

| Be The Best That We Can Be | | | | | |
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| School Rules | Be Kind | | Be the best that you can be | | |
| Values | Resilience | Resourcefulness | Respect | Reflection | Readiness |
| Curricula Intent | Our curriculum enables children to know more, so more and learn more. | | | | |
| Curriculum and SIP Drivers | Development of Communication and Oracy | | Possibilities for the first 30% | Responsibility for the whole community to ensure our pupils are the best that they can be. | |
| Vision | We believe everyone should feel proud of the school community | We will see the good in others and they will see the good in me | We must grow healthy and strong and know how to look after ourselves | We will develop the confidence to think for ourselves, explore and take risks | We believe everyone should learn new skills and grasp all of life's exciting opportunities. |
| SIP 23/24 | | | | | |
| Prime Focus | Our focus is to ensure progress for 'the first 30%' – in attainment, progress and attendance. | | | | |
| Owned by | Support staff across the school | Attendance team across the school | Leaders across the school | Governors | Leaders |
| Classroom Priorities | Houses for attendance | Behaviour for transition | Assembly - Talking Circles | 5Rs in action in a lesson | Holiday homework celebrations and attendance tea parties |
| Our 22/24 Leadership Priorities | Compliance | Curriculum Leadership – post Ofsted | Key Priority – Post Ofsted | Sustainability and accreditation | Pupil Outcomes for Handwriting |
| Owned by | Tania, Steven and Ray | Middle Leaders | Maria, Evelyn and EYFS | Tom and Joe | Joanne and Chloe |
| | Ensure compliance in all audited areas. Ensure premises is complaint and building projects completed. | Ensure that the 'Golden Threads' of learning are strengthened and secure in all subject areas and expectations for the John Scurr curriculum is clearly communicated and visible. | Ensuring that we have a knowledge and skills based – language rich Early Years curriculum | Improving computing outcomes, a sustainable technology offer and that we gain a science accreditation | Ensuring our outcomes in English are maintained and improved, but in particular for Handwriting. |
| Driven through appraisal and | Task and Finish Group Full Governors | Leadership time, Drop ins and Coaching | Task and Finish Group Full Governors | Task and Finish Group Finance committee | Task and Finish Group Curriculum committee |

| 2022/2023 Feedback | | | |
|---------------------------|--------------------|----------------------|----------------------|
| Our monitoring says | What our staff say | What our parents say | Our partners tell us |

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| What we do well | <p>'I was very impressed with the quality of their explanations, retrieval and retention' Alex Bedford</p> <p>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.</p> <p>We host schools form LBTH and beyond to share good practice. Use of external specialized teaching in music and gardening (Science) supports the offer/ outcomes and specialized SEN teaching has been highly effective.</p> <p>The school use of the catch up funding has been well deployed and timely- focused on phonics, pre teaching and over learning.</p> <p>Our moderation systems are rigorous – with links to local and national quality assurances.</p> <p>Readiness tuition across the school is helping to address learning gaps and improve Wave 1 teaching</p> <p>The school has been swift to address the phonics and early reading deficit through the introduction of an accredited scheme.</p> | <p>Demands - staff are not pressured to work long hours (1st decile). Control - staff are better able to decide what to do when taking a break (1st decile). Manager support - staff can rely on their manager to help them out with a work problem (2nd decile). Peer support - staff get the help and support they need from colleagues (2nd decile). Relationships - staff do not face friction or anger from colleagues (2nd decile). Role - staff understand how their work fits into the overall aim of the school (3rd decile). Change - staff are clear about how changes made at work will work out in practice (2nd decile).</p> | <p>Ofsted March 2023 (20 parents)</p> <p>80% are happy or strongly happy</p> <p>75% feel we have high expectations for their child</p> <p>80% feel that their child does well in the school</p> <p>80% feel that they know how well their child is doing</p> <p>Internal questionnaire (73 parents)</p> <p>90% feel that their child is making good progress</p> <p>90% feel safe and happy</p> <p>89% feel welcome</p> <p>95% feel that there is a calm and orderly environment</p> <p>95% that their child enjoys coming to school</p> | <p>Peer Review -</p> <p>The school are adopting an ambitious curriculum. This is clearly evident in the vocabulary that the children are being expected to use and the themes that are skilfully weaved through different subjects, becoming increasingly challenging as the children move through the school. Vocabulary is a strong feature of every lesson and all displays in classrooms. Behaviour across the school is welcoming and the children demonstrate positive behaviours for learning in their lessons</p> <p>Ofsted-</p> <p>Well-established positive place for learning</p> <p>Pupils are respectful and behave with pride.</p> <p>Leaders think about children's vocabulary development.</p> <p>High quality academic achievement over time.</p> <p>Pupils are safe and they can speak to a trusted adult.</p> <p>Culture of reading.</p> <p>Leaders ensure thorough assessment checks.</p> <p>Teachers identify pupils who need catch up.</p> |
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| <p>Where our focus now lies...</p> | <p><i>We achieve at national levels or above for all screening points – other than end of Foundation stage GLD.</i></p> <p>Y6 (23/24) have significant gaps in learning and will need a systemic approach to their readiness for transition to Y7.</p> <p>Y3 (23/24) have behaviour for learning needs that will need addressing to ensure readiness for KS2</p> <p>Y2 (23/24) have learning and behavioural needs that will need focus to ensure the achieve end of KS expectations.</p> <p>ECT 's will need focus support to ensure teaching is at the standard expected.</p> <p>New Music, MFL, Computing curriculum needs to be established.</p> | <p>Demands – leaders are less able to take breaks (8th decile).Control – some staff have less say in their own work speed (9th decile).Manager support - support staff (classroom) cannot talk to their line manager about something that has upset or annoyed them at work (9th decile).Peer support - support staff (classroom) do not have colleagues who are willing to listen to their work related problems (9th decile).Role - support staff are less clear what is expected of them at work (7th decile).Change - staff have insufficient opportunities to question leaders about change (8th decile).</p> | <p>65% agree that the school tells them what their child will be learning</p> <p>50% feel that we deal with complaints or issues properly</p> <p>67% feel that their child receives appropriate SEN support</p> <p>60% feel that we support the child’s personal development</p> <p>Internal questionnaire</p> <p>75% my child knows who to speak to if they are unhappy or concerned</p> <p>72% - Communication from the school is effective and timely</p> <p>57%- In the past, any concerns I have had about my child’s safety have been dealt with quickly and effectively.</p> | <p>Peer Review –</p> <p>Is the scaffolding enabling all children to thrive? (Are the first 30% accessing all of the learning and do the children at the other end of the ability range need the amount of scaffolding that they are being given?)</p> <p>Are the children doing enough of the work?</p> <p>How does assessment of learning sit within the lessons?</p> <p>Are we observing and responding to what children are showing us or are we focused on moving on to the next part of the lesson?</p> <p>Ofsted-</p> <p>Creation of a knowledge based EYFS Curriculum.</p> <p>Further embedding and refining of the curriculum for all subjects – ensuring that the curriculum thinking is securely established.</p> <p>Attendance rigour and monitoring</p> |
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| Year Group & Class | Number on roll | SEN | Pupil Premium | Non-Pupil Premium | EAL |
|------------------------|----------------|-----------|---------------|-------------------|-----------|
| 2YO Nursery AM | 9 | 0 | 1 | 8 | 7 |
| 2YO Nursery PM | 9 | 0 | 2 | 7 | 8 |
| 2YO Total | 18 | 0 | 3 | 15 | 15 |
| 3YO Thompson AM | 28 | | 9 | 19 | 29 |
| 3YO Thompson PM | 26 | | 10 | 16 | 20 |
| 3YO Thompson FT | 2 | | 2 | 0 | 1 |
| 3YO Packham | 0 | | 0 | 0 | 0 |
| 3YO Total | 56 | 0 | 21 | 35 | 50 |
| R - Adepitan | 28 | 2 | 6 | 22 | 26 |
| R - Rosen | 28 | 3 | 9 | 19 | 26 |
| R - Packham | 4 | 3 | 2 | 2 | 3 |
| Reception Total | 60 | 8 | 17 | 43 | 55 |
| 1 - Hussain | 25 | 4 | 8 | 17 | 25 |
| 1 - Malala | 22 | 3 | 12 | 10 | 22 |
| 1 - Packham | 3 | 3 | 1 | 2 | 3 |
| Year 1 Total | 50 | 10 | 21 | 29 | 50 |
| 2 - Attenborough | 28 | 8 | 5 | 23 | 26 |
| 2 - K- Mason | 28 | 4 | 7 | 21 | 27 |
| 2 - Packham | 4 | 4 | 0 | 4 | 5 |
| Year 2 Total | 60 | 16 | 12 | 48 | 58 |
| 3 - Wiltshire | 29 | 7 | 9 | 20 | 26 |
| 3 - Simmonds | 29 | 7 | 10 | 19 | 26 |
| 3 - Packham | 2 | 2 | 0 | 2 | 2 |
| Year 3 Total | 60 | 16 | 19 | 41 | 54 |
| 4 - Thunberg | 26 | 7 | 14 | 12 | 25 |
| 4 - Rashford | 27 | 4 | 10 | 17 | 26 |
| 4 - Packham | 0 | 0 | 0 | 0 | 0 |
| Year 4 Total | 53 | 11 | 24 | 29 | 51 |

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|---------------------|------------|-----------|------------|------------|------------|
| 5 - Zephaniah | 27 | 5 | 12 | 15 | 25 |
| 5 - Raducanu | 27 | 2 | 12 | 15 | 27 |
| Year 5 Total | 54 | 7 | 24 | 30 | 52 |
| 6 - Arday | 20 | 8 | 14 | 6 | 15 |
| 6 - Khan | 20 | 5 | 8 | 12 | 17 |
| 6 - Holmes | 19 | 5 | 11 | 8 | 16 |
| Year 6 Total | 59 | 18 | 33 | 26 | 48 |
| Whole School | 470 | 86 | 174 | 296 | 433 |



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 have a number of compliancy audits that take place over the rolling year –our building is old but well maintained. Our resources and funding is limited but we use the audits to help prioritise what is important and urgent. Steven, Tania and Ray keep a rolling record of the responses to the audits and keep governors informed in their termly reports. | Ensure premises is compliant and building projects completed. | Tania, Ray and Steven – Budget: £90,000.00 Spent: £32,054.39 | |
| | Ensure compliancy in all audited areas. | Tania, Ray and Steven– Budget: £1,500.00 Spent: 0 | |
| Our chrome books are slowly failing and we need to respond to our technology asset management. Our computing offer will be delivered by HLTA from September '23 – the e quality and outcomes need to be monitored carefully by the subject lead. | Improving computing outcomes, a sustainable technology offer | Tom Cottom – Computing Lead. Budget: £29,610.00 | |

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 have year groups whose outcomes have been significantly impacted by Covid and attendance since Covid. Our Readiness sessions and organisation of the school resources need to ensure these children are prioritised. We will organise Year 6 into 3 classes – to further focus the end of key stage expectations and we will phase in houses for attendance and ensure our 5RS are made explicit in our lessons. For our first 30% our support staff need to be fully confident in using symbols to help support good quality wave 1 teaching. | Our focus is to ensure progress for 'the first 30%' – in attainment, progress and attendance. | Phase leaders to Lead Additional Teacher - £70k with on costs Readiness Tuition- £50k (Breakfast boosters and after school Readiness) | |
| | Houses for attendance and behaviour. | | |
| | 5Rs in action in a lesson | | |

We will develop the confidence to think for ourselves, explore and take risks

| Current Picture | KPI and timeline | Cost and Project Lead | Review |
|--|--|---|---------------|
| Ofsted report outline a need to sharpen the Early Years curriculum to align this with our Y1 curriculum. We will be working with UNITY CUSP to help quality assure the provision and the teaching and improve the EYFS Literacy spine. | Ensuring that we have a knowledge and skills based – language rich Early Years curriculum | Evelyn Mc Sweeney and Lily Pettit. £5k | |
| After a focus on spelling and phonics over the last year we now need to shine our lens on the handwriting to help support pupil's organisation and presentation. Will start with training for staff. | Ensuring our outcomes in English are maintained and improved, but in particular for Handwriting. | Joanne Power and Chloe Alcock £4k | |

We will grow healthy and strong and know how to look after ourselves

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|------------------------|-------------------------|------------------------------|---------------|
|------------------------|-------------------------|------------------------------|---------------|

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|---|---|---|---------------|
| Our Science Curriculum is a strength of the school – enhanced by our Edible Garden and Forest School. We previously gained a silver level PQSM – we are heading towards a GOLD standard. | Gain our science accreditation- PQSM | Joe Bentley £1k | |
| 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 |
| All areas to be sharpened so that the threads of learning are clearly evidenced and leaders can articulate to intent, implantation and impact of their curriculum areas. To learn from the strengths of PSHE, Science, English, Art, Geography and History curriculum to ensure all subjects are taught as well with expectations clearly communicated. To have clear alignment between subject so that the knowledge and skills are not loaded – thus aiding retrieval and progress for all pupils and securing curriculum thinking. | Ensure that the ‘Golden Threads’ of learning are strengthened and secure in all subject areas and expectations for the John Scurr curriculum is clearly communicated and visible across the school. | All Middle Leaders – as part of leadership time | |
| Both initiatives have been either introduced but not fully acted upon or have been in place but need rejuvenating. Our parents are not yet part of the celebration that is our Holiday Homework. All initiatives will support the Oracy skills of the pupils and help develop their communication and presentation skills. | Assembly - Talking Circles Holiday homework celebrations | Ellis Hewitt and Becky Marsden | |

Priority by Term – Leadership Action Plans 2023- 2024

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| We believe everyone should feel proud of the school community – Tania, Ray and Steven – | | | |
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| Our chrome books are slowly failing and we need to respond to our technology asset management. Our computing offer will be delivered by HLTA from September ’23 – the e quality and outcomes need to be monitored carefully by the subject lead. | Improving computing outcomes, a sustainable technology offer | Tom Cottom – Computing Lead. Budget: 29610.00 | |

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| We will see the good in others and they will see the good in me – Helen, Keeley, Evelyn | | | |
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| | Houses for attendance and behaviour. | | |

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|---|---------------------------|--|--|
| first 30% our support staff need to be fully confident in using symbols to help support good quality wave 1 teaching. | 5Rs in action in a lesson | Readiness Tuition- £50k (Breakfast boosters and after school Readiness) | |
|---|---------------------------|--|--|

We will develop the confidence to think for ourselves, explore and take risks -Evelyn Mc Sweeney and Lily Pettit.

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We will grow healthy and strong and know how to look after ourselves - Joe

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We believe everyone should learn new skills and grasp all of life's exciting opportunities- All Middle Leaders

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|--|---|---|--|
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