



School Improvement Plan (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

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

4. Outcomes for Children



A place of learning,
laughter and friendship



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? What are we aiming to achieve?	Spring Term Review	Summer Term Review
<p>a.) Professional development allows all staff to excel.</p>	<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. 	<ul style="list-style-type: none"> • Senior and Middle Leaders have identified whole school strengths and areas for development across the whole school curriculum and within Phases. Teachers identified individual professional development needs and are more able to identify effective practices to improve the quality of teaching and learning. • Reviewed subject action plans to improve quality of teaching. Developed knowledge and understanding of new Ofsted Inspection framework. • Standard of teaching has remained high with support provided where needed. • Staff are regularly engaged in reflecting on their practice and are up-to-date with research around the Early Years which has led to more innovative practice in the phase • 100% of staff report that “Leaders use professional development to encourage, challenge and support staff improvement.” SIP Questionnaires 2018/19 • NQTs have been well supported through the induction programme at the LA and within school. • Teaching and learning review days are effective in engaging staff in discussion of both their own professional development and wider school pedagogical exploration. • The research focus during LMT meetings has been well disseminated through the wider school staff group.

	<ul style="list-style-type: none"> • 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. • 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. <p>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>	<ul style="list-style-type: none"> • Effective support and professional development for new Senior Leadership Team has been empowering and ensured effectiveness
--	---	---

<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. 	<ul style="list-style-type: none"> • There is greater clarity about the role of coaching in school and the external coaching opportunities are much valued.
---	--	--

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
a.) Effective AfL ensures that all children are challenged both in their thinking and independent work.	<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. 	<ul style="list-style-type: none"> • Assessment ranking has led to greater identification of where children have gaps in learning and addressing them promptly. • Pupil progress meetings are effective in identifying gaps and progress. • Proved coverage of National Curriculum objectives. • Identified where opportunities could be for the curriculum to be reshaped and for strengthening links across subjects. Subject Leaders clear on strengths and weaknesses in the coverage of subjects. Statutory expectations for the curriculum are met and evidenced. Children have the opportunity to experience a curriculum matched to their needs. • Book and planning monitoring and appraisal walks demonstrate that misconceptions are being identified early so that children can progress without barriers. • Improvements in the teaching and learning of science has improved across the school for the strands: there is a shared understanding of the purpose and process of science enquiry; there is a shared understanding of the purposes of science assessment and current best practice; there is a commitment to developing all children's science capital; there is a clear vision for the teaching and learning of science; there is a

	<ul style="list-style-type: none"> • 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. • 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>shared understanding of the importance and value of science; there are appropriate and active goals for developing science; there is a commitment to the professional development of subject leadership in science; there are monitoring processes to inform the development of science teaching and learning; there is engagement with professional development to improve science teaching and learning; there is a range of effective strategies for teaching and learning science which challenge and support the learning needs of all children; there is a range of up-to-date, quality resources for teaching and learning science which are used regularly and safely; there are appropriate links between science and other learning and there are appropriate links with families, other schools, communities and outside organisations to enrich science learning.</p> <ul style="list-style-type: none"> • Moderation in EY has deepened understanding of what “exceeding” means in the early years.
<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. 	<ul style="list-style-type: none"> • Responses to misconceptions are planned for in maths and English with greater consistency and effectiveness. Evidenced in monitoring and children’s books. • Planning for EY is more adaptive to children’s interests.

	<ul style="list-style-type: none">• 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.	
--	---	--

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 	<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 Able to access OT and ASDAS interventions through contacts within group which has improved access for some of our families to these services Pupils who have attended the sessions organised are better prepared for secondary school and the transition. Pupils are less anxious about the transition and are instead feeling positive and excited. School ambassadors have developed understanding of being active citizens. Children across school have chosen an issue that they care about for the school ambassadors to improve. Children have made relationships with children in another school and made links between beliefs in different religions. Partnership with Spitalfields Farm is improving the outdoor environment and engaging children with understanding the world around them. Children chose how to raise money and promote a healthy choices in school.

	<p>complete with their child at home to help raise the profile of science at home.</p> <ul style="list-style-type: none"> • Children are gaining a ‘real’ understanding of healthy foods. • 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. 	<ul style="list-style-type: none"> • Each year group has had the opportunity to plant vegetables and flowers in the school grounds. • Pupils have become more aware of the importance of healthy eating. • Knowledge of planting and growing has increased throughout the school. • Issues relating to recycling, litter, waste and biodiversity were addressed throughout the academic year. • The profile of being an eco-friendly school was raised throughout the academic year through the creation of an Eco-School committee. • The Eco-Ambassadors ensured recycling across the school improved by decided to order more recycling bins for each room of the school.
<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"> • Submitted Gold Award application for TFL

SG 4 Outcomes for Pupils		
Attainment of all groups is in line with or exceeds that of the same groups nationally.		
Outcome – What? What are we aiming to achieve?	Spring Term Review	Summer Term Review
a.) Outcomes in Reading are in line with or exceed that of the national averages.	<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"> • Evidence of where there is high quality teaching and learning and support for teachers with curriculum reshaping where needed. Ensured staff are consistently following agreed policies. Evidence for appraisal outcomes. • As our literacy interventions are completely appropriate and carried out effectively we are able to make good and proper use of the SLS assessment service for SpLD • Teachers have identified clear areas to develop for specific pupils to ensure that the maximum number of pupils achieve the expected standard in writing • In reading, the number of children in Year 5 meeting age related expectations was 65% in Spring term and 74% in the Summer term. • In writing, the number of children in Year 5 meeting age related expectations was 58% in Spring and 70% in Summer term. • Personalised phonics homework sheets were created for all pupils in Year 1 and sent home in order to ensure gaps with phonetical knowledge were addressed. • Groups based specifically on the phonemes pupils were unfamiliar of were created and changed on a weekly basis. • Gaps in learning were highlighted and addressed in the Year 1 middle room. • Opportunity for transition of pupils moving into Year 2. • Trends were identified for pupils that did not reach age-related expectations. • Interventions were put in place to ensure accelerated progress for the remainder of the academic year.

		<ul style="list-style-type: none"> • Interventions were highlighted to begin during Autumn term of the next academic year. • The number of children ‘exceeding’ the Early Learning Goal was in line with the borough average.
<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. • 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. 	<ul style="list-style-type: none"> • Parents have gained confidence with home reading and now have a number of strategies they can use that are explicitly linked to the VIPERS skills we are teaching in school. • Teaching staff have access to feedback on their planning, marking and outcomes since the changes we have made to the writing curriculum. • Book scrutiny highlighted strengths and weaknesses regarding planning cycles and extended writing outcomes. Teachers have greater awareness of the ways they can improve the opportunities when teaching writing. This has also had a direct impact on our preparation for next year and the long-term overviews the English team are developing in preparation of the next academic year.