

**Neasden Primary School**

School Improvement Plan

2019 - 2020

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| **Key Improvement Priorities2019 – 2020** |
| **A: Further develop our curriculum** to specify ‘sticky’ knowledge and refine current curricular goalsRationale: 1. Current research has led to leaders revaluating how curriculum content choices and sequencing should be implemented.
 | **B: Improve fluency in reading**, particularly for disadvantaged pupilsRationale: 1. Progress for disadvantaged pupils is in EYFS is below national
2. Phonics data is below national
3. KS1 reading is below national
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| **C: Improve outcomes for all pupils at greater depth in mathematics** Rationale:1. KS2 data at greater depth is below national
 | **D: Improve outcomes for all pupils in writing** particularly in KS1Rationale:1. ELG in writing is below national
2. KS1 writing data is below national
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| **Priority A - Further develop the curriculum to specify ‘sticky’ knowledge and refine current curricular goals.** |
| **Objectives****What are the smaller steps that will lead to the achievement of the priority?** | **Actions****What will you implement to achieve the objective?** | **Success Criteria****How will you measure the achievement of the objective?** | **Timescales****When will it be done?** | **Who is responsible?** |
| Subjects leaders and teachers to determine sticky knowledge and curriculum intent for each subject and year group. | * Curriculum HET subject specialist leaders to write curriculum plans
* Plans will be shared with subject leaders in school and class teachers.
 | * Plans produced with the intent and sticky knowledge for all subjects.
 | October 2019 | K.Goucher - ( Assistant head teacher) |
| Staff to develop their understanding of what sticky knowledge is. | * Deliver training on what sticky knowledge is.
* Share knowledge mats with staff and staff to create their own for each subject they are teaching.
 | * Staff will have a greater understanding of what sticky knowledge is.
* All School Curriculum plans show the sticky knowledge that should be learnt in each year group.
 | September 2019  | K.Goucher ( Assistant head teacher) |
| Staff to determine vocabulary related to each subject area to ensure that pupils retain sticky knowledge. | * Training for all staff on vocabulary linked to sticky knowledge.
* Teachers to use FOCUS MATS or make own for other subjects.
* Vocabulary to be able taught at the beginning of each new topic.
 | * Children are using the mats to retain vocabulary and sticky knowledge in each lesson.
* Book audits, subject dives and pupil interviews show that children are using and retaining key vocabulary and sticky knowledge.
 | March 2020 | Nicola Loten – (head teacher \_ |
|  To produce long, medium and short-term plans that match curriculum subject plans. | * KG to share new planning documents.
* Staff meeting time and inset for class teachers to work in year groups and produce plans.
* Long, medium and short-term plans that match HET curriculum subject plans.
* Staff have ensured that correct National Curriculum coverage in each year group.
* Subject leaders will ensure that curriculum plans show progression across each year group.
 | * Book audits, lesson observations, curriculum plans and subject dives will show that sticky knowledge is being taught and retained.
 | Ongoing.Dec 2019 March 2019 June 2019 | K.Goucher ( Assistant head teacher ) |
| To use a variety of different strategies that ensure children retain sticky knowledge. | * Teachers to have inset looking at a variety of ways how they can teach and make knowledge sticky by revisiting it.
* Ideas from the staff meeting will be implemented across the school.
* Teachers to complete concept maps in each Foundation subject of what children already know and to produce one again at the end of a unit of work.
 | * Book audits, lesson observations, curriculum plans and subject dives will show that sticky knowledge is being taught and retained.
 | October 2019 | N.Loten – ( Headteacher ) |
| To develop middle leaders subject leadership skills. | * SLT members to be responsible as below and support middle leaders with audit , learning walks and lesson obs :
* N.Loten – Core subjects lead
* K.Goucher – Science & Humanities lead
* A.Luckhurst – Arts lead
* S. Davis /V.Foster – ICT / PSHCE lead
 | * Subject leads produce accurate reports and subject audits.
* Subject leads have a deep understanding of standards across the school in their subject area.
* By the end of the year, subject leaders are confident in leading their subject area.
* Subject leaders have ensured that all areas of their subject areas have been covered by the end of the year, and there is clear progression across the year groups.
 | October 2019 | N.Loten – Headteacher) |
| To develop leadership at all levels to complete in depth subject dives for all Foundation Subjects. | * HET training for subject leads to complete subject dives in the subject that they lead.
* Deep dives take place in each subject within school and with other subject leaders across HET.
* Feedback from Deep Dives is implemented.
 | * Reports from subject dives show that staff have a clear understanding of standards in their subject across the school.
 | See HET dates. | N.Loten – (head teacher ) |
| **Resources required (inc financial, CPD, Trust support etc.)*** HET Curriculum Plans for Foundation Subjects
* Focus knowledge maps
* CPD – HET – How to conduct a Deep Dive
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| **Monitoring/evaluating arrangements** (inc leaders, governors and HET)* Deep Dives HET led
* Governors invited in termly to monitor implementation of new curriculum.
* Half termly monitoring by SLT
* HET Review annually
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| Priority B - fluency in reading, particularly for disadvantaged pupils. |
| ObjectivesWhat are the smaller steps that will lead to the achievement of the priority? | ActionsWhat will you implement to achieve the objective? | Success CriteriaHow will you measure the achievement of the objective? | TimescalesWhen will it be done? | Who is responsible? |
| Review of current practice by Outwood Academy. | * Finding from the review shared with staff and decide ways forward for the school.
* Apply for funding to support, delivery and purchase of chosen scheme.
 | * New scheme purchased.
* Areas of development put in place from report.
 | Jan 2019  | S.Davis (Phonics Lead ) |
| To purchase and implement a structured phonics scheme to ensure more children get through the phonic gateway. | * Teachers to be trained in Read, Write Ink up to Year 1.
* Regular lesson observation will be done in phonics and Read, Write Ink and feedback given to staff.
 | * 80% of pupils at the appropriate phonic phase.
 | Jan 2019 March 2019June 2019 | S.Davis (Phonics Lead ) |
| To ensure that reading books match the phonic sounds that children know. | * Children up to Year 2 to be grouped in phonic ability.
* Read, Write Ink resources and books purchased.
* Read, Write Ink books link directly to phonic phase that the children are at.
* Parents will be invited to a meeting on new approach.
* Children to take books home linked to phonic phase they are working at.
 | * Children in Year R – Year 1 are reading books at the exact phonic phase they are working at.
* Children in Years R- 1 can read 95% of words fluently.
 | Jan 2019 | S.Davis (Phonics Lead ) |
|  To ensure that all staff are experts in early reading. | * Training for staff in Read, Write, Ink R – Year 1.
* Cascade training for all staff so share expertise.
* Visit Literacy Hub school s where practice is outstanding.
 | * Lesson observation show that practice is improved.
* Children in Years R- 1 can read 95% of words fluently.
* Phonics data improves from 75% to be in line with national.
 | Jan 2019 | S.Davis (Phonics Lead ) |
|  To ensure that staff are able accurately to assess which pupils are falling behind and put in appropriate intervention. | * Children are closely tracked and moved up phonic phases.
* Staff are regularly assessing children at phonics.
* Staff trained in miscue analysis.
* Intervention is put in to support children falling behind by trained TA or teacher at assembly time.
 | * Children in intervention groups have caught up with their peers.
 | Jan 2019 | S.Davis (Phonics Lead ) |
| To ensure that the bottom 20% of the cohort are able to read fluently. | * Teachers to be trained in miscue analysis.
* Teachers to complete a miscue analysis to determine fluency of the children.
* Children put in appropriate phonic group.
* Children given books that match phonic level.
* Children closely tracked.
* Children reassessed at the end of the year.
 | * By the age of 5 (end of FS2) – 65%+ of disadvantaged pupils are reading fluently (95% of words in a miscue analysis) at an age appropriate level (Book Band )
* By the age of 6 (end of Year 1) – 70%+ of disadvantaged pupils are reading fluently (95% of words in a miscue analysis) at an age appropriate level (Book band )
* By the age of 7 (end of Y2) – 80%+ of disadvantaged pupils are reading fluently (95% of words in a miscue analysis) at an age appropriate level (Book Band )Phonological Awareness – 85% of Y1 disadvantaged pupils reach Stage 10 (by the end of the year)
 | Sept 2019Dec 2019 June 2020 | S.Davis (Phonics Lead ) |
| To ensure that the reading is a priority for all staff and senior leaders. | * High quality texts to be purchased for all classes for BIG Reading sessions.
* Class teachers to ensure that they read a class novel.
* Library timetable to be put in place and library used by all classes.
* HT to read to the children in assembly and lead assemblies on different author.
* World Book Day celebrated when children come dressed as their favourite character and are able to share their book.
 | * Pupil questionnaires and interviews show that children have a love of reading.
 | Ongoing. | Nicola Loten – (Headteacher) |
| **Resources required (inc financial, CPD, Trust support etc.)*** Read , Write Ink Resources £3000 unmatched funding Outwood Literacy Hub
* Training for Reception and Year 1 staff Read , Write Ink
* Training for all staff – Early Reading
* Continue to purchase high quality texts.
* Training new Ofsted Framework – HET – Early Reading
* By the age of 5 (end of FS2) – 65%+ of disadvantaged pupils are reading fluently (95% of words in a miscue analysis) at an age appropriate level (Book Band )
* By the age of 6 (end of Year 1) – 70%+ of disadvantaged pupils are reading fluently (95% of words in a miscue analysis) at an age appropriate level (Book band )
* By the age of 7 (end of Y2) – 80%+ of disadvantaged pupils are reading fluently (95% of words in a miscue analysis) at an age appropriate level (Book Band )Phonological Awareness – 85% of Y1 disadvantaged pupils reach Stage 10 (by the end of the year)
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| **Monitoring/evaluating arrangements** (inc leaders, governors and HET)HET School ReviewGovernors Spring Term Phonics and ReadingSLT monitoring lesson obs dependant on when staff have been trained  |

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| **Priority C** - Improve outcomes for all pupils at greater depth in mathematics |
| **Objectives**What are the smaller steps that will lead to the achievement of the priority? | **Actions**What will you implement to achieve the objective? | **Success Criteria**How will you measure the achievement of the objective? | **Timescales**When will it be done? | **Who is responsible?** |
| Teachers to highlight children in high PAG group from KS1 and monitor their progress throughout the year. | * Children in high PAG groups to be shared with all teachers.
* Blue sticker to be put all these children’s maths books to ensure they are challenged at all times.
 | * Teachers have a clear understanding of the children in the high PAG group.
 | Sept 2019 | K.Goucher – ( Maths Lead ) |
|  To ensure that staff and children have an in depth understanding of what fluency looks like in each area of maths. | * Mastery maths inputs and PowerPoints show that fluency is being taught.
* NCETM materials shared with staff.
* Share videos of exemplary practice on exploring fluency before moving onto variation, problem solving and reasoning.
* Lesson observations will take place and feedback shared with classes.
 | * Work in children’s books show that children have mastered fluency and varied fluency.
 | Jan 2019 | K.Goucher – ( Maths Lead ) |
| Staff to ensure that children in HIGH PAG are given challenge in lessons. | * Inset on what challenge should look like for our more able children.
* A balance of open-ended challenges, reasoning and SATS style questions is taught in each year group.
* Visit a school in HET with outstanding practice at maths greater depth.
* Continue to work with Maths Hub to develop challenges across the year groups.
* Staff to use the Progression in Reasoning and Mastery with Greater Depth documents to plan challenges.
* Staff to teach children how to answer reasoning questions appropriately.
 | * Book audits, learning walk and lesson observations show that High PAG group children are given a range of different challenges.
* Children of all abilities are given some opportunities to reason and problem solve when appropriate.
 | Oct 2019 Jan 2020March 2020 | K.Goucher – ( Maths Lead ) |
| Staff to analyse KS2 SATS papers to see where areas of weaknesses were for children who did not reach greater depth. | * Analysis taken place and areas of weakness shared with KS2 teachers.
* Areas addressed and further training for KS2 teachers.
 | * Work in children’s books show that these areas have been addressed and taught throughout the year.
 | Sept 2019 | K.Goucher – ( Maths Lead ) |
| Intervention put in for children not on track to attain GD. | * Children highlighted by class teacher who need boosters to get GD.
* GD maths booster session take place and are led by a teacher.
 | * Children attend booster session and work in GD booster sessions show that they are working at the required level.
 | Sept 2019 | K.Goucher – ( Maths Lead ) |
| Resources required (inc financial, CPD, Trust support etc.)* Maths Mastery Lead at Broadacre to visit Neasden and complete a review
* HET Review
* Inset training on how to challenge more able
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| Monitoring/evaluating arrangements (inc leaders, governors and HET)* Lesson obs Autumn Term all staff – SLT
* Governors Learning Walk Autumn Term 2019
* Data for Greater Depth Children Dec 2019 , March 2020 & June 2020
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| **Priority D**- **Improve outcomes for all pupils in writing** particularly in KS1 |
| **Objectives**What are the smaller steps that will lead to the achievement of the priority? | **Actions**What will you implement to achieve the objective? | **Success Criteria**How will you measure the achievement of the objective? | **Timescales**When will it be done? | **Who is responsible?** |
| Subject leader to do a book audit of children not achieving ARE by the end of KS1 to find out areas of weakness. | * Findings from the audit shared with staff.
* Inset for staff based on findings from the book audit.
 | * Book audits and lesson observations show that areas have been addressed.
 | Dec 2019 | V.Foster ( Literacy Lead ) |
| To ensure that writing sessions are all high quality. | * Teachers inset will revise TALK for writing strategies.
* Teachers will then write units of work for each genre to ensure all include;
* Purpose for writing
* SPAG in context
* There is a clear sequence – assessment, work mark using marking ladders, gaps addressed, final independent write not assessed.
* TALK for writing
* Modelled writing
* Vocabulary to be used taught
 | * Book audits, planning and lesson observations so that all elements have been included.
 | Dec 2019 | V.Foster ( Literacy Lead ) |
| Ensure that provision is at least good and much outstanding. | * TRGs for writing take place in school so that everyone sees outstanding provision.
* Outstanding practitioners to lead writing TRGs in school.
* Visit another school with outstanding attainment KS1 writing.
 | * Lesson observations and learning walks show that practice observed has been implemented in their own delivery.
 | March 2019 | V.Foster ( Literacy Lead ) |
| New success criteria with SPAG included for each genre completed and shared with staff and children. | * Staff to update and complete the success criteria for each genres of the year group they have taught.
* Literacy lead to check these against HET targets and complete these.
 | * Lesson observations and book audits show that pupils are using new success criteria.
* Pupils are aware of SPAG requirements and using them in a context.
 | October 2019 | V.Foster ( Literacy Lead ) |
|  To ensure that there is a focus on vocabulary so that children are expanding their vocabulary, especially disadvantaged. | * Staff inset on vocabulary.
* Staff to share different ways to teach vocabulary.
* Staff to highlight on units of work vocabulary to be taught.
 | * Lesson observations, learning walks and book audits show that vocabulary is being taught.
 | March 2019 | V.Foster ( Literacy Lead ) |
| **Resources required (inc financial, CPD, Trust support etc.)*** Staff meeting time
* HET visit an outstanding HET school with high attainment writing KS1
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| **Monitoring/evaluating arrangements** (inc leaders, governors and HET)* Governors to complete book audit Spring Term 2010
* HET School Review to monitor impact
* Leaders to complete lesson observations Spring 2019
* Leaders to complete half termly book audits through the year.
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**OTHER KEY INFORMATION (OPTIONAL):**

**Ofsted outcomes:**

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| **Judgements** | **Section 5** | **Section 8** |
| **Overall effectiveness - Good** **Effectiveness of leadership and management** Outstanding **Quality of teaching, learning and assessment** Good **Personal development, behaviour and welfare** Outstanding**Outcomes for pupils** Good **Early years provision** Good | **Section 51 & 2 July 2015**It is not yet an outstanding school because* There are inconsistencies in the emphasis given to spelling, punctuation and grammar in teachers’ marking of pupils’ work.
* Pupils’ instant recall of basic mathematical facts is insecure, which slows their progress in calculations and problem-solving activities.
* The most able pupils do not always move on soon enough to tasks that challenge their thinking skills. These are known
 | **Section 8 20thJune 2019** Leaders and those responsible for governance should ensure that: * In early years and key stage 1, pupils re-read familiar books to develop confidence and fluency.
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