	79	90	90	86	80	77	100	79	
	White British	0%	0%	0	0	8	0	0	8	0	0	0	0	0	3	0	4	
	Black African	0%	0%	4%	0	19	4	0	4	4	4	0	7	0	3	0	0	
	All other	41%	13%	7%	22%	5	15	0	3	17	6	10	7	20	17	0	17	

- School to adopt 'Sounds Write' accredited phonics approach and results in Y1 are now at National Average.

Our data tells us

Nursery pupils arrive significantly below age related expectations but leave us at or above national expectations by Y6- those that do not achieve this are given targeted support to ensure progress is evident and they are ready for the next stage in their schooling

The school has addressed falling roll but now has an increase in pupils who are new to English and/or COOS- these pupils move swiftly through intervention to access the learning.

We achieve at national levels or above for all screening points – other than end of Foundation stage GLD.

Readiness tuition across the school is helping to address learning gaps and improve Wave 1 teaching

The school has been swift to address the phonics and early reading deficit through the introduction of an accredited scheme.

'Some of the younger children were still segmenting and blending some of the words but they were still probably at least within the 95%-97% accuracy band. Children were taking home books at the appropriate level' Mary Jones

Based on 21/22 feedback

'The development of the specialist provision and how this translates into effective inclusive support for pupils with SEND across the school is a strength of the school 'Sue Blows Leadership Consultant

Our partners tell us

Our presence at local and national enrichment competitions and events consistently impresses our business partners. (Deloittes, 2022)

We are awaiting newly acquired accreditation from Healthy Schools and IQM (July 2022)

Parents are happy with the school. We deal with concerns and complaints swiftly and there is a desire for partnership at all levels (Questionnaire). Parents of our new 2 YO provision are extremely satisfied and we are oversubscribed.

Our peer review told us 'Teachers pushed for deeper responses when responses needed developing' 'Children's explanations were strong, Oracy was strong' 'Children radiated a sense of pride in their learning'

Our monitoring tells us

Teaching is securely good and our revised curriculum ensures that pupils are exposed to a vocabulary rich curriculum with strong pathways to support knowledge retrieval and progress across all subjects. Pupils book study helps us understand the impact of our teaching and we adapt our plans based on this.

Use of external specialized teaching in music and gardening (Science) supports the offer/ outcomes and specialized SEN teaching has been highly effective.

The school use of the catch up funding has been well deployed and timely- focused on phonics, pre teaching and over learning.

Our moderation systems are rigorous – with links to local and national quality assurances.

'I was very impressed with the quality of their explanations, retrieval and retention' Alex Bedford



Our school Motto is to BE THE BEST THAT WE CAN BE

How our SIP links to our School Vision

We believe everyone should feel proud of the school community

Current Picture	KPI and timeline	Cost and Project Lead	Review
We are unable to support parent training programmes as they were pre-Covid times. We wish to create a Learning Lodge for ESOL and parenting classes to support EDF research to empower parents to develop resilience and basic skills.	Completion of the renovations to Premises House by September 2022 with parents accessing courses and training To fund regard parent surveys for feedback to help improve the service	Ray Royner and Maria Lewington £80, 000 committed use of the carry forward- in addition to this other summer works to improve security, safety, functionality and the aesthetics *of the building (see below)	
Maintaining and improving Reading Levels to post Covid levels is a greater challenge - To ensure our Reading Pledge and Reading offer develops and improves as the Community Learning develops	Creation of a Community Library Creation of Reading Dens in the playground by December 2022 Weekly library visits- both local and school based	Joanne Power and Rofina Begum Reading Shed and Books - £20 000	
We wish to reflect and build upon the feedback from our partners and peers to develop the actions identified and continue to build upon and develop pupil voice in our learning and our presentations.	Truly embedding the new curriculum and the induction of new staff (Sept '22) Development of the Pupil Voice Committee and a visit to the Houses of Parliament	LMT and MLT – according to phase Costs TBC	

We will see the good in others and they will see the good in me

Current Picture	KPI and timeline	Cost and Project Lead	Review
We wish to ensure that the enrichment offer at John Scurr is consistently built upon. We wish to offer a Rural/ Outdoor experience for every child through visits to Spitalfield's Farm, Gorsefield, Shadwell Basin https://www.shadwell-basin.co.uk/ and The Soanes Centre.	Pupils to attend outdoor education as follows EYFS – Farm/ KS1- Soanes LKS2- Shadwell and UKS2- Goresfield. We also wish for every child to have an experience of live theatre by September '23 For Breakfast Club o include 3 x a week sporting activities linked to fitness levels and sustained Gold Healthy School Accreditation	Phase leaders and Joe Bentley (Ed Visits Lead) SMSC/PE Lead with a budget of 30 mins x 3 a week for HLTA to oversee.	
The Governing Body are committed to improving the life chances for all pupils and we will build upon the Accreditation programme for the school and work towards our Equalities Mark https://www.equalitiesaward.co.uk	To have achieved Silver Equalities Mark with the Governing Body and a school based Working Party. By September '2023	Staff Governors and Inclusion Lead – with UPS staff	

We will develop the confidence to think for ourselves, explore and take risks			
Current Picture	KPI and timeline	Cost and Project Lead	Review
We deploy TAs to cover Readiness Tuition after school and our catch up funding is used to support phonics. We need to appoint a teacher in every phase to pre teach and support Covid gaps in learning under the direction of the phase leader and to support the children who arrive without any English. We have identified that pupils in current Y1, 2 3, and 5 are at the greatest deficit with regards to their knowledge gaps.	3 additional teachers appointed with impact monitored by Regular tracking of attainment in school with rigour in KS1 and LKS2 3 x a year.	Keeley Alborough with phase leaders 2 x teachers 1x HLTA	
Our outcomes at EYFS are still below national and local levels, we continue to strive for excellence and to ensure that transition to Year 1 is smooth. We wish for all pupils in Year 1 to be reading at an age appropriate level and to have passed their phonics screening.	Release for the EYFS Lead and phonics Lead in school to ensure consistency of practice and improved outcomes. Cost of a TA for speech therapy once a week – specifically focused on EYFS and Y1 pupils.	2 x days a week release for EYFs and phonics Lead 1x Speech therapy TA (Fixed Term Contract)	
Governing Bodies response to the White Paper – see Governors Action Plan			
We will grow healthy and strong and know how to look after ourselves			
Current Picture	KPI and timeline	Cost and Project Lead	Review
We have rigorously improved pupil punctuality, attendance and punctuality in school post Covid but now require an additional Associate Leader to support parents understanding and to ensure punctuality and attendance continues to improve. This member of staff will also receive DSL training and be a pivotal additional member of the VP team and will lead , alongside the HT - our Attendance Strategy.	From September '2022 an AHT appointed to oversee Pupil Attendance and Punctuality – to oversee Attendance Strategy, AWA interviews and set up tracking with the Family Support Worker.	Maria lewington and AHT £75 000 for AHT role Possible MMS cost for supporting Walking Bus. £12 per hr x 5 days a week x 190 days Opportunity for internal promotion.	
We require a systematic feedback for staff to help develop our staff policies and to ensure staff wellbeing is being strategically considered and measured against national data and the change cycle in school.	To set up a Welbe (or similar) Feedback tool for all staff to communicate to LMT and consider when reviewing staff policies and wellbeing https://welbee.co.uk/ Mental Health First Aider in place	Tania Bashir Tina Lyndsey Costs TBC	
Against local levels – we are informed that our pupils with Asthma is high. We are also facing the challenge of a reduction in clinical nursing support and school nurse support.	By July 2023 - We wish to work towards our Asthma Friendly Schools Status and to revise and update our liaison with parents and local health care providers to improve the health of pupils.	AHT and FSW	
We believe everyone should learn new skills and grasp all of life's exciting opportunities			
Current Picture	KPI and timeline	Cost and Project Lead	Review

We need to build on the success of the CUSP curriculum and introduce this across Music and French to ensure consistency of approach in the development of our broad curriculum.	Music and French converted to CUSP curriculum with teaching staff clear on the expectations for blocking an timetabling	Keeley Alborough- Fabienne King and Ajanta Kobir £1000 as part of Curriculum Resources	
To ensure outcomes in Early Years Foundation stage are at least in line with similar local schools	Regular monitoring of GLD – with a specific focus on early writing and number. Additional member of teaching staff 3 days a week for targeted writing and maths approach October – May 2022	Evelyn Mc Sweeney / Lily Pettit to over see £37 000 including cover costs. Continued support from Anna K – Globe School £6000	
We must consistently focus on the lower 20% across the school in all areas but with a focus on Early Reading and a move to an accredited Phonics scheme .	Sounds Write training fully completed and new scheme up and running with all resources in place.	Lily Petit and Joanne Power – £7000 training budget and £3000 books (Curriculum)	

*Capital spending Plans for 22/23 as part of committed carry forward

Contribution to the lighting upgrade (not including the grant)	£12 000
Playground resurfacing – KS1	£30 000
Security Fencing	£12000
Redecoration of Packham class and the middle floor offices	£5000
External Mosaic to external wall	£3000
KS2 social playground areas (Pupil Vice Committee request)	£1000
Furniture for Early Years	£3000
Reading Shed and Books	£20 000