



“Achievement, ambition and progress for all...”

School Improvement Plan

2021 / 2022

This School Improvement plan is based on the next steps in the School Evaluation form which was identified by the leadership team in the summer term of 2021.

Number of pupils on roll	636	Number of pupils eligible for pupil premium	87	Number of pupils with English as an additional language (EAL)	153	Number of pupils with SEND TOTAL = 115	EHCP: 13 SEN: 97 SEN monitoring 5
% of pupils on track to meet expected standard + in R, W, M	Y1-6 79%	% of pupils on track to exceed expected standard in R, W, M	Y1-6 26%	Percentage of pupils currently not on track to meet expected standard	Y1-6 18%	Overall attendance 96%	Persistent absence 12.8%

<p>Pupil intake information (EYFS Baseline 2020)</p> <table border="1"> <thead> <tr> <th>%</th> <th>N</th> <th>R</th> </tr> </thead> <tbody> <tr> <td>BT</td> <td>52</td> <td>53</td> </tr> <tr> <td>T</td> <td>38</td> <td>35</td> </tr> <tr> <td>AT</td> <td>10</td> <td>12</td> </tr> </tbody> </table>	%	N	R	BT	52	53	T	38	35	AT	10	12	<p>Mobility 15/09/20- 22/07/21 (YN-6)</p> <table border="1"> <thead> <tr> <th>Destination of leavers</th> <th>Year group</th> <th>Off rolled</th> <th>Off rolled attainment</th> <th>On rolled</th> <th>Intake prior attainment</th> </tr> </thead> <tbody> <tr> <td>Left country 24</td> <td>EYFS -5</td> <td>17</td> <td></td> <td>12</td> <td></td> </tr> <tr> <td>Out of london 44</td> <td>1-2</td> <td>10</td> <td>WT: 1 EX: 7 GD: 2</td> <td>8</td> <td>WT:4 EX: 3 GD: 1</td> </tr> <tr> <td>Private schools 9</td> <td>2-12</td> <td>20</td> <td>WT: 4 EX: 11 GD: 5</td> <td>8</td> <td>WT:6 EX:2 GD: 0</td> </tr> <tr> <td>Home educated 4</td> <td>3-10</td> <td>14</td> <td>WT: 5 EX: 4 GD: 5</td> <td>4</td> <td>WT:2 EX:1 GD: 1</td> </tr> <tr> <td>Special school 2</td> <td>4-10</td> <td>13</td> <td>WT:3 EX: 4 GD:6</td> <td>3</td> <td>WT:1 EX:2 GD: 0</td> </tr> <tr> <td>Local state schools 7</td> <td>5-9</td> <td>15</td> <td>WT:2 EX:6 GD: 7</td> <td>6</td> <td>WT:2 EX:1 GD: 3</td> </tr> <tr> <td></td> <td>6+1</td> <td>2</td> <td>WT: 1 EX: 0 GD: 1</td> <td>3</td> <td>WT:1 EX:2 GD: 0</td> </tr> </tbody> </table>						Destination of leavers	Year group	Off rolled	Off rolled attainment	On rolled	Intake prior attainment	Left country 24	EYFS -5	17		12		Out of london 44	1-2	10	WT: 1 EX: 7 GD: 2	8	WT:4 EX: 3 GD: 1	Private schools 9	2-12	20	WT: 4 EX: 11 GD: 5	8	WT:6 EX:2 GD: 0	Home educated 4	3-10	14	WT: 5 EX: 4 GD: 5	4	WT:2 EX:1 GD: 1	Special school 2	4-10	13	WT:3 EX: 4 GD:6	3	WT:1 EX:2 GD: 0	Local state schools 7	5-9	15	WT:2 EX:6 GD: 7	6	WT:2 EX:1 GD: 3		6+1	2	WT: 1 EX: 0 GD: 1	3	WT:1 EX:2 GD: 0	<p>Staff turnover over the previous year = 8 AW, NY, BS, AB, MF, JT, AT, JJ</p> <p>Leaders: 1 Relocation with promotion</p> <p>teachers: 5 2 x relocation,, 1 pre retirement, 1 new role, 1 to start new business</p> <p>support staff: 2 1 x Promotion to new role 1 x ill health retirement</p> <p>Kickstart placements 2 x University 1 x permanent role 1 x Resignation</p> <p>September 2021 ECT x 2: JBA, RK NQT x1 : LG, Transitional programme 2nd YR ECT: JP, BB, MM</p> <p>Current temporary staff 5 temporary support staff pending EHCP's specialist placement 2 x temporary play associates pending advertisement for perm 4 X Kickstart placements 1 x teacher - mat leave position 1 x teacher - bulge class</p>	<p>Key staffing focus ~ Develop strategies to challenge more able learners sooner in each lesson</p> <p>~ Enhance expertise in teaching and supporting pupils to master the writing process.</p> <p>~ Further develop leadership at all levels</p> <p>~ Refine skills to promote positive behaviour</p> <p>- Develop skills and systems to increase efficiency in the administration team</p> <p>Key areas to improve</p> <ul style="list-style-type: none"> • Decrease WT PP attainment • Decrease WT SEND attainment • Increase BAME GD attainment • Progress in KS2 • Establish new curriculum • Enhance personal development opportunities for pupils
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<p>Budget information</p> <p>C= Planned contingency-£66k</p> <p>20/21: +£238K 21/22: -£65K 22/23: +43k 23/24: +£2k</p>																																																																				

<p>All pupil achievement Y1-6,</p> <p>N/A: 3% SB: 4% WT: 14% EX: 53% AEX: 26%</p>	<p>All PP achievement Y1-6,</p> <p>SB: 4% WT: 41% EX: 45% AEX: 10%</p>	<p>All SEND achievement Y1-6,</p> <p>N/A: 5% SB: 16% WT: 30% EX: 38% AEX: 11%</p>	<p>Y1-6 BAME achievement Y1-6,</p> <p>N/A: 6% SB: 7% WT: 18% EX: 54% AEX: 15%</p>	<p>Boy V Girl achievement Y1-6,</p> <p>3 N/A 4 4 SB 5 16 WT 12 54 EX 51 23 AEX 29</p>	<p>Key Ofsted actions from last report Strengthen leadership and management further by: ~reviewing pupil tracking procedures in the Early Years Foundation Stage ~using assessment systems more effectively to identify trends in the achievement of different groups of learners so that all make even more rapid progress.</p>
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Headline Predictions for 2021/22

	Key stage 1				
	Level	Reading	Writing	Maths	RWM
EYFS = 82%+					
Y1 Phonics = 85%	EX	82%	82%	83%	76%
Y2 Phonics = 95%	GDS	32%	12%	21%	11%

	Key stage 2					
	Level	Reading	Writing	Maths	SPaG	RWM
	EX	84%	84%	88%		75%
	GDS	49%	33%	42%		30%
	Progress	+	+	+		+

SEF Grading

Leadership & management	Outstanding
Quality of Education	Outstanding
Personal Development	Outstanding
Behaviour and attitudes	Outstanding
Effectiveness of EYFS	Outstanding
Local Authority grading	Green

Key strategic priorities for improvement 2020 – 2023

For Quality of Education to be outstanding

To ensure that the quality of learning and teaching remains consistently good with the majority outstanding so that at least 95% of pupils make expected progress with 50% making better than expected progress and 85% pupils in all year groups at age-related expectations.

Identify and remove barriers to groups of children fulfilling potential (BAME, PP, SEND)

To ensure that the needs of disadvantaged children, children with special educational needs and BAME pupils are being effectively met across all year groups to continuously improve their progress and attainment thus diminishing the difference with all other pupils in school.

To embed character education with a wide range of enrichment opportunities and experiences within the school.

Increase the number of pupils that take up a club from 42% to 55%. For 100% of pupils (in Year 3-6) to attend residential trips and at least 35% to undertake another activity/responsibility within the school.

The 16 point plan!

Key targets for school improvement in 2021/22

Links to strategic priority

Target 1 - Quality of Education

Deliver the curriculum as intended following periods of lockdowns and partial closures and increase number of children achieving at Greater depth combined (Reading, Writing and Maths) and across the whole curriculum

- 1.1 Develop high quality provision in all subjects of the curriculum ensuring consistent high quality learning across all subjects in all classes in all year groups.
- 1.2 Undertake evaluation of our provision to challenge using the NACE Framework and create appropriate action plan
- 1.3 Embed assessment against KPI's in all subjects
- 1.4 Develop consistent strategies to help knowledge stick (Sticky Knowledge summary/model revision)

1

Target 2 – Personal Development and Enrichment

For children to have opportunities to discover and develop interests, skills and talents, that will help them in having a physically and mentally healthy life and support in preparing for their future and becoming 21st century British citizens.

- 2.1 Oracy
- 2.2 Develop meaningful moments books for classes journeys through the school
- 2.3 Pupil leadership roles in the Playground

1,2,3

2.4 Explore and understand religious festivals	
<p>Target 3 - Behaviour and attitudes</p> <p>Continue to develop consistency of approach in dealing with inappropriate behavior to reduce poor behavior and promote exceptional conduct.</p> <ul style="list-style-type: none"> 3.1 Implement new behaviour policy 3.2 Develop opportunities to contribute to the school community 3.3 Developed play skills and increased opportunities in the playground 3.4 Enhanced Inclusion process to prevent SEND manifesting as poor behaviour 	1,2,3
<p>Target 4 - Leadership and Management</p> <p>Address aspects of policy and practice that may be barriers to the BAME community.</p> <p>Provide training and resources for staff to be highly skilled in their area to provide high quality service to their stakeholders/clients.</p> <ul style="list-style-type: none"> 4.1 Continue to work towards Race Equality 4.2 Provide capacity, training and resources to support all staff in providing a high quality to service to their customers/stakeholders. 4.3 Develop the school site to ensure all areas support the development of pupils 4.4 Increase the footprint of the school in the local and educational community 	1, 2

1. Quality of Education

What we're aiming for:

Target 1: Deliver the high quality curriculum as intended and increase the number of children achieving at Greater Depth combined (Reading, Writing, Maths) and across the whole curriculum.

What we're going to do	Who	L/M	When	Money	What we'll see when we've done it	Commentary to inform end of year impact analysis.
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1.1 Deliver the curriculum

Deliver the curriculum as it was intended with high quality provision in all subjects of the curriculum ensuring consistent high quality learning across all subjects in all classes in all year groups.

Implement the PiXL spelling support package across the school to ensure that children have appropriate spellings	GL	JN	On going	As part of PiXL package		
Increase the number of children reaching greater depth in reading through staff training, enhanced resources and a well planned and organised sessions	GL	JN	On going	£5000	Confident teachers, teaching guided reading. Well resourced plans and consistently delivered guided reading sessions. An increased number of children at expected and greater depth.	
Implement the calculation policy and undertake the Year 4 multiplication check.	CA	SC	On going		Planned lessons as required in the calculation policy. Percentage of children passing the multiplication check is above the national average.	
Ensure EYFS planning explicitly outlines areas of the curriculum.	CK	JN	on going	Nil	Planning that has each area explicitly outlined Provision has clear learning activities linked to planning	

1.2 Challenge

Undertake evaluation of our provision for challenge using the NACE Framework and create appropriate action plan to increase number of children achieving at Greater depth combined (Reading, Writing and Maths) and across the whole curriculum.

Increase the number of children reaching greater depth in their writing through training of staff, increased writing opportunities and consistent teaching of GPS.	CM	GL/JN	On going	SM time	An increase in longer pieces of writing that have been self edited by children in books. A decrease in paper stuck in books as activities.	
Increase the number of pupils achieving greater depth in maths through ensuring children start at the level that is challenging to them as soon as possible.	CA	SC	On going	no cost	Children having some errors in their learning. More children are completing work that is more challenging to them. Some children can start earlier in the lesson.	13/10 - CA delivered staff training on challenge in maths
Ensure that the EYFS planning and provision allows for children to exceed typical expectations.	CK	JN	ongoing	No cost	More children making above expected progress between baseline and end of year assessment.	

1.3 Assessment / KPI's

Embed assessment against KPI's in all subjects

Teachers will assess children skills, knowledge and understanding against the KPI's for each subject each half term.	SL'S and YGL'S	SM	On going	Staff Mtg time	Subject leaders will be able to make statements about the number of children working at each level in their subject.	
PiXL assessments will be undertaken each term and QLA's completed to inform next teaching	CT's	SM	On going	part of PiXL package	Teachers will tailor learning for the children in their class, increasing the number of children at	

					expected and greater depth in each subject.	
Reception to complete Government baseline assessments	CK	SM	Oct 21	no cost	Teachers will complete both the Literacy and Numeracy assessments for each child in their class	
EYFS to assess children's development on ARBOR	CK	SM	On going	no cost but has created a saving of £1800		

1.4 Sticky Knowledge

Develop consistent strategies to help knowledge stick over time resulting in an increase in the number of children achieving at greater depth in all subjects.

Trial, cascade and embed a 'sticky knowledge triptych' into lesson sequences for foundation topics in order to support links between knowledge components and 'big pictures'.	BB	JN	Trial to 10/15/21 Cascade from 01/11/21 Embed by Easter	N/A	Foundation (and possibly English) lessons all have input from a 'sticky knowledge triptych' at the start and end of the lesson. These do not become onerous or lengthy (3 min max) Pupils asked about what they are learning in a topic will be able to talk about and around a 'sticky knowledge component and where it sits within the big picture of the topic.	'Sticky knowledge triptych' now being trialled in Year 2 and Year 3 in readiness for tweaking and sharing after Oct. half term.
Research, develop and share how to activate and assess pupils' prior knowledge at the start and during topics in order that new knowledge 'sticks' to existing.	BB	JN	As above	N/A	Teachers ensure topics begin with specific tasks to activate, engage and assess prior knowledge which meet the needs of all children. Pupils are able to articulate what they know about a topic (sticky knowledge) clearly and confidently because they have made links to their previous	

personal and academic knowledge in relation to the topic which mean knowledge is more likely to transfer to long term memory.



1. Personal Development

What we're aiming for

Target 2: For children to have opportunities to discover and develop interests, skills and talents, that will help them in having a physically and mentally healthy life and support in preparing for their future and becoming 21st century British citizens

What we're going to do	Who	L/M	When	Money	What we'll see when we've done it	Commentary to inform end of year impact analysis.
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2.1 Leadership roles

Embed Head pupil leadership roles ~Job description and role for head pupils created and shared	AC	JN		£50 for badges	Children with leadership responsibility growing in confidence with role and developing leadership skills Role models for Pupils within the school raising standards of behavior.	
Pupil Leadership team For a democratically convened pupil leadership team to be elected and met each week.	CK, BB, SC	JN	By End of November	No expected spend	Pupils contributing views and ideas into the SEF and SIP.	
Eco – committee For a democratically convened pupil group to identify and address ecological issues within	KT	JN	By end of November	No expected spend	The group run schemes and events to become more sustainable.	

the school, community and wonder world.						
Develop pupils subject steering groups to capture pupil voice on aspects of school improvement	BB, SC, CK, AP	JN	By end of November	No expected spend	Pupil group set up and meet half termly.	
Continue to promote participation in the Duke Award scheme	AC	JN	Ongoing	No expected spend	Pupils continue to engage and complete the programme.	
Develop philanthropic group to led school fundraising for outside charities	DP	JN	By end of November	No expected spend	Pupils attend regular meetings and raise money for three charities over the year.	

1. Oracy

Embed LAMDA into the Y3 curriculum - with optional examination	YN	SM	Dec 21			61 children signed up for Speaking in Public Grade 1
Create a curriculum for performance poetry	JY, RS	SM	April 21	No expected cost		
Embed oracy framework into the wider curriculum at John Ball	JY, RS	SM	July 21			19/10 - Days training for RS & JY
Increase the staff team's awareness, understanding and confidence in using talk as an assessment opportunity	JY, RS	SM	Dec 21	Included in cost of V21		13/10 - Staff meeting on oracy
Share a wide range of teaching mechanisms to support the application of dialogic teaching across the full curriculum	JY, RS	SM	April 21	Included in cost of V21		
Strategic opportunities for 'talk' embedded into the curriculum at John Ball - including opportunities to share and celebrate these	JY, RS	SM	July 21 and ongoing	Included in cost of V21		

Continue to embed Nuffield Early Language Intervention in EYFS.	CK	JN	Feb 21	Training for new LA's	More children making progress in Language and communication.	
2. Meaningful moments books (Beth)						
Each class to have a meaningful moments book to record significant events that occur in school for the class and/ or individuals that link to personal experiences in school. (These are not to record experiences or achievements that occur outside school)	BB	JN	at least one entry per class by the first half term	£250 for books	Each class's meaningful moments book to have a shared record of a selection of personal and shared experiences that have occurred in school.	
Link meaningful moments books to some events recorded on Google classroom feeds for each class	BB	JN	Set up by Oct half term	No expected cost	Meaningful moment will also be shared on a google classroom feed for parents to log into	
3. Celebrate religious festivals						
Opportunities for religious festivals to be celebrated built into the curriculum	YN	SM	Set up by Spring term	£1000 for visitors where required	A clear calendar of events is created with assemblies and celebration opportunities highlighted	
Through our RE curriculum, develop relationships with key members of the religious community - involving them in assemblies/class visits across the school	YN	SM	Set up by Spring term	Included in cost above	In line with the calendar of events a group of contacts to be created to support with providing high quality celebration experiences for the pupils.	
Develop a strong awareness of the religious festivals celebrated by our	YN	SM	By end of Summ	Subject leader release	Pupils (and parents/carers - covid depending) to have an opportunity to input into the	

school community and build in opportunities for them to share these experiences with their peers in the school community			er term	time to develop strategy: £600	celebration of key festivals which they personally celebrate. Mantle of the expert opportunities in assembly for key events, when appropriate.	
Develop activities in all playground spaces where children can develop their understanding of religious festivals at school	YN/PAs	SM	By end of Spring term	£500	PAs to be actively developing activities which reflect the nature of the RE curriculum (linking to art, music etc.) Evidence that festivals are being celebrated seen in playground and other shared spaces.	
Through displays and learning environments, raise awareness and understanding of key religious events celebrated by members of our school community.	YN	SM	By end of spring term	£500	Key display spaces reflect the RE curriculum - demonstrating the school's activity schedule in learning about these key festivals	
Develop menu choices to reflect the celebration of key festivals	HT	SM	By end of Spring term	Menu development cost: £TBC following research.	Menu choices celebrate foods associated with key festivals as identified in the RE policy	
Staff training to understand key changes in the RE curriculum and the rationale/expectation henceforth.	YN	SM	by end of Spring term		Staff have deep understanding of the schools RE strategy in regards to both the teaching of RE and the celebration of festivals.	
School to communicate celebrations to stakeholders	MT	SM	by end of Spring term	No expected cost	JBuzz to reflect key religious celebrations ensuring the community know the work which the school is doing in regards to this.	

					Twitter (and other social media) to also reflect key festivals	
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3. Behaviour and Attitude

What we're aiming for

Target 3:

To develop consistency of approach in dealing with inappropriate behaviour to reduce poor behaviour and create an environment which promotes exceptional conduct.

What we're going to do

Who

L/M

When

Money

What we'll see when we've done it

Commentary to inform end of year impact analysis.

1. Embed new behaviour policy

For children to understand what the three rules mean in different parts of the school.	Class teachers	JN	Oct half term	Nil	Children can talk about how the three rules can be demonstrated in the classroom and the playground	
Implement the 'meet and greet' at the start of the day	Class teachers	JN	Ongoing	Nil	Children are individually welcomed into the classroom at the start of each day.	NS - Posters for Meet and Greet. NS - speak to children to see if it is happening.
Develop whole school 3 step routines for: End of play, Arriving in class, (adapted for some subjects/areas) Arriving in assembly Lunch hall	Whole school	JN	Dec 2021	£200 for signage	Calm orderly environment where children are making positive choices for themselves.	
Each classroom has a recognition board or proud cloud recognizing effort and over and above behavior.	Class teacher	JN	Oct 21	£500	Recognition boards with explicit explanation of what was recognised. Development of intrinsic pride and a sense of being valued in the class/community.	10/21 - All classrooms have proud clouds. NS - Check how they are being used next half term.
Develop reward system that promotes intrinsic sense of pride in effort and choices. "Not what you give – how you give it"	All staff	JN	Ongoing	£200 per half term for house reward	Children report wanting to behave to improve the whole community. Positive response for children in their own house achieving in celebration assembly.	

Praise, positive note home, phone call home						
Restorative Restorative club - 3 rd person perspective Adopt restorative conversation prompts: What happened? Who has been affected? How were they affected? What were you/they thinking at the time? What do you need to do to make it right? How do you feel now? What will you do differently next time?	All staff	JN	ongoing		Children are able to reflect on their misdemeanors and understand the rationale for their consequences. Children feel that misbehaviour is dealt with well and that they feel safe.	NS -

2. Develop play skills and increased opportunities in the playground

Ensure all children know who the playground associates are by having a noticeboard with photos of play team	DP/JP	JN	Dec 2021	£700	Children confidently and respectfully interacting with the play associates.	
Develop playground steering groups to capture pupil voice	DP	JN	Dec 2021		The playground developing in a way that the children want to see.	
Write play policy and submit to governors and put through usual policy cycle.	JN	Gov	July 2021		Play is strategically secured as an important part of the school.	
Begin loose parts collection process.	DP	JN	Dec 2021		In increase of resources to play with and a constant supply of them.	

Develop systems for managing and storing play equipment.	DP	JN	Dec 2021	£2000	Playground information board updated daily. Club hub timetable clearly shared.	
Develop pupil responsibilities in the playground.	DP	JN	Dec 2021		Pupils carrying out roles of responsibility in the playground.	
Create a timetable for the club hub so children can discover and develop interests.	DP	JN	Dec 2021	£600 (£100 per half term)	Club hub timetable clearly shared. Children engaging in the clubs provided.	
Ensure that the playground has opportunities for all children, including SEND pupils, to engage in activities.	BN, AP,	JN	Dec 2021	£300 (£50 per half term)	The playground has a range of 'special interests' available to use. Regulation station available. Tranquil area open. Sand play and messy play available.	

3. Opportunities for children to contribute to the school community

This aspect of the SIP overlays with Personal Development which outlines, Pupil Leadership team, Eco-COMmittee, Pupil voice as well as House captain roles.

Plan opportunities for children to undertake Duke Award activities within the school such as play leaders, Reading buddies, maths champions, science ambassadors etc.	AC	JN	April 2022	£200	Children participating in responsibilities within the school	

4. Enhanced Inclusion processes to prevent SEND manifesting as poor behaviour (Amy to add to)

Embed the specialist teams of Cognition and Learning as well as Communication and	SI, TJ, BN	AP	Ongoing	£1000 for training		27/09 -Feedback from INSET outlines: <ul style="list-style-type: none"> the strength of thee teams in the quality of the relationship with the child based on knowing the children and their needs
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Interaction team to ensure that children are able to make steps towards achieving their targets.						<ul style="list-style-type: none"> • Nurture provision having a positive impact • AC, KT, RS highlighted having a great understanding of the SEND children in their classes.
Embed Early intervention processes, particularly in the EYFS.	CK	AP	Ongoing			Inclusion forms, EIF
Develop a multi sensory area within the EYFS setting	CK	JN	July 2022	£1000	Sensory provision available for children who require it.	
Develop emotional regulation resources and areas in the EYFS setting.	CK	JN	April 2022	£200	Children able to talk about feelings and suggest ways to manage their emotions	



4. Leadership and Management

What we're aiming for

Target 4:

Address aspects of policy and practice that may be barriers to the BAME community.

Provide training and resources for staff to be highly skilled in their area to provide high quality service to their stakeholders/clients.

What we're going to do	Who	L/M	When	Money	What we'll see when we've done it	Commentary to inform end of year impact analysis.
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1. Race Equality

Review recruitment practices and policy to ensure we represent our community at all levels.	MT	JN	Dec 21	Nil	A workforce that represents our school community more accurately.	
Explore the impact of having a separate anti-racist policy	JN	GOV	Dec 21	Nil	A policy (either adapting the Equalities policy, or a new policy) that actively challenges racism to be an inclusive school at a deeper level.	
Devise a mechanism where people can report decisions, actions or incidents that are perceived to be racist in an anonymous way.	SM & MT	JN	Dec 21	Nil	A reportable link on the website that people can anonymously report racist concerns.	
Review curriculum to ensure that there is BAME representation and, where possible British BAME.	SM & subject leaders	JN	April 22	£3000	A curriculum that is 'decolonised'	Black curriculum undertaking a curriculum review in April 2022.
Review and develop the environment to ensure BAME culture is represented.	CK, BB, SC, AP	JN, SM	July 2022	£6000	A school environment that reflects our community.	

Explore and develop BAME pupil voice group	JN	Gov	April 2021	Nil	A group of pupils that can discuss and share experience of being a pupil in JB school.	11/10 Work in partnership with Goldsmith University to achieve this
Continue BAME parent group	JN	Gov	Ongoing	Nil	A group of parents that can share thoughts, perceptions and interpretations of school action to influence steps taken to make the school inclusive at a deeper level.	
Continue to develop training staff on understanding why and how to talk about race and how to take steps to become more racially just.						13/10 - SENCO booked onto Embedding Race Equality programme. Each course is a programme of 6 sessions. One one person per course was allowed per school

2. Support teams to provide a high quality service to their customers/stakeholders.

Continue to train specialist teams lead by HLTA's and overseen by the AHT.	AP	JN	Dec 21	Included as £1000 training above	Three specialist teams, timetabled to support key children. Accelerated progress of these children.	
Ensure the space in the school is organized to enable C&L and C&I teams to function effectively	SI, TJ	AP	Dec 21	£1000 furniture	Highly effective intervention and provision being carried out consistently.	
Ensure the resources are well organised and accessible to enable teams to function effectively.	SI, TJ,	AP	Dec 21	£500	High quality resources being used to advance children's learning.	
Provide training and support so quality first teaching is inclusive.	AP	JN	Dec 21	£1000	Staff training planner shows high quality training.	
Performance management of all staff is timely, appropriate and supports development.	AP, BB, CK, BN	JN	Dec 21	No expected cost	Staff clear on what their strengths are and how they are strengthening areas that need further development. Staff clear on what the teams targets are.	

					Support plans are implemented to secure development where required.	
High standards of conduct are demonstrated by all staff	AHT, DHT and OD	JN	Ongoing	No expected cost	Where this is not the case, school follows the policies to address it.	

3. Develop the school site to ensure all areas support the development of pupils.

Resurface the upper playground	JP	MT	Sept 2021	LA funded £250k	Upper playground resurfaced	12/10 -Achieved
Install a sand pit in the KS1 playground	JP	MT	Sept 2021	£500	Sand pit available for children to play with in KS1	12/10 - Achieved
Install an all weather canopy on the balcony for Year 1 to have outdoors provision in all weather.	JP	BB	Sept 2021	£42K	High quality learning provision set up every day.	12/10 - Achieved
Refurbish Magda Moorey suite to an art and DT studio	JP	JN	Sept 2021	£12k	A well resourced room set up for the teaching of art and DT	12/10 - Achieved
Refurbish conference room to a dance studio	JP	JN	Sept 2021	£8k	A dance studio that is used for teaching dance.	12/10 Achieved
Refurbish old cleaners room into a small intervention room	JP	JN	Sept 2021	£1000	staff have a purposeful place to carry out interventions with children.	12/10- Achieved
Refurbish old premises team room into an intervention room which can be used for music tuition.	JP	JN	Spet 2021	£1000	staff have a purposeful place to carry out interventions or music tuition with children.	12/10 - Achieved

4. Increase the footprint of the school in the local and educational community (Beth)

Through ELE role, to support other schools through research informed practice	BB	JN	On going	ELE role adds to budget	Local schools recognise 'footprint' through support given. JB reputation boosted.	
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Use social media to promote curriculum outcomes	BB	JN	On Going	N/A	Curriculum provision advertised and footprint increased in the local and educational community.	
For SLT to carry out work in wider organisations	All SLT	JN	Ongoing	generate income		12/10 - PiXL SM and SC continuing associate work. SC continuing POSH SM support PiXL with ongoing curriculum resource development LSTH SM facilitating NPQTL, JN facilitating NPQH, BB facilitating ECT programme Lewisham Learning SC, CK, BB, SM, JN School reviewers SM curriculum review team Goldsmiths University TBC

5. Ensure the school is compliant

Website audit	MT	JN	Oct 21	£250 LL menu	A compliant website. A useful website for parents.	
Safeguarding audit	CK	JN	March 22	£500 Via S/G SLA	Evidence that the school is compliant with safeguarding.	
Ensure all staff and governors receive safeguarding training	CK	JN	Oct 21	£500 S/G SLA	AN informed GB around its and the school responsibilities with safeguarding.	
All DSLs to have their Level 3 training up to date	CK	JN	Ongoing	£500 S/G SLA	SCR demonstrates this and practice adheres to compliant policy.	
Health and safety audit	JP, MT	SM	March 22	£0	Evidence that the school is compliant with health and safety.	

Create succession plan for lead first aider.	MT	SM	Nov 21	£400 training	Person identified and planning and training is in place for them.	
Increase income through rental.	MT	JN	Ongoing	No expected cost	An increase in revenue from rentals.	
Ensure the contracts are well managed and efficient.	MT	JN	Ongoing	No expected cost	A high standard of service for a fair price.	

MONITORING & EVALUATION:

- The following plan will be subject to **termly review** using the intended outcomes and impact which will incorporate quantifiable data as the basis of review.
- On-going monitoring and evaluation activities (see both the SE wheel and yearly planner) will be used to judge the impact of all targets and actions throughout this plan.
- We will also use external expertise such as our annual Challenge Partner review and an SEND audit to benchmark our judgements.
- All judgements will be benchmarked against Ofsted requirements in the current framework.

School leaders:	Governing Body:	Local Authority:
<ul style="list-style-type: none"> • Half-termly pupil progress meetings conducted between Headteacher, Deputy Head, Assistant Head teachers and class teacher. • Termly lesson observations as per the monitoring cycle conducted by the SLT • Termly / medium term (MTP) planning check, including Teacher/ T.A. feedback. • Termly book, data and planning triangulation checks with feedback to teachers • Formal learning walks will be carried out to explore themes from the above triangulation checks • Scrutiny of pupil achievement data (by SLT) including attainment and progress for whole cohorts and groups (including SEN, Disadvantaged, EAL, Ethnic Groups, More able and gender) on a termly basis to evaluate progress against targets set – linked into pupil progress meetings • Termly reporting to the GB via the HT report. • Annual external school review process with a moderated report presented to the school 	<p>Scrutinise and challenge evaluative reports at every review point. Evidence of this scrutiny will be minuted.</p> <p>The evaluative reports will include the following:</p> <ul style="list-style-type: none"> • detail on the impact of planned intervention work analysed by subject leaders then reported to SLT and governors. • the outcomes of monitoring activity and professional development how that has led to improvements in practice • how the use of pupil premium funding in particular is resulting in accelerated achievement of disadvantaged children. • Half termly reports on the quality of work in children's books • Termly data analysis to include attainment and progress by year group and by vulnerable groups (Disadvantaged, SEN, EAL, More able) in comparison with the cohort as a whole and where applicable, national averages 	<ul style="list-style-type: none"> • As a Green school the LA will monitor out progress via a desktop exercise and we will be asked to submit our SEF to them in the autumn term. • Annual Register audit • Annual SG audit • Internal audit (last done July 2019)