

**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 goals  Rationale:   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 pupils  Rationale:   1. Progress for disadvantaged pupils is in EYFS is below national 2. Phonics data is below national 3. KS1 reading is below national |
| **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 KS1  Rationale:   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 | | | | |
| **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. | | | | |
| 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? |
| 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 2019  June 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 2019  Dec 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) | | | | |
| **Monitoring/evaluating arrangements** (inc leaders, governors and HET)  HET School Review  Governors Spring Term Phonics and Reading  SLT 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 2020  March 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 | | | | |
| 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 | | | | |
| **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. | | | | |

**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. |