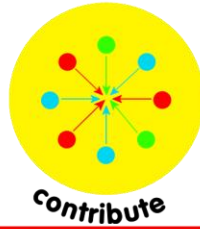
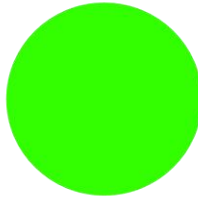
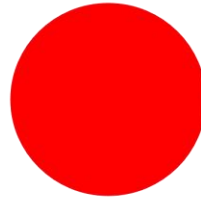


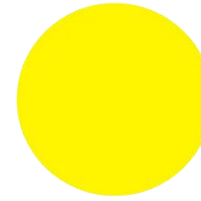
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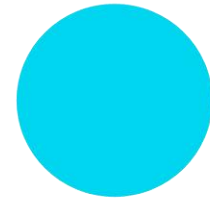
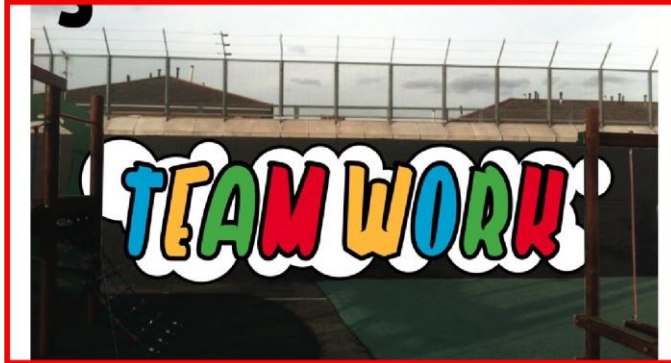
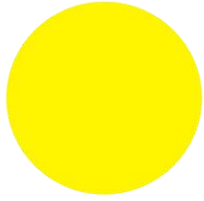
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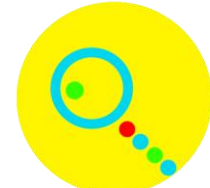
team work



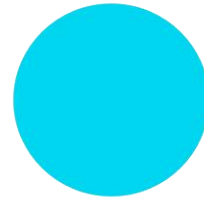
enjoy



respect



enquire



School Improvement Plan (Spring Term Review) 2018 —2019



A place of learning, laughter and friendship

www.thomasbuxton.towerhamlets.sch.uk



OUR SCHOOL GOALS 2018—2019

Leadership ensures that all aspects of teaching, learning and the curriculum are highly effective.

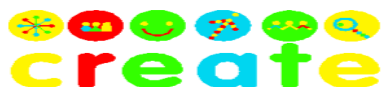
1. Leadership and Management

Teachers and children demonstrate deeper knowledge, understanding and skills across the curriculum.

2. Teaching, Learning and Assessment

Children and families make healthy choices for their physical and mental wellbeing.

3. Personal Development, Behaviour and Welfare



A place of learning, laughter and friendship

Attainment of all groups is in line with or exceeds that of the same groups nationally.

4. Outcomes for Children



Thomas Buxton
Primary School
Learning Together

SG1 Leadership and Management Goal Leadership ensures that all aspects of teaching, learning and the curriculum are highly effective.		
Outcome – What? <i>What are we aiming to achieve?</i>	Spring Term Review	Summer Term Review
a.) Professional development allows all staff to excel.	<ul style="list-style-type: none"> Teachers are engaged in professional dialogue and reflect on the teaching strategies used to ensure a high quality of teaching and learning across the curriculum. Leadership skills and observation knowledge have been developed amongst the wider staff through the development of teaching and learning review days. The statutory expectations for the curriculum are met and evidenced. Children have the opportunity to experience a curriculum matched to their needs. Teachers have greater support with planning and planning formats have been more detailed with misconceptions, key learning points, key vocabulary and scaffold and challenge identified. This is particularly strengthened in Science. Teachers understand better how to plan for progression within units of work, what the logical teaching steps are and how to address misconceptions. Teachers are using the interactive resources within lessons so that pupils are exposed to a range of CPA strategies in maths to consolidate concepts. Structure of computing lessons allow for more independence, opening lessons with exploration of software. This has been observed in Year 3 and 4 and has been reported in other year groups. Teaching staff have had greater access to feedback on their planning, marking and outcomes since new policies have been implemented. This has enabled them to understand their next steps in order to improve teaching and learning and outcomes. 	



	<ul style="list-style-type: none"> • There is positive feedback from children and adults about content of sessions from schemes of work, and clearer progression seen in books. • Providing one full scheme of work and one outline scheme of work (with support from Humanities lead to develop) to each year group per term is allowing teachers to develop their subject knowledge and Humanities planning. • Pupil voice carried out in Au2 and feedback has influenced the planning for schemes of work. • All new members of staff have received support from P4C lead and an ongoing support network established whenever needed. All members of staff have achieved their level one P4C training and can now all deliver high quality enquiries in their class rooms 	
<p>b.) Coaching further develops motivation and trust for individuals and teams in all parts of the school community. (Coaching – innovation!)</p>	<ul style="list-style-type: none"> • The language of coaching continues to be used in reflection of teaching and learning. • Staff engagement with Brad Wray coaching sessions reflects commitment to the coaching process. • Six parents have undertaken a formal ESOL training course (offered by the Young Foundation via TBP School) to become ESOL facilitators. They will be delivering an ESOL programme to the wider school community in the Spring Term. 	



SG2 Teaching, Learning and Assessment Goal Teachers and children demonstrate deeper knowledge, understanding and skills across the curriculum.		
Outcome – What? <i>What are we aiming to achieve?</i>	Spring Term Review	Summer Term Review
<p>a.) Effective AfL ensures that all children are challenged both in their thinking and independent work.</p>	<ul style="list-style-type: none"> • Statutory expectations for the curriculum are met and evidenced. Children have the opportunity to experience a curriculum matched to their needs. • TAs more responsive to child’s progress or lack of it; biggest impact in colourful semantics groups where very good progress has been seen. • Children who need extra support have been targeted with booster and middle room. • They are now making better progress due to this extra support and tailored approach to filling the gaps. • Gaps identified from data are being carefully planned for and addressed in basic skills, gramminars and booster sessions alongside lessons. • Structure of computing lessons allow for more independence, opening lessons with exploration of software. This has been observed in Year 3 and 4 and has been reported in other year groups. • Staff were given different AfL strategies that they could use within their science lessons to help address misconceptions, for example Discovery Dog and Concept Cartoons. • This planning format allows us to rigorously observe children’s needs and interests and plan next steps that help them to make best-possible progress. • Parents are well informed about attainment and progress. They contribute to assessing children’s progress. • Due to whole school focus, children will have the opportunity to further discuss their learning with their families. This is further supported by the cross-curricular links to RRSA and P4C. The whole school competition helped to build up excitement. 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> • P4C stimuli is appropriate and effective in pushing on children’s thinking and stretching their ability to reason. P4C lead has also provided key stage appropriate and stretching stimuli for certain whole school events. 	
<p>b.) Pupils’ common misconceptions and mistakes are used purposefully to develop resilience.</p>	<ul style="list-style-type: none"> • Subject leaders have identified aspects in their areas where children can promote resilience. In Maths there are resources for open-ended investigation for children to correct the mistake and explain answers. • In English, teachers have identified that children need more time for editing and redrafting work. Planning has been adjusted accordingly. • There is greater evidence of challenge and differentiation in Humanities outcomes. • Staff training on Growth Mindset and developing resilience was used to deepen understanding and Medium Term Planning was then adapted. • Mentoring sessions have been used purposefully to work with children one to one. This was more effective with children in Key Stage 2. 	<ul style="list-style-type: none"> •

SG 3 Personal Development, Behaviour and Welfare Goals		Children and families make healthy choices for their physical and mental wellbeing
Outcome – What? <i>What are we aiming to achieve?</i>	Spring Term Review	Summer Term Review
a.) Children are active citizens both locally and globally.	<ul style="list-style-type: none"> • Children are involved in decision making for whole school improvement and a deeper understanding of their rights as citizens for the future. Children make a positive difference to their local community and develop a better understanding • New staff have a clear understanding of the Rights Respecting School ethos and planned opportunities to promote the values within their teaching. New staff are increasingly using the Rights Respecting School language. • Children have identified specific issues in their local area and see themselves as active citizens who can make a change in their community. There is very high engagement in the school ambassadors and they have held class council meetings to identify local issues to empower children and promote them viewing themselves as active citizens. • Children worked alongside trainee doctors, nurses and dentists and completed different health-related activities. Children were inspired and have a deepened understanding of how to live a healthy lifestyle. • Science Week deepened the children’s understanding of being a local and global citizen. Visitors from TfL and Great Ormond Street explored their jobs with the children and helped to develop the children’s Science Capital. • Parents and carers were invited to the Headteacher’s Coffee Morning and explored the science curriculum at Thomas Buxton. They were equipped with tasks and activities that they could complete with their child at home to help raise the profile of science at home. • Children are gaining a ‘real’ understanding of healthy foods. 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> • All year 6 pupils to complete their play maker award over the year and to be regularly volunteering their time in school. Some children will have the opportunity to provide their skills in the wider community. • Female figures leading more healthy active lifestyles within our community and implementing healthy choices in their families. 	
<p>b.) Children and families make healthy choices for their physical and mental wellbeing, including their understanding of how to stay safe online. (E-Safety, health & wellbeing)</p>	<ul style="list-style-type: none"> • The impact of the work of the School Travel plan is that a higher proportion of pupils and families choose to cycle, scoot or walk into school. • Activities planned will motivate and encourage families to make healthier and more sustainable travel choices into school not just for the two weeks but longer term. • Pupils will be more enthused about cycling and will therefore be more likely to continue this as they become older. • Parents and children have a greater awareness of how to keep themselves safe online through workshops and curriculum work. 	<ul style="list-style-type: none"> •

SG 4 Outcomes for Pupils		
Attainment of all groups is in line with or exceeds that of the same groups nationally.		
Outcome – What? <i>What are we aiming to achieve?</i>	Spring Term Review	Summer Term Review
<p>a.) Outcomes in Reading are in line with or exceed that of the national averages.</p>	<ul style="list-style-type: none"> • Whole school English and Guided Reading monitoring ensures that teaching staff have had access to feedback on their planning, marking and outcomes since new policies have been implemented. This has enabled them to understand their next steps in order to improve teaching and learning and outcomes. • Staff have embedded the teaching of Guided Reading in their classrooms based on the teaching of VIPERS skills (which was developed in the Autumn term). Outcomes from planning, T+L Review day and scrutinies have been good • VIPERS (Vocabulary, Inference, Punctuation, Explain, Retrieve and Summarise) trial in Year 5, 4 and 2 (using child-led prompt cards to develop independence) • English team have evaluated long-term plans and adapted them to include more quality texts • Library being utilised to develop children’s love of books and reading. Library is being utilised for whole-class and small group use. • Successful RWI parent workshop (30 attendees across Rec and Yr 1) • Strong structure of teaching RWI continues (as children come off the scheme and re-arranging is required). • RWI assessment is taking place each half term. • RWI Development Day concentrated on coaching to improve and share outstanding practise. 	<ul style="list-style-type: none"> •
<p>b.) Outcomes in Writing are in line with or exceed that of the national averages.</p>	<ul style="list-style-type: none"> • Monitoring of planning/books has ensured that new writing guidelines are followed. • Classroom teachers responded to previous book/planning scrutiny and made relevant adaptations to practise and children’s outcomes in books. • Planning support given across the school in all year groups. Ongoing support with year 3 and 6/drop in PPA/feedback/modelling resources. 	<ul style="list-style-type: none"> •

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| | <ul style="list-style-type: none">• All teaching staff have attended the E1 moderation, which focused on writing outcomes.• Long-term plans have been adapted and reviewed with borough English lead.• Attended PDC courses on data and OFSTED.• Third group being taught in 2, 3, 5 and 6 for reading, writing and maths.• Medium Term Plans now include Vocab and Grammar sections.• Wider staff trained on vocabulary teaching from English borough lead (3 tiers of vocabulary).• Trained support staff on working with children to develop vocabulary in writing and reading. Use of resources such as word webs and colourful semantics.• Whole-School text overviews planned by English team for each year group – this contained a three-week unit on Eric by Shaun Tan. | |
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