

School Improvement Plan Review 2021 - 2022

School Goal 1: Quality of Education Lead: Claire Redpath (DHT)

Children are equipped with the knowledge and cultural capital to succeed as learners.

UNCRC Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



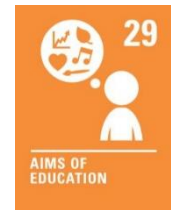
School Goal Objectives	Evaluation of Impact	Next Steps
<p>a.) The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p> <p>b.) Assessment in all forms is used purposefully to close gaps and accelerate progress</p>	<p>Regular monitoring across the curriculum has ensured that areas for development are quickly identified and addressed. Teaching and Learning Reviews focussed on Reading and Maths and provided opportunities for staff across the school to ‘dive deep’ into these areas and actions taken have shown increased engagement and progress. Knowledge Organisers in humanities and science are now embedded into the curriculum and staff have begun through professional development to learn more about the importance of retrieval practice and embedding long term knowledge.</p> <p>The migration from SIMS to Arbor has streamlined the data collection process and allowed staff at all levels to engage more purposefully with children’s attainment and end point expectations in core subjects. The data analysis is useful in ensuring teachers, subject leads and SLT can clearly identify trends across school and cohorts. We have continued to embed PiXL across school and utilised the resources on offer, which has encouraged subject leads and class teachers to take ownership of their class data in a more meaningful way. Evidence of progress towards specific end points is rapid and gaps in children’s knowledge are quickly identified and addressed by adapting the curriculum to meet the needs of cohorts and specific groups. We have effectively used the school tuition-funding grant to target specific cohorts and groups to provide further consolidation of weaker areas of study. Statutory assessments have been carried out including external moderation of all cohorts through the E1 partnership. The Key Stage 1 data was externally moderated by the Local Authority, reaffirming in all cases teachers judgements and highlighting that rapid progress is being made through accurate assessment across the curriculum.</p>	<p>Securely embed retrieval practice across the curriculum in all subjects and implement whole school practices to improve outcomes across all subjects so children securely make connections across the curriculum.</p> <p>Ensure that teachers in the interim years are clear on end of key stage goals, particularly in writing. Priorities for each year group will be addressed through curriculum revision in Autumn 2022. Continue to embed PiXL systems particularly to increase the number of children achieving Greater Depth across subjects and close gaps between groups.</p>

School Goal 2 – Behaviour and Attitudes

Leads: (PLs) Dave Ash and Stefan Marseglia

Throughout the school community, difference is valued and nurtured whilst commonalities are identified and celebrated.

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School Goal Objectives	Evaluation of Impact	Next Steps
<p>a.) The curriculum provides children with experiences of the wider world to help them to understand their city the world they in and their place within it.</p>	<p>A group of Staff attended Global Teaching and Learning training and achieved Level 1 certification and they were able to use this knowledge to introduce the Sustainable Development Goals to Thomas Buxton Primary School. Throughout this academic year, children have been able to learn about these goals, primarily through their weekly Circle Assemblies. Topics relating to poverty, well-being, and gender equality, reducing inequalities and responsible consumption and production have taken place. Children have become more articulate during their weekly assembly discussions and are able to discuss with greater confidence both local and global issues.</p> <p>Buzz Days such as Time Buzz Day and Sustainable Development Week have given children opportunity to explore topical issues such as recycling and the environment and are now able to discuss current issues with more confidence. The school’s work at delivering a global curriculum was also acknowledged through certification of the Global Schools Award Level 1.</p> <p>High quality enrichment opportunities have been provided across the curriculum with a range of workshops and trips provided to support curricular outcomes. Outcomes have been specifically linked to the enrichment opportunities to ensure that they are supporting the children’s developing understanding within the curriculum. The enrichment offer has been developed to ensure that all children are given opportunities to extend their learning. Children with additional needs are carefully considered during the planning stage. The SEND coordinator has provided a range of opportunities to enrich the curriculum through specific trips to help children access their local area and develop real life skills. Staff have begun to utilise the schools outdoor learning resources and are using the outdoor space to contribute to enriching the curriculum. There will be continuing professional development to develop this further. The school has offered some opportunities for OOSHL (Out of School Hours learning) through holiday sports clubs and learning support during the Eater holidays.</p> <p>The school has re-established links with a range of Business Partners to form working relationships. Children from classes across Key Stage 2 have taken part in a writing partners scheme in which children communicate with a local professional to gain a fuller understanding of the workplace, increase cultural capital and develop real life skills. Reading partner schemes have supported reading in Years 2 and 3 with children having an opportunity to read with a local professional each week.</p>	<p>Induction at Thomas Buxton Primary School to include reference to the Sustainable Development Goals.</p> <p>All Subject Leaders to begin to think about how the Sustainable Development Goals can be linked within their subjects.</p> <p>The Science Lead to ensure that there is a greater relationship between the individual science lessons taught and their link to a global perspective.</p> <p>Re-establishing a partnership with a different school setting via the British Council will need to take place during the next academic year. Allowing children to share their views and opinions with other children in a different setting is needed.</p> <p>Review enrichment passports to ensure they reflect the enrichment opportunities at Thomas Buxton Primary School and that</p>

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<p>b.) Teaching promotes independence and creativity which empowers children to take greater control of their learning</p>	<p>The Year 5 cohort have taken part in a scheme to encourage extra-curricular activity. They school are working with Children’s University to incentivise children to take part in extra curricular activities and evaluate how these activities support their development of key life skills.</p> <p><u>LORIC - Character Development Implementation</u> PiXL’s character development scheme was implemented across the school and children were introduced to the characteristics of Leadership, Organisation, Resilience, Independence and Communication. Children have been given the opportunity to develop their LORIC skills in a variety of ways, most notably through specific Establishing Week sessions and weekly Circle Assemblies. By creating and placing LORIC posters into each classroom, both staff and children are now more confident at making reference to specific LORIC skills during different lessons. Children are also more articulate about the language related to character development.</p> <p>There has been an emphasis on pupil participation across many areas of school this year as children have been able to work in mixed age groups once again. After not working alongside mixed age groups for the previous academic year, it was important to develop children’s confidence and to teach them how to speak publically. Children have taken part in weekly circle assemblies, which have been adapted through the year to encourage participation from all children and to encourage all children to talk in front of a larger audience. Circle assemblies allow children to practise the skills learnt in P4C lessons to develop confidence and creativity in their oral responses and articulation.</p> <p>Pupil voice continues to have a high profile in school life through weekly circle assemblies and P4C, use of WWW boxes and emphasis on UNCRC Article 12 (Respect for the views of the child). School ambassadors have played a fuller part in organising school events this year and have taken ideas from their class to organise a number of school events and suggest areas for development across the school. The school’s UNCRC Articles have also been updated to make them more accessible to all stakeholders. By incorporating the new icons onto the weekly Circle Assembly slides and weekly reflection slides, children and staff are more articulate and confident in using the language of the rights.</p> <p>Across the year, CPD has been provided to provide opportunities for independence within lessons. This has been monitored in planning and discussed in meetings with teachers to ensure that there are regular opportunities for children to develop independence in lessons. This is seen in the structure of tasks given to children and through careful planning of the sequence of lessons to provide opportunities. There has been a focus on differentiation in teacher CPD and support in support staff CPD that has address strategies to promote independence. More experienced staff and phase leaders have supported teachers in planning lessons, which develop independence.</p>	<p>they can be utilized to support children and families in taking part in enrichment activities.</p> <p>Phase leaders to produce systematic tracking of enrichment opportunities across the school to evaluate the enrichment offer for every child at Thomas Buxton.</p> <p>Evaluate OOSH (Out of School Hours learning) provision and develop opportunities across the school community.</p> <p>New staff to Thomas Buxton Primary School will be given the training relating to the LORIC character development scheme.</p> <p>Linking the LORIC skills to the school’s current PHSE, P4C and RE schemes will need to take place, overseen by the new Wellbeing Lead.</p> <p>Further embed opportunities for pupil voice to be included at all levels of school planning, meeting Governors, SLT and LMT. Ensure the calendar for consultation of all groups is updated and implemented within strategic termly planning. Pupil voice to be targeted to ensure all demographics of the school community are consulted.</p>
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School Goal 3 - Personal Development

Lead : (PL) Amelia Chau

Access to a wide, rich set of experiences for personal development is beyond the expected and of exceptional quality.

UNCRC Article 24: Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.



School Goal Objectives	Evaluation of Impact	Next Steps
<p>a.) To become an accredited Mentally Healthy School</p>	<p>We have been working towards becoming a 'Mentally Healthy School' with the aim of achieving the bronze level by September 2022. There is a designated Mental Health lead who has undertaken the DfE funded training and who is collating all the evidence from the work that is being done in school in order to successfully achieve the framework. The impact of this will mean that all members of our school community (from governors to children) will feel confident in identifying their own and others' needs and supporting each other with having good mental health. In turn, this will ensure that our children are happy and ready to learn which will positively influence their progress and attainment. The profile of Mental Health has been raised in school through the national Children's Mental Health week and a relaunch of the Zones of Regulation. Already, children are able to identify their emotional state and can articulate how to support themselves and each other to move to the 'Green Zone'. This has resulted in calm and positive learning environments to enable all children to succeed in the classroom.</p> <p>Links with the Tower Hamlets Educational Wellbeing team (THEWS) have been established meaning that we are now able to access vital (and free) support for pupils regarding low self-esteem, confidence and anxiety. We have been assigned a school-specific Educational Wellbeing Practitioner (EWP) who liaises with SLT on how to further improve wellbeing in our school community. Furthermore, we have been able to offer parents relevant and helpful workshops on subjects such as Year 6 transition because of this re-establishment with THEWS.</p> <p>Consultation with staff has been an important aspect of working towards the goal of mental health and wellbeing; there have been three phase professional development meetings so far this year (in addition to discussions in LMT and Strategy Day) to identify strengths and areas for development for our commitment to the Wellbeing Charter. The impact has been that staff feel included, that they have a valued voice and that this is a collaborative process.</p>	<p style="text-align: center;">Personal Development</p> <p>To become an accredited Mentally Healthy School</p>
<p>b.) To further increase the range of enrichment opportunities (physical activity, creative and nature based opportunities) which enhance children's wellbeing.</p>	<p>We have been able to continue the provision of specialist teachers in music (recorder), PE, dance and Spanish and this has resulted in teachers undertaking high-quality CPD as well as pupils receiving specialist provision. Pupils talk positively and excitedly about these lessons, such as PE and Spanish.</p> <p>We have strengthened links with external providers such as Spitalfields Farm, Spitalfields Music, Rich Mix and Coney to ensure that we are accessing exciting courses, programmes and workshops that these establishments are providing. Links with Business Partners, such as Herbert Smith Freehills and Baker McKenzie have been reignited and we have Reading</p>	<p>To further increase the range of enrichment opportunities (physical activity, creative and nature based opportunities) which enhance children's wellbeing.</p>

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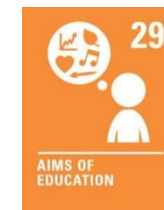
	<p>and Writing Partners for Years 2, 3 and 4 weekly taking place in school, which is having a positive impact on children's literacy progress.</p> <p>We have improved the range and uptake of afterschool clubs; there is now an offer, which includes Sewing, Creative Writing and Forest School. We have specifically targeted particular children and following up with parents to improve take up.</p> <p>It has been important to open up the city and all the wonderful enrichment opportunities to pupils and so exciting trips have been organised to the Tower of London, Pizza Express, the Museum of London, Hermitage Moorings, East London Sports Festival and many more. The impact has ensured that our pupils are experiencing a wide range of opportunities, that topics have been brought to life and become more engaging and to enhance the curriculum being taught in the classroom.</p> <p>Other developments to increase enrichment opportunities include participation in the Count on Us Maths competition organised by the Mayor's Fund for London, which allowed a group of our pupils to compete against children from other schools. In addition, there have been increased opportunities for pupils to work alongside children from neighbouring schools such as through the Platform Cricket competition and the E1 Schools Cricket Festival with a clear focus of encouraging our female pupils to take up sport offers.</p>	
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School Goal 4 – Leadership and Management

Lead: Lorraine Flanagan (HT)

Exceptional leadership and management ensures that staff are well-supported so that high expectations of all pupils are realised.

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School Goal Objectives	Evaluation of Impact	Next Steps
<p>a.) To provide more opportunities for access to formal qualification and accreditation routes across all staff groups</p> <p>b.) To further improve wellbeing for all parts of the school community, including consideration of workload</p>	<p>A number of teaching staff have embarked on NPQ qualifications and this supports their role as part of the LMT or in helping them to consider future TLR responsibilities. The offer of mental health training has been taken up by staff across teaching and support staff teams. This has been effective in supporting pastoral work with children and families. 93% of respondents in the SIP survey say that professional development is used to challenge and support staff improvement.</p> <p>The school has committed to implementing the DFE Workload Charter and has begun the process of reviewing how wellbeing is supported at all levels. The process of consultation with staff has been re-established as we move away from crisis planning and towards school improvement work. 100% of respondents to SIP survey state they are happy working at this school. Whilst some staff state a wish to move away from paper planning, the impact on the quality of education is deemed too great. Generous PPA provision and detailed schemes of work mitigate perception of workload pressures.</p>	<p>To provide more opportunities for access to formal qualification and accreditation routes across all staff groups</p> <p>To further improve wellbeing for all parts of the school community, including consideration of workload</p>
<p>Early Years</p> <p>a.) To further develop the EY Curriculum and align assessment to the new EY Framework.</p>	<p>The focus has been on implementing the new Early Years Strategy and ensuring that all staff are familiar with the changes, all staff have taken part in training sessions. Parent meetings were also held early in the year to inform parents of the changes, they have also been included in every ‘Welcome Meeting’ each term.</p> <p>As a whole school we have focused on ensuring that there is clear progression in each area of learning from EYFS through to Year 6, in the first term we worked closely together to begin to create a progression document. This helped to ensure that there is clear understanding of the links and progression from Early Years to all National Curriculum subject areas. Worked with a consultant to improve the clarity of the EYFS curriculum.</p> <p>At the beginning of the year all Reception children were assessed using the RBA, all of the children who have subsequently joined have also been assessed using RBA. We have continued to use Leuven scale of wellbeing and involvement, this has allowed us to identify where interventions may be needed.</p> <p>Tapestry online learning journal was introduced to support staff in collating evidence of children’s progress, as staff have joined, they have had training on how to use this. We have promoted this with parents by having training sessions, promoting it during other workshops and during one to one parent meetings. Parent feedback has been very positive and</p>	<p>Review induction for staff new to EY.</p> <p>Team teach with subject leads for KS1 and KS2 Curriculum areas.</p> <p>Review and update the EY curriculum maps.</p> <p>Review and update assessment for Reception (RBA and Teacher Assessment)</p> <p>Improve parent uptake and involvement with Tapestry.</p>

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<p>b.) To further improve children's experiences outside of the classroom</p>	<p>more parents are engaging with this compared with our previous online learning journal and those who use it are regularly sharing home learning via Tapestry.</p> <p>Outdoor learning continues to be high priority of EYFS, the enhanced provision planning has enabled staff, both long term and short term, staff in how to best utilise the outdoor space.</p> <p>All Reception children have visited the new Forest School area and have explored den building and campfires; however, these sessions have not been consistent this year.</p> <p>Reception have enjoyed trips to the Soanes Centre and Chalkwell beach, which has allowed them to experience learning outside of the school setting.</p>	<p>Promote Forest School within EYFS</p> <p>Improve links with Partner Nurseries to provide access to Forest School space.</p> <p>Develop Cultural Capital for EYFS children.</p>
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