aspire

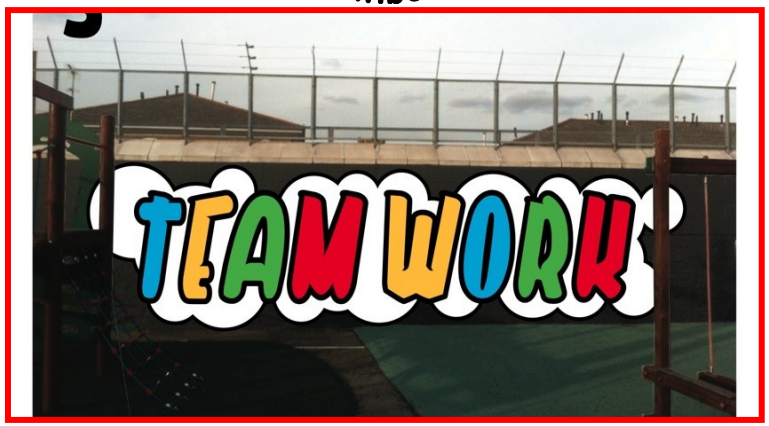
contribute

team work

enjoy

respect

enquire



Ofsted Outstanding Provider

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Thomas Buxton Primary School
Learning Together

School Improvement Plan 2018 —2019

A place of learning, laughter and friendship

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www.thomasbuxton.towerhamlets.sch.uk

	Page	School Improvement Plan Contents		
Intro	2	School Improvement Plan Summary and School Vision and Values		
	3	SEF Summary 2017 - 2018		
	4	School Goals (School Year 2018 - 2019)		
	5	Context, Timeline, Financial Planning, Process for SIP		
	6	Signposting (Evidence Base and Links to Key Documents)		
	7-8	Attainment and Achievement Targets		
	9	Pupil Voice (SIP Questionnaires 2018)		
	10	Parent/Carer Voice (SIP Questionnaires 2018)		
	11	Staff Voice (SIP Questionnaires 2018)		
	12	Jargon Buster (Acronyms)		
Section 1		**School Goal 1 – *Leadership and Management*** ***(Autumn Term Focus Goal)***	**Lead**	**Link Governor**
	13	Ofsted Descriptors of Leadership and Management from Section 5 Handbook	**Lorraine Flanagan (HT)**	**Sajjad Miah (Chair)**
	14-19	Action Plan (and reviews)		
Section 2		**School Goal 2 - *Teaching, Learning and Assessment*** ***(Spring Term Focus Goal)***	**Lead**	**Link Governor**
	20	Ofsted Descriptors of Teaching, Learning and Assessment from Section 5 Handbook	**Claire Redpath (DHT)**	**Jenni Borg (C,S,W Chair)**
	21-23	Action Plan (and reviews)		
Section 3		**School Goal 3 – *Personal Development, Behaviour and Welfare*** ***(Summer Term Focus Goal)***	**Lead**	**Link Governor**
	24	Ofsted Descriptors of Personal Development, Behaviour and Welfare from Section 5 Handbook	**Zinath Begum (AHT)**	**Aminul Hoque**
	25-27	Action Plan (and reviews)		
Section 4		**School Goal 4 – *Outcomes for Children*** ***(Autumn Term Focus Goal)***	**Lead English Team**	**Link Governor**
	28	Ofsted Descriptors of Outcomes from Section 5 Handbook		**Jenni Borg (C,S,W Chair)**
	29-31	Action Plan (and reviews)	**English Team**	
Section 5	32-37	**Early Years Ofsted Descriptors and Action Plan**	**Jos Harvey**	
	38	Feedback from Children, Families and Staff		

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School Improvement Plan Summary 2018-2019

Our focus for school development is on ensuring the continuity of outstanding provision across the school as well as building on our successes. We have new teachers, leaders and support staff and our aim is that they are established and are able to innovate and help continue to move the school forward. Therefore, empowering staff, children and parents remains a key priority. Developing effective professional development is again at the heart of this plan. Budget restraints will not be a barrier to making sure that everyone achieves their very best.

Working with children and families on making healthy choices is an important part of our work to strengthen wellbeing. This links with our focus on developing resilience in children as learners. We want children to know that getting something wrong is all part of succeeding! The review of all aspects of Assessment for Learning will clarify the purpose of all that we do in teaching and learning; making sure that what we do is right for every child and that they make outstanding progress.

Ensuring that outcomes in English remain outstanding is a priority this year. We must ensure that every child achieves the very best that they can whilst continuing to provide a rich curriculum to inspire and engage.

Our School Vision

Thomas Buxton Primary School will work with everyone to create a happy, safe and stimulating setting where children are motivated to learn together. By maintaining high expectations of ourselves and each other, our children will be equipped to encounter opportunities and challenges with resilience and determination.
We encourage a curiosity about the world and strive to ensure that our children will contribute positively, now and in the future.

Our School Values

CREATE

Contribute We can all make this an exciting place to learn, discover and create.

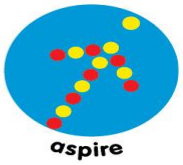
Respect Treat everyone in our school equally, in everything we say and do.

Enjoy Celebrate our love of learning and recognise effort and achievement.

Aspire Aim high to ensure that everyone fulfils their potential.

Team Work Our collaborative culture ensures children, families and staff work and learn together.

Enquire Ask questions, take risks, nurture curiosity and make discoveries.



Overall Effectiveness: Outstanding

Thomas Buxton Primary School is a highly effective organisation, but it will never be a complacent one. The school has significant capacity to sustain what has been achieved and to further develop the range and quality of the provision. Senior leaders are relentlessly ambitious and consistently aim for outstanding outcomes in all aspects of the school's work. The promotion of pupils' spiritual, moral, social and cultural development underpins all aspects of children's learning and their experiences at school. This is evidenced in the high standard of behaviour throughout the school, the high levels of engagement and enjoyment seen in lessons and the positive relationships between all parts of the school community.

School Context

Thomas Buxton Primary School opened on 26th April 2011 following the amalgamation of Thomas Buxton Infant School and Thomas Buxton Junior School. The school is a larger than average, 2 form-entry, community maintained school with up to 480 pupils on roll. Children are aged from 3-11 years old. The school is in a single-storey building with spacious, well- resourced outdoor areas for play and learning.

We are situated in Whitechapel, within the London Borough of Tower Hamlets, an area of considerable socio-economic contrasts. It is a diverse and vibrant area with good access to all that the capital has to offer. There is a community farm next to the school which offers children the opportunity to experience rural and city life simultaneously. The deprivation evidenced in the immediate vicinity of the school is juxtaposed against; the wealth of the City, the traditional food services on Brick Lane and the new energy of the modern media industry spreading out from Shoreditch.

Figure de1. Basic characteristics of the school (Analyse School Performance 2017)

Characteristic	Nat	Sch	Comparison
Number on roll	275	**438**	Above average
% free school meal eligibility	24%	**44%**	Above average
% pupils with first language not English	21%	**92%**	Above average
School Deprivation Indicator	0.2	**0.4**	Above average

Summary Judgements (Self Evaluation)

Key aspect	Judgement
Leadership and Management	**Outstanding**
Teaching, Learning and Assessment	**Outstanding**
Personal Development, Behaviour and Welfare	**Outstanding**
Outcomes for Children	**Outstanding**
The Effectiveness of the Early Years	**Outstanding**
Overall effectiveness	**Outstanding**

The effectiveness of leadership and management in embedding ambition and driving improvement is outstanding because the relentless pursuit of school improvement is shared by all stakeholders. All members of the LMT are models of excellence, they have high aspirations and a clear focus on pupils' achievement and attainment. Strategic planning reflects and promotes ambitions and goals within all key areas. The LMT inspire, motivate and influence staff and pupils to work towards achieving the goals of the school.

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

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Context for the School Improvement Plan (SIP) 2018 - 2019

The starting point for this plan was a review of the previous School Improvement Plan 2017-2018 which was carried out by the school's Leadership and Management Team and the Governing Body. The Self-Evaluation Form (SEF) reflects the outcomes of the school review process (listed below) the School Improvement Plan questionnaires (March 2018) and responses from stakeholders (children, staff and families' consultations). The SIP consists of a detailed Action Plan for the financial year 2018-2019 alongside the school year 2018-2019.

The plan is reviewed at the end of the Spring and Summer Terms with updated plans shared with Governors, staff and on the school website www.thomasbuxton.towerhamlets.sch.uk . Termly updates are also provided by postholders to Governors in the Headteacher's report to Governors.

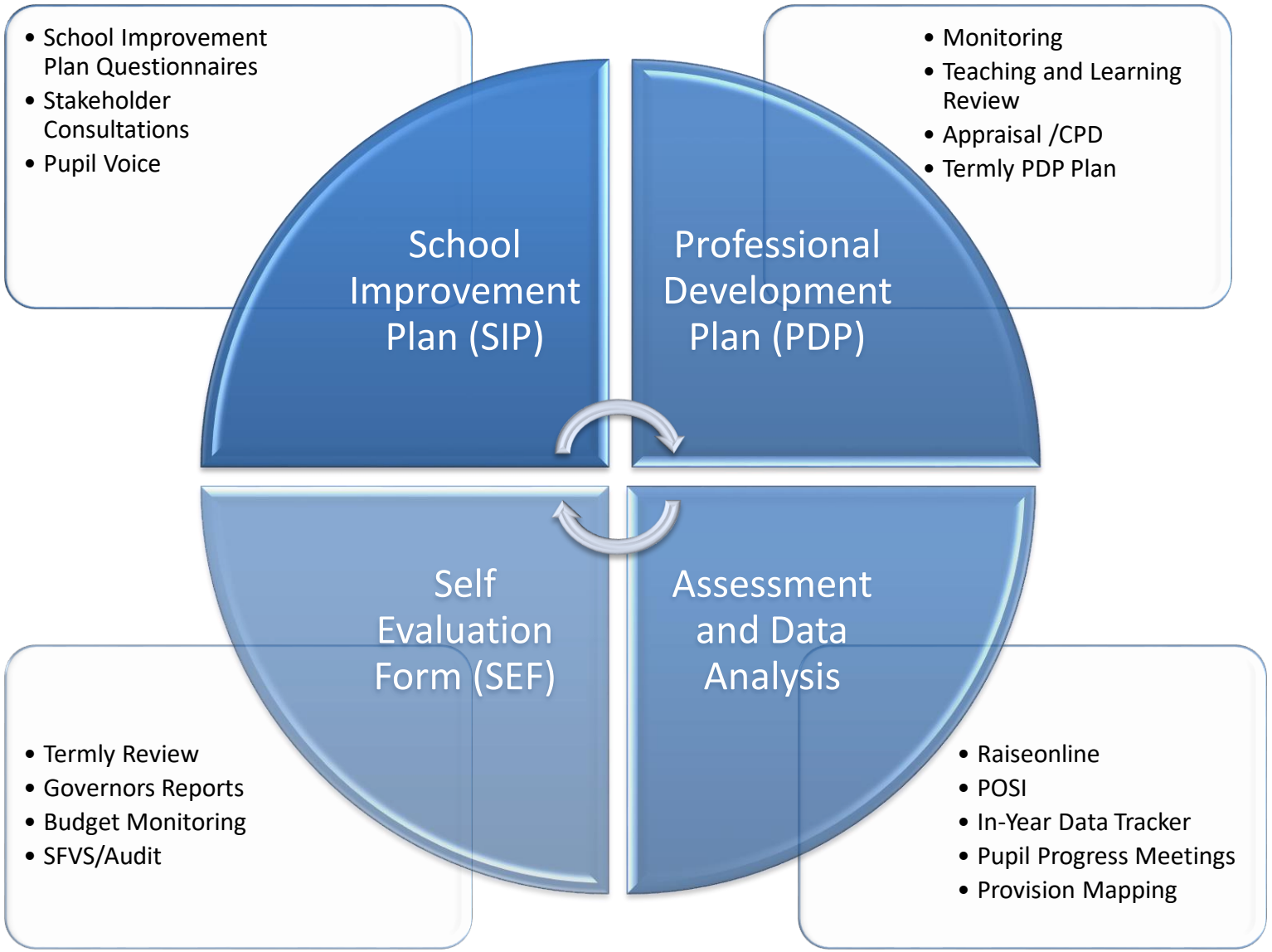
This plan sets out the strategic direction for school improvement work during this school year. However, it is considered within the context of the previous year's plan and may refer to planned actions in the next school year. The plan will be reviewed in January and October of each year to align with changing priorities and to ensure consistency with financial planning.

Timeline	Event	Action
January 2018	**Budget Review**	Financial Monitoring 2017/18 against SIP 2017/18 School Improvement Plan Questionnaires
April 2018	**Budget Setting**	Financial Planning 2018/19 against SIP 2017/18
September 2018	**School Goals Setting**	Progress against previous SIP evaluated and used to formulate new school goals Action Plans published by postholders
October 2018	**School Improvement Plan**	Agreed by Governors and published for all stakeholders (SIP 2-18/19)
Jan 2019	**Budget Review**	Financial Monitoring 2018/19 against SIP 2018/19 School Improvement Plan Questionnaires

The process of School Self-Review and School Improvement Plan is made up of these elements:

- Review of the current SIP/Action Plans – identifying progress on all the key issues for action and the impact on standards of teaching and learning. Also monitored through Line Management Meetings
- Formulation of a termly Professional Development Plan
- School Self Review Form (SEF)
- Review of curriculum monitoring feedback
- Review of resources
- Classroom observation information through Appraisal, partnership teaching and Teaching and Learning Review days
- Questionnaire responses from all staff, governors, pupils and parents/carers.
- Analysis of School Data Trackers
- Analysis of ASP 2017/18
- Analysis of Ofsted Data Dashboard
- Analysis of the Early Years Foundation Stage Data/Learning Journals/Baseline Assessments
- Targets set for Key Stage 1 and 2
- Teachers' Appraisal Objectives
- Support staff Appraisal Objectives
- Outcomes from Pupil Progress Meetings
- Outcomes from SEN / Inclusion Reviews
- Financial Planning Review

Evidence Base and Signposting for School Improvement Planning



Data Summary 2018/19 **Key Stage Two Outcomes Over Time**

		2016	2017	2017	2018	2018	2018	2018	2018
KS2 Outcomes		**% Achieved in Test**	**% Achieved in Test**	**% Achieved Teacher Assessment**	**% Achieved in Test**	**% Achieved Teacher Assessment**	**% Achieved in Test Nationally**	**% Achieved Teacher Assessment Nationally**	**% Achieved Local Authority**
Reading	**Expected+**	74% (+8%)	72% (+1%)	76%	64% (-11%)	80%	75%		79%
	Higher	20% (+1%)	24% (-1)		27% (-1%)		28%		30%
	Expected+ Non SEN/Mobile				76% (+1%)				
Writing (Teacher Assessed)	**Expected+**	83% (+9%)		76% (=)		68% (-10%)		78%	82%
	Higher	33% (+18%)		19% (+1%)		11% (-9%)		20%	24%
	Expected+ Non SEN/Mobile					80% (+2%)			
Maths	**Expected+**	89% (+19%)	91% (+16%)	80%	75% (-1%)	79%	76%		82%
	Higher	20% (+3%)	26% (+3%)		9% (-15%)		24%		30%
	Expected+ Non SEN/Mobile				87% (+11%)				
Science	**Expected**			80% (-2%)					
GPS	**Expected+**	80% (+7%)	89% (+12%)		80% (+2%)		78%		82%
	Higher	26% (+3%)	41% (+10%)		38% (+4%)		34%		42%
	Expected+ Non SEN/Mobile				93% (+15%)				
Combined R/W/M	**Expected+**	70% (+17%)	67% (+6%)	69%	54% (-10%)	66%	64%		71%
	Higher	7% (+2%)	9% (=)		4% (-6%)		10%		12%
	Expected+ Non SEN/Mobile				65% (+1%)				

	2016	2017	2018	2018
Average Progress Measures	**Thomas Buxton**	**Thomas Buxton**	**Thomas Buxton**	**Local Authority**
Reading	1.9 (+0.88)	4.2 (+3.4)	-0.3 (-1.5)	+1.12
Writing	4.7 (+2.71)	3.5 (+2.1)	0.2 (-1.2)	+1.4
Maths	3.2 (+1.53)	4.9 (+3.4)	-0.2 (-2.1)	+1.84

	2016	2017	2018	2018	2018
Average Scaled Scores	**Thomas Buxton**	**Thomas Buxton**	**Thomas Buxton**	**National**	**Local Authority**
Reading	103 (=)	104 (=)	103 (-2)	105	106
GPS	106 (+2)	108 (+2)	106 (=)	106	108
Maths	105 (+2)	106 (+2)	102 (-2)	104	106

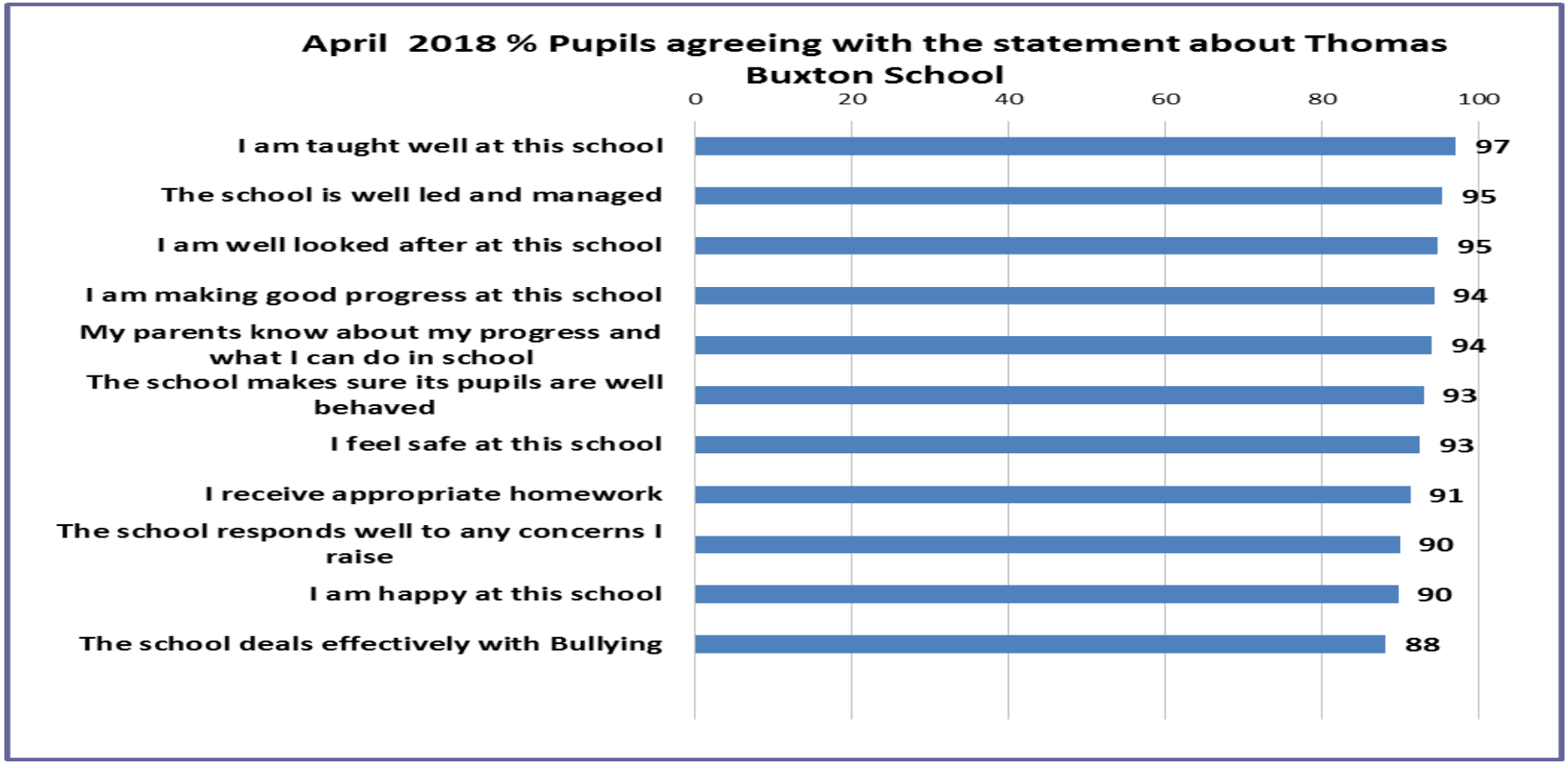
Key Stage One Outcomes Over Time

KS1 Outcomes		2016 % Achieved Teacher Assessment	2017 % Achieved Teacher Assessment	2018 % Achieved Teacher Assessment	2018 % Achieved Teacher Assessment Nationally	2018 % Achieved Local Authority
Reading	Expected	75% (+1%)	81% (+5%)	72% (-3%)	76%	76%
	Higher	27% (+3%)	29% (+4%)	14% (-12%)	25%	24%
Writing	Expected	62% (-3%)	76% (+8%)	71% (+1%)	71%	73%
	Higher	15% (+2%)	14% (-2%)	14% (-2%)	13%	16%
Maths	Expected	60% (-13%)	79% (+4%)	78% (+2%)	75%	77%
	Higher	15% (-3%)	17% (-3%)	10% (-12%)	18%	22%
Science	Expected		79% (-4%)	71% (-12%)	83%	82%
	Higher					
R/W/M Combined	Expected	52% (-8%)	69% (+4%)	67% (+2%)	64%	68%
	Higher	5% (-4%)	7% (-4%)	3% (-9%)	12%	13%

Overview of Outcomes for Pupils – EYFS & KS1

	2016	2017	2018	2018 (Nat)	2018 LA
EYFS GLD	55% (100% Below on entry)	67% (100% Below on entry)	67%	72%	69%
Phonics Year 1	85% (+4%)	86% (+5%)	83%	83%	82%
Phonics Year 2 *Cumulative	93%	93%	89%*		

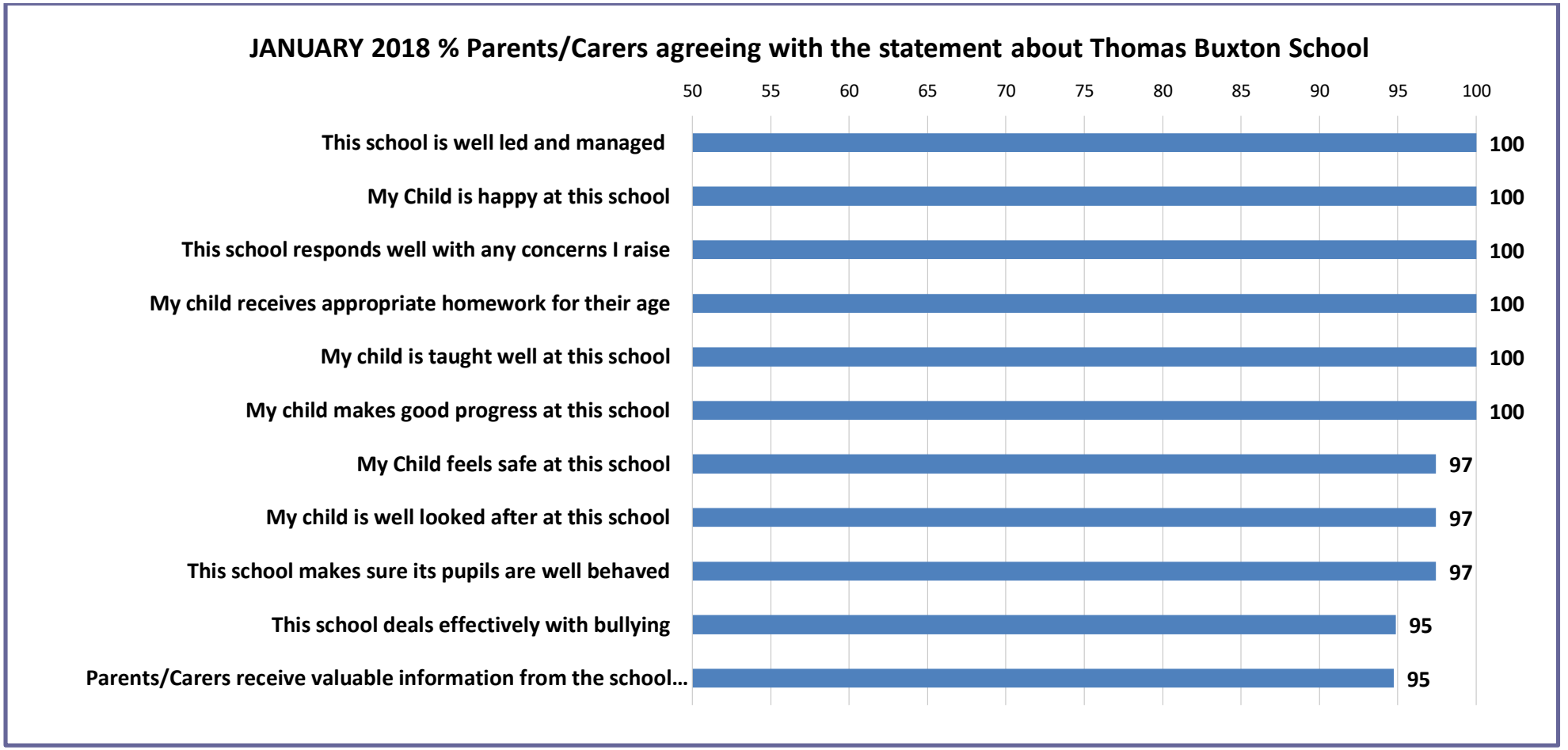
School Improvement Plan Questionnaires – Children's Views April 2018



Key Priorities and Link to UNCRC Articles: 29 Every child has the right to be the best they can be.

- **Revisit Anti-Bullying awareness work**
- **Review Homework systems**
- **Review PHSE scheme of work**

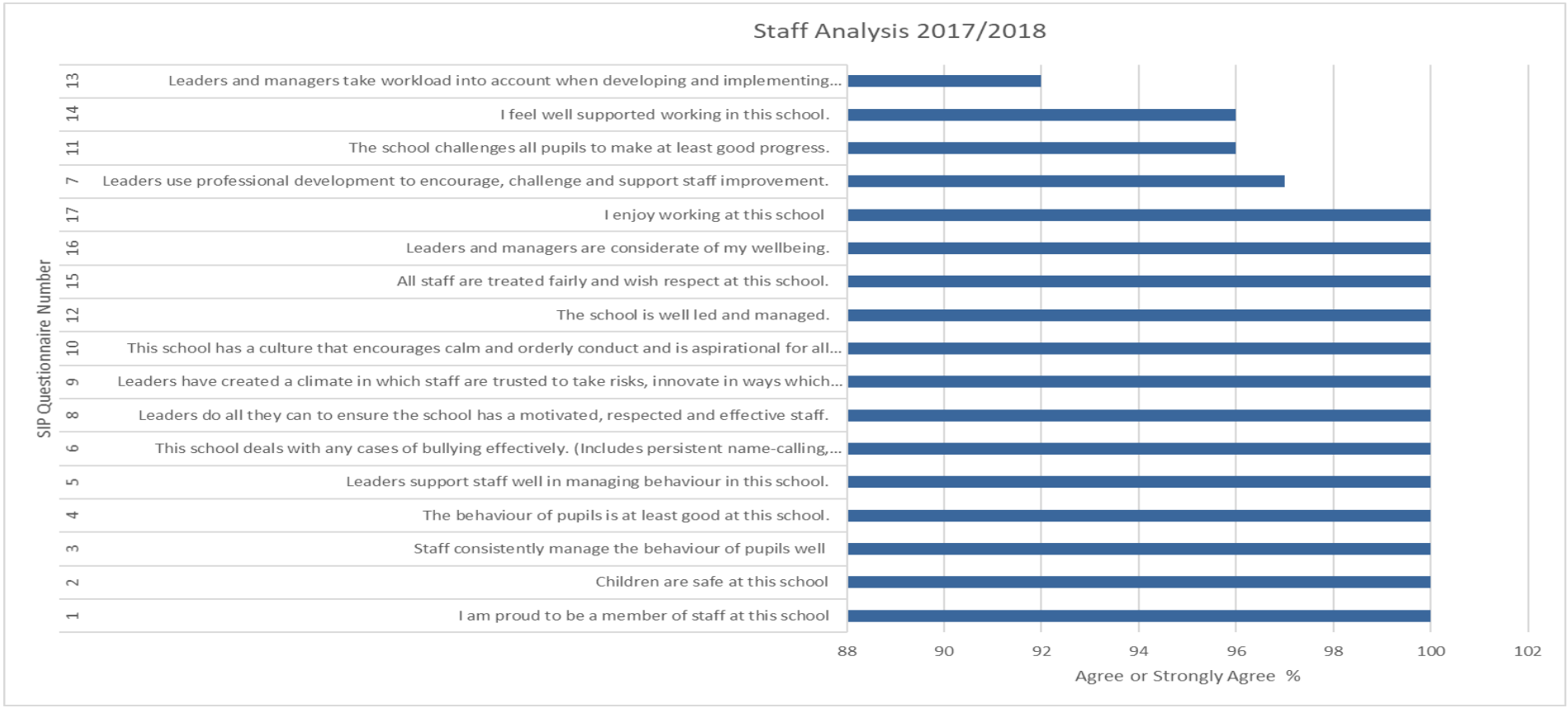
School Improvement Plan Questionnaires – Parents and Carers Views April 2018



Key Priorities and Link to UNCRC Articles: 29 Every child has the right to be the best they can be

- **Review Anti-Bullying awareness work and PHSE Scheme**
- **Review communication and parent curriculum information programme**

School Improvement Plan Questionnaires – Staff Views April 2018



Key Priorities and Link to UNCRC Articles: 29 Every child has the right to be the best they can be.

- **Review professional development offer – link to coaching**
- **Review challenge and resilience in curriculum**

Abbreviations used:

AfL - Assessment for Learning

AHT - Assistant Head

AWO - Attendance & Welfare Officer

AO - Admin Officer

CPD - Continuing Professional Development

DHT - Deputy Head

DT - Design & Technology

EAL - English as an Additional Language

EMA - Ethnic Minority Achievement

ENGCO - English Leader

EYFS – Early Years (Foundation Stage)

FS - Foundation Stage

G&T - Gifted & Talented

HT - Head Teacher

INSET - In Service Training

KS1 - Key Stage 1

KS2 - Key Stage 2

L1 - Level 1

LA - Local Authority

LBTH - London Borough of Tower Hamlets

LT - Leadership Team

LMT – Leadership and Management Team

NCSL - National College of School Leadership

NPQH - National Professional Qualification for Headship

PE - Physical Education

PM - Performance Management

PM - Premises Manager

PSHE - Personal, Social & Health Education

RE - Religious Education

RRSA – Rights Respecting Schools Award

SATs - Standard Attainment Tests

SBM - School Business Manager

SEF - School Evaluation Form

SEN - Special Educational Needs

SENCO – Special Educational Needs Leader

SIP - School Improvement Partner or School Improvement Plan

SLT - Senior Leadership Team

TA - Teaching Assistant

Y1 - Year 1

Y2 – Year 2

Y3 – Year 3

Y4 – Year 4

Y5 – Year 5

Y6 –Year 6

*All other abbreviations are the initials of staff members

Grade descriptors for the effectiveness of leadership and management

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate

Ofsted Section 5 Inspection Handbook – September 2018

School Goal 1 Leadership and Management Goal (Autumn Term Focus Goal)

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

Outcome – What? *What are we aiming to achieve?*	Actions – How? *What will happen to achieve the outcome?*	Who? When? *Term/Year*	Resources Costs	Success Criteria and Evaluation *What will we see when we have achieved the outcome?*
a.) Professional development allows all staff to excel. **UNCRC Article 29 Education should develop each child's personality and talents to the full.**	• Weekly PDM sessions are combined to provide quality professional development time. The focus for staff training is linked to the whole school goals/focus for development but is tailored to the needs of phase teachers/support staff. • Research, implement and evaluate peer to peer support opportunities (for example alternatives to Iris, practice of Teacher Rounds, Lesson Study, Learning Walks) • Develop school policy for sharing feedback with teachers (from lesson observations and formal monitoring of work/planning) • Evaluate and adapt the current CPD policy to broaden the range of options for each stage of career for teachers. CPD Framework to specify clearly what teachers are entitled to from school and what the school expectations are from them. • Plan for, review and evaluate the impact of Teaching & Learning review days. Develop the days so staff take more ownership in their own professional development. • Lead the Induction programme for new teachers at each stage of their career – following school induction policy and providing bespoke support for class teachers, middle leaders and senior leaders. • Track the quality of teaching and learning and the impact of professional development opportunities across school. Use appraisal outcomes to inform professional development through individual plans for each teacher. Measure the impact of professional development against costs and school improvement. • Develop schemes of work for each theme to ensure effective coverage of National Curriculum requirements and progression across year groups in Humanities subjects. • Postholders Action Plans to identify skills/knowledge audits for staff in subject areas across the curriculum. Identified strengths and areas for development to be linked to CPD offer and the appraisal process. • Use staff feedback forms to measure the impact of CPD on staff motivation and wellbeing. • The appraisal cycle for all staff groups is reviewed to reflect links to effective Professional Development (Teaching Staff/Support Staff/Admin Team).	Autumn CR Autumn 2, Spring and Summer Autumn 2 CR Spring Term CR Once per term CR Ongoing – identified on induction policy. CR Ongoing. End of term summary report produced. CR/LF Spring Term and Summer Term	None Teachers released by Phase Leaders. £45 000 PPA release time None £10 000 CPD Budget None None £300 staff survey forms	Teachers will be engaged in professional dialogue and reflect on teaching strategies to improve the quality of teaching and learning across school. Teachers will develop leadership skills. Teachers will be more confident assessing their own strengths and areas for development. Effective, highly valued and formative feedback improves the quality of teaching and learning. Teachers will use the CPD Framework as a tool to drive their own CPD to have a positive impact on school improvement. Staff new to Thomas Buxton/new to role will be able to meet the expectations of their job description and the standards adopted for their role. Senior Leaders will have a clear knowledge of the strengths and areas for development of each teacher, year group, phase and whole school. Clear progression in children's skills and knowledge is evidenced across the school through planning and outcomes. All staff will be engaged in professional dialogue and reflect on teaching strategies to improve the quality of teaching and learning across school.

a.) Professional development allows all staff to excel. **UNCRC Article 29 Education should develop each child's personality and talents to the full.**	• Plan and implement E1 Schools Shared SEND twilight training event 05/02/19 for all staff (teaching and support). • TA PDMs for the year are planned to focus on specific interventions – also takes place with small groups of TAs e.g. Talkboost, Identiplay, literacy interventions • Teachers and TAs attend Phoenix courses to support aware– set up rolling programme via staff survey of SEND training undertaken to date • Support Staff 360 degree Appraisal further developed to include a specific CPD Framework for Support Staff. Ensure that there is continuity in that feedback is used effectively and targets are tracked. • Plan training opportunities for MMS team to further engage children in positive play at lunchtime. Use the appraisal process to identify strengths and areas for development.	CB Spring Term CB Autumn Term CB/ZB Autumn Term CR Termly	Included £10k CPD Budget £500 playground resources	Staff have greater understanding about why pupils have particular interventions and their impact; planning shows clear understanding of differentiation and inclusion for all children. All staff will be engaged in professional dialogue and reflect on teaching strategies to improve the quality of teaching and learning across school.
b.) Coaching further develops motivation and trust for individuals and teams in all parts of the school community. **UNCRC Article 29 Education should develop each child's personality and talents to the full.**	• Designated coaching lead and steering group formed to coordinate a coaching plan for the year. Review coaching overview from 2017/18 and adapt for new teams. • Introduce "The Coaching Culture" vision to staff, children, parents and Governor at appropriate points in the Autumn Term (Links to School Vision and Values) Use VEGA (Vision/Ethical/Goals/Action) to illustrate what this means. • Establish Coaching Leads with existing staff and new staff (as named coaches). Train existing and new coaches to be familiarised with the coaching model to be used. Audit training needs for coaches and assess the wider awareness of coaching across the whole school team. Establish first round of coaching trios with Leadership Team to develop coaching skills • Develop a professional development resource bank to deepen the knowledge of coaching for coaches and coachees. • Create a work plan with coaching consultant (Brad Wray) for his time in school. The focus should be on developing coaching skills in others. • Add coaching points to the termly calendar. (Identified times for coaching • Identify where the language of coaching can be used to strengthen peer to peer working. Use coaching language for feedback and reflection as part of Teaching and Learning Reviews/Learning Walks/Appraisal Obs but there is clarity that this is not the sole focus of coaching. • Link coaching skills resources into Professional Development record and Professional Development Framework (part of the CPD toolkit). • Offer training to parents and children in the principles and skills of coaching. • Review and evaluate the views of staff about coaching (coaches and coachees). School Improvement Plan Questionnaires in March 2019 and End of Year Staff survey July 2019.	LF Autumn Term 2 2018/19 LF Autumn Term 2 2018/19 LF/CR Autumn Term 2 2018/19 LF/CR Autumn Term 2 2018/19 LF/CR Termly LF/CR Termly CR Spring Term CR Spring Term Termly January 2019 Spring Term 2018/19	£600 supply release £100 £1500 £600 supply release	The coaching model underpins all aspects of school life. Coaching supports effective change management in the school. Effective systems empower all stakeholders to contribute to the fullest of their ability. Staff SIP Questionnaires reflect greater staff involvement with their own professional development. Parent SIP Questionnaires reflect greater parental involvement and understanding of their child's learning. Children SIP Questionnaires reflect greater involvement in their learning. Staff confidence in taking informed risks in teaching and innovating is strengthened.

Leadership and Management - Leadership Team Actions by all Postholders				
Outcome – What? ***What are we aiming to achieve?***	**Actions – How?** ***What will happen to achieve the outcome?***	**When?** ***Term/Year***	**Resources Costs Budget Code**	**Success Criteria and Evaluation** ***What will we see when we have achieved the outcome?***
School Goal 1 **Leadership and Management Goal** **Leadership ensures that all aspects of teaching, learning and the curriculum are highly effective.**	**Model of excellence** • As a school leader, partnership teaching with teaching and support staff is carried out to model good or outstanding lessons for colleagues • Model teaching strategies to colleagues – consistently and effectively • Ensure that all points for development as identified in feedback are actioned. • Develop knowledge of coaching and mentoring as part of partnership teaching work • Carry out observations of teaching and learning through teaching and learning review days • Maintain awareness through informal day to day dialogue with staff of success and challenges in teaching and learning • Ensure that school leaders are a model of excellence by demonstrating all the qualities in the document "Expectations of School Leaders"	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	• 100% of all lessons graded as good or better for all staff • Development observations (e.g. new members of staff , NQTs, ITT Students) demonstrate improvement over time • 100% of planning meets the needs of all pupils –; opportunities for shared reading, writing; use of writing frames; high quality talk and drama are used regularly; accurate AFL and clear differentiation so that the needs of all learners are met • 100% of planning supports all staff within the setting / year group. • Planning, teaching and learning is consistent
	Monitoring and Accountability • Monitor children's outcomes and provide effective feedback which highlights strengths and areas for development • Monitor planning and provide effective feedback that highlights strengths and areas for development: • Monitor learning environments • Ensure that all points for development as identified in feedback are actioned. • Monitor data termly - SIMs data and (Raiseonline annually). • Underperforming groups are identified and actions for curriculum and additional support put in place.	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	• 100% of all books / profiles are deemed to be good or outstanding. Books show excellent progress over time • Marking is consistently of a very high quality: focussed, diagnostic questioning that aids improvement • Work is presented to a high standard/children share teachers high standards • 100% of teachers adhere to the learning environment policy: consistently organised to enable children to operate independently
	Financial Planning • Submit budget bids which link to School Improvement Plan actions. • Ensure that finance requests are realistic and meet the needs of children and their learning. • Read and understand the school's Financial Procedures Manual. • Review budget spending regularly, checking that all allocations are made against the correct headings.	Termly as identified in the PDP Feb/October	Leadership and Management Time * Additional Cover as requested £180 per day.	• School money is used effectively and meets the needs of children • All school procedures for ordering and spending are adhered to. • Resources are purchased, used and maintained efficiently. There is no waste or discarding of resources which may be recycled or redistributed.

	CPD and Induction • Audit of teaching and support staff CPD needs and identify training opportunities both from external providers and internal expertise. • Lead CPD through PDM or INSET days for teaching and support staff as identified in PDP • Carry out induction for new staff to ensure that they are aware of schemes and policies • Work with ITT students and NQTs or work experience placements to ensure understanding of subject/area of responsibility • Check with supply teachers (daily or long term) for understanding of school policies/procedures.	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	• 100% of staff understand best practise in subject/area of responsibility and demonstrate the skills required to teach effectively • New staff are able to meet school expectations quickly • Staff are set appropriate targets and provided with appropriate support in order to raise standards of attainment and achievement
	Strategic Planning • Appraisal discussions / School Improvement Plan Reviews to focus on national standards for career progression and provide CPD opportunities to support those developments for all staff • Contribute to school improvement systems such as RAP/SIP and contribute to school self-evaluation (SEF)	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	• Staff share an understanding of the whole school priorities and what we are doing to achieve them. • Staff are aware of the strengths of the school
	National Agenda, International Perspective, Innovation • Use DFE/Ofsted websites to maintain knowledge of changes to education • Identify other opportunities to deepen knowledge of developments in teaching and learning. • Share learning with support staff and teaching staff • Encourage innovation in subject/area of responsibility	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	• School leaders are aware of changes in education and understanding in pedagogy which occur at a national and global level • School improvement work is based on accurate research evidence on effectiveness from national and international sources. • Staff are willing to try new approaches but remain evidence focussed in terms of measuring impact
	Consultation (Staff and Pupil Voice) ***separate section for Parental Engagement*** • Review and agree subject/teaching and learning policy document so that all staff and parents are clear about the expectations and procedures within subject/area of responsibility • Discussions with children are held as part of teaching and learning review days and other pupil voice opportunities	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	• Children know how well they have done and can confidently discuss what they need to do to sustain good progress. • Children feel challenged, motivated and engaged in all lessons. • Children are able to identify and explain how they achieve the good standards of English and maths throughout all curriculum areas.

Governors - Leadership Team Actions by all Postholders				
Outcome – What? ***What are we aiming to achieve*?**	**Actions – How?** ***What will happen to achieve the outcome?***	**When?** ***Term/Year***	**Resources** **Costs**	**Success Criteria and Evaluation** ***What will we see when we have achieved the outcome*?**
School Goal 1 **Leadership and Management Goal** **Leadership ensures that all aspects of teaching, learning and the curriculum are highly effective.**	• Contact Governors each term to share events, celebrations and progress in area of responsibility • Support Class Teachers with Adopt A Governor work • Governors are invited to observe teaching and learning during Teaching and Learning Review Days or informally at appropriate points in the term. • Prepare contributions to Headteacher's Report to Governors • Inform Governors of area of responsibility through presentations to governor meetings or at governor events in school	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	• Governors understand and support the aims of the schools • Governors are aware of changes and developments in education and are able to bring this understanding to bear in making decisions about the school • Class Governors and Link Governors are aware of changes and developments in school • Class Governors are informed of events and celebrations in school. • Governors can talk confidently about their links and role in school and feed back to the Governing Body • Governors are fully informed of postholders actions and progress against the school improvement plan

Parents and Community Links - Leadership Team Actions by all Postholders				
Outcome ***What are we aiming to achieve*?**	**Action** ***What will happen to achieve the outcome?***	**Timeline** ***Term/Year***	**Resources and Costs**	**Success Criteria and Evaluation** ***What will we see when we have achieved the outcome*?**
School Goal 1 **Leadership and Management Goal** **Leadership ensures that all**	• Parent Workshops / Events are planned as part of the termly Professional Development Plan • Homework is reviewed termly and support for parents/carers is offered where appropriate • Explore opportunities to further parental awareness of curriculum matters at parent evening/welcome morning events • Newsletters are sent home (School and Year Group) to include subject specific material on a weekly or termly basis • Curriculum / Topic Weeks are planned as part of the termly	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	• Parents feel equipped to support their child's learning • Parents / Community agencies are skilled in supporting children

aspects of teaching, learning and the curriculum are highly effective.	Professional Development Plan. Parent Events are planned for to support learning. • Work with e1 Partnership Schools to build support network of postholders and outside agencies • Learning partners are matched to children so that the maximum number of children benefit from intensive one to one support. • Continue to develop relationships with business partners to secure the best outcomes and possibilities for children.	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day. Curriculum Budget and parental contribution Release costs as per E1 Budget	• Parents kept informed of developments within the Inclusion Team and can support learning at home • Parents / Community agencies are inspired and motivated in supporting children • Parents and children are part of a broader network within the community and are able to access a range of resources and opportunities • As many children who would benefit from a learning partner received focused one to one support on a weekly basis. • Children receive focused one to one learning support. They develop confidence and benefit from the support of a concerned adult • Parents are aware of what children are learning and why

Inclusion – **Leadership Team Actions by all Postholders**				
Outcome ***What are we aiming to achieve*?**	**Action** ***What will happen to achieve the outcome?***	**Timeline** ***Term/Year***	**Resources and Costs**	**Success Criteria and Evaluation** ***What will we see when we have achieved the outcome*?**
2. Teaching, Learning and Assessment Goals	• Check planning has clear differentiation for both less and more able pupils. Check planning has extension activities and appropriate levels of challenge for all. Suggest efficient ways to differentiate work • Ensure that all interventions are resourced and staff appropriately trained to deliver programmes. • Check that all children are able to access provision in subject/area of responsibility as appropriate to their needs. Identify resources or support as required • Gifted and talented children identified on register and enrichment opportunities identified throughout the year. • OOSHL opportunities are used to develop your subject/area of responsibility • Support AHT Inclusion and Pathways Team with workshops to facilitate understanding of curriculum and curriculum changes	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	• Highly effective differentiation shows the teacher's ability to give all students access to the lesson as well as extending each child's current stage of development. • Excellent use of differentiated questioning to challenge and extend students' thinking. • Provision and/or adjustments are made to meet the needs of all groups, including G&T, SEN and EAL new arrivals, which shows a good understanding of students' learning needs and development • Targeted children make accelerated progress. • Gifted and Talented children have opportunities to be challenged and their achievements celebrated

Grade descriptors for the quality of teaching, learning and assessment

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Ofsted Section 5 Inspection Handbook – September 2018

School Goal 2 Teaching, Learning and Assessment Goal **(Spring Term Focus Goal)**

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

Outcome – What? *What are we aiming to achieve?*	Actions – How? *What will happen to achieve the outcome?*	Who? When? *Term/Year*	Resources Costs	Success Criteria and Evaluation *What will we see when we have achieved the outcome?*
a.) Effective AfL ensures that all children are challenged both in their thinking and independent work. **UNCRC Article 29 Education should develop each child's personality and talents to the full**	• Revisit and clarify the effective use of aims and success criteria (Shirley Clarke Model) with all staff. • Clarify effective planning expectations across the school. Ensure that differentiation is effective and appropriate to need/subject and teaching. • Develop the implementation of Knowledge Organisers for each half term of every year group. • Deliver high quality useable data and monitor the use of data across school. Work with Local Authority advisors and carry out research to report to Head Teacher on the impact. • Track ongoing assessment by teachers in SIMS to ensure assessment is used to close gaps – model language, include daily conversations, attend year group PPA, support Phase leaders in ensuring assessment is a focus in planning meetings. Provide bespoke SIMS support for staff as needed. • Address the consistency of data points and AFL judgements made always matching – where evidence is providing two different results support Phase leader/Subject Leader in identifying the issue and supporting teachers to resolve this. • Organise moderation for English/Maths/Science in each year group which follows the Local Authority model. (Link with E1 Schools.) • Class teachers/year groups to use ranking to identify target groups and common issues within the curriculum. Phase Leaders and Subject Leaders to plan to close the gap/challenge and reassess children to measure progress. • Phase Leaders to work with teachers to develop and refine self and peer assessment opportunities within lessons to allow children to share their learning and reflect on success and areas for development within lessons. • Phase Leaders to train new staff in 'No hands up policy.'	CR/PLs/PHs Autumn 1 2018/19 CR/PLs/PHs Autumn 1 2018/19 CR/PLs CR/PLs/PHs Autumn CR/PLs/PHs Spring and Summer CR 2x year per year group PLs/CTs Termly PLs Ongoing PLs Autumn	PPA and Leadership Time £45 000 supply budget PPA and Leadership Time SIMs SLA £3000 PPA and Leadership Time PPA and Leadership Time PPA and Leadership Time	Assessment is effective in ensuring children make rapid progress to meet the age related expectations. Staff are confident in using AfL strategies and the impact will be evident in their planning and in the delivery of their lessons. All staff are confident using SIMS as part of ongoing assessment to inform planning. Teachers will be more confident assessing children against age related expectations and there is clarity of what evidence there should be to assess against. All staff have a clear understanding of data and outcomes for age related expectations. Teachers are confident with the moderation process and the resources needed to make accurate judgements against Interim Framework/Curriculum. Gaps in learning are identified and addressed quickly within each stage of the curriculum to ensure a smooth transition to the next curriculum stage. Children are confident in assessing themselves for progress and attainment. Curriculum planning meets the needs of children/specific groups to close gaps that are barriers to the child's progress. Staff more confident about why pupils have particular interventions and their impact; planning shows clear understanding of differentiation and inclusion

a.) Effective AfL ensures that all children are challenged both in their thinking and independent work. **UNCRC Article 29 Education should develop each child's personality and talents to the full**	• Computing lead to plan key questions and assessment opportunities into whole school computing planning. Ensure staff are aware of the range of resources available through planning support, informal discussions and PDMs. • Research innovative teaching ideas shared through the borough's network meetings and ensure these are shared to staff through professional development meetings and planning support. • Science Lead to work with staff members to embed AfL strategies into science teaching across the school and to evaluate their impact through Teaching and Learning Review Days, Pupil Voice and monitoring • Maths Leader to collate folder which evidences effective marking, planning, resourcing from each year group to use as exemplary models of practice. • Maths Leader will undertake White Rose training 'Planning for depth and Reasoning & Problem Solving' in order to develop further understanding and improve teaching • Promote challenge and independence within Humanities through effective differentiation. • Use teacher feedback and book/ planning scrutinies to assess whether schemes of work offer scope for teachers to build in the appropriate level of challenge for all learners, and adjust as required.	DA Termly All PHs SM Termly AC Spring Term AC December AT Ongoing	PPA and Leadership Time PPA and Leadership Time PPA and Leadership Time	Staff are knowledgeable about assessing against national curriculum objectives. Staff are utilising SIMS to record assessments. Children's workbooks will show evidence of quality outcomes. Key Questions are explicit on guided reading plans. Teachers can use these documents as a benchmark to assess how effective their planning and marking is. Maths Leader will be able to further support teachers in implementing reasoning and problem solving within planning across the maths curriculum. Teachers will be better equipped to plan for Greater Depth in maths All children are challenged and are able to work independently. Schemes of work in Humanities provide scope for teachers to challenge and extend all children.

b.) Pupils' common misconceptions and mistakes are used purposefully to develop resilience. **UNCRC Article 29 Education should develop each child's personality and talents to the full**	• Introduce Peer tutoring opportunities - trial in Upper Key Stage 2, monitor and evaluate impact and introduce across school including cross phase opportunities. • Phase Leaders/Subject Leaders to research how children learn from mistakes and support class teachers on the most effective ways to use this in class and across different sub • Maths Lead to encourage teachers to factor in deliberate mistakes into planning as a teaching point for children to explain where the mistake has occurred and why. • Maths Lead to monitor planning to ensure common maths misconceptions are being addressed with lessons and used to develop children's learning. • Maths Lead to work with teachers to use modelling of a 'wrong' strategy or 'bad' example to enable children to correct the misconception/error and articulate how to achieve the goal. • All teachers to follow the marking policy and model to children how we respond to feedback. The link is to be clarified between why we respond to marking and how it impacts on work. Children must understand how to respond to diagnostic marking to have meaningful impact. • Philosophy for Children sessions foster an ethos of safe participation in which It is viewed as positive to change your mind, have different views or be unsure about things. • Science Lead to complete regular planning scrutiny to ensure common science misconceptions are being noted within lessons and addressed with the children. • Science Lead to re-establish Concept Cartoons as a strategy to help facilitate and teach children the common misconceptions relating to different scientific concepts. • Science Lead to work with Early Years Phase Leader to deploy "Concept Vocabulary Cat" as a strategy to avert making common misconceptions with scientific vocabulary. • Research Growth Mindset and links to pedagogy. Review teaching and learning policy in light of Growth Mindset and adapt language if appropriate	AC Maths Lead CR Spring Term 2018/19 AC Maths Lead Termly CR/PLs PHs CR –Autumn Term SM Science Lead CR/PLs – Summer Term 2018/19	PPA and Leadership Time £45 000 supply budget PPA and Leadership Time £45 000 supply budget P4C £2500 training £10 000 CPD Budget	Children will be able to articulate what they are learning, why they are learning something and support each other effectively in moving their learning on. Children are able to talk confidently about the progress they are making and what their next steps are. Monitoring and feedback completed by English Subject Leads and SLT. Books will show teachers identifying misconceptions and providing 'closing the gap' comments. Books and planning will have evidence of teachers' impact (including children working at greater depth). Books will have evidence of self and peer assessment along with feedback to marking. Children are comfortable expressing their opinions, changing their minds and saying when they are unsure about something, in philosophy sessions and beyond.

Grade Descriptors for Personal Development, Behaviour and Welfare

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Ofsted Section 5 Inspection Handbook – September 2018

School Goal 3 Personal Development, Behaviour and Welfare Goals (Summer Term Focus Goal) **Children and families make healthy choices for their physical and mental wellbeing**				
Outcome – What? ***What are we aiming to achieve*?**	**Actions – How?** ***What will happen to achieve the outcome?***	**When?** ***Term/Year***	**Resources Costs Budget Code CFR**	**Success Criteria and Evaluation** ***What will we see when we have achieved the outcome*?**
a.) Children are active citizens both locally and globally. **UNCRC Article 29** **Education should develop each child's personality and talents to the full**	• In order to further embed and sustain our 'Rights Respecting' Award success a new 'lead' teacher must be appointed in the Autumn Term. • The new RRSA lead will embed the good practice across the school. They will ensure that new staff are familiar with the RRSA approach as well as teaching materials. The curriculum will be reviewed to ensure that RRSA links are relevant and are also evidenced in weekly planning. • The lead will also run refresher sessions for midday meals staff, parents and wider teaching staff on RRSA and the approach to behaviour management. The language of 'rights' will be reinforced. • The lead will also ensure that RRSA is visually prominent around the school and children are familiar with the purpose of the displays. • Wider UK links to be maintained with Lincolnshire Schools. School exchange visits as well as 'pen pal' communication should continue in Year 5 and form a core element of the curriculum in Year 5. • Years 2 and Key stage 2 to work alongside Middlesex cricket club through: lunchtime cricket club, after school greater depth club and year 2 coaching. This will lead on to children using cricket as a means to mix with our local community. • Year 6 pupils to complete their 'play makers award' allowing them to work alongside the school community and midday meals supervisors to run active and fun sports in the key stage 1 and 2 playgrounds. • Eco-Schools Lead to lead Switch-Off Fortnight. Eco-Ambassadors to monitor the items turns on/off around the school. • Eco-Schools Lead to lead Fairtrade Week and ensure pupils are made aware of their responsibility towards Fairtrade foods. • Eco-Schools Lead to co-ordinate increasing biodiversity within the infant playground and year 1 outside area by growing plants and fruits. To consider re-applying for the GROW Sustain Project. • New Teaching Staff are trained in P4C and gain level 1 qualification.	End of Autumn Term Ongoing Spring Term Summer Term Autumn / Summer Termly November Autumn Term	£300 resources (printing) Included £10k CPD Budget £450 links budget PPA and Leadership Time £45 000 supply budget £2500 Training	The RRSA lead will inspire and motivate staff, children and families in promoting the UNCRC Articles across the school. All staff and stakeholders will be able to articulate the purpose and benefits of RRSA as well as embody the values. RRSA will continue to be prominent around the school and embedded in the curriculum. Children take part in cricket and understand it's links to the local community. 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. Pupils will become more responsible and considerate around the school and grounds and will help other pupils to consider recycling, growing foods and being considerate when using electrical items.

b.) Children and families make healthy choices for their physical and mental wellbeing, including their understanding of how to stay safe online. **UNCRC Article 29 Education should develop each child's personality and talents to the full**	• Emotional wellbeing will continue to be an aspect which is prominent in the curriculum as well as the pastoral provision. • All teachers will deliver the Jigsaw scheme of work (Personal, Health, Social and Emotional curriculum) as a blocked unit of work every half term. These units ensure a balanced coverage of the statutory recommendations. • The Assistant Head (Inclusion) will monitor planning and teaching of the Jigsaw units over the year. • 'Wellbeing Weeks' are to be held termly. There will be a range of activities and events which raise the profile of emotional health and will revisit strategies children can use to manage challenging situations as well as 'difficult' feelings. Each wellbeing week will provide children with the opportunity to try a new sport e.g. scooting, bowls or disability sports As well as links to healthy food choices. • 'The Zones of Regulation' will be reintroduced during 'Wellbeing Week' to support children with autism as well as children who struggle with managing feelings. • The School therapist will continue to work with the 'more vulnerable' children who are identified through senior management 'highlighting meetings'. Parents and carers will also be involved in the therapy process and provided with termly updates on their child's engagement and progress. • The Senior Teaching assistants (Pathways) will continue to work alongside the school therapist and deliver 'social skills' groups in every year group across the school. • Parent and Carer coffee mornings on adult mental health as well as managing children's emotional wellbeing will be provided by the school therapist. • Class teachers will also be provided with professional support in managing children' emotional wellbeing. There will be a weekly teacher 'drop in' offer by the school therapist to discuss concerns and gain advice. • Raise awareness of e-safety issues that are arising through growth of technology with parents (e.g. chat feature on Fortnite). Host termly sessions, make information available on parents' board and in the office. Important or urgent issues to be communicated via newsletter. • Continue to promote the importance of E-Safety through E-Safety agreements displayed in classrooms, progressive E-Safety learning embedded in Computing lessons and workshops/assemblies held for pupils. • Organise school-wide Buzz Days to be held in order to raise the profile of E-Safety (Safer Internet Day in February.) Resource and distribute a range of differentiated resources to engage all children in learning about how to keep themselves safe online.	Ongoing Ongoing Spring Term End of Autumn Term Ongoing Weekly - ongoing Weekly – ongoing Termly meetings Termly All year Spring.	£1500 PHSE resources 2019/20 Included £4000 Events A Child in Time £19 000 SLA Charge (£10k charity contribution) PPA and Leadership Time £45 000 supply budget Included £4000 Events	Children will be equipped with a range of tools and strategies to manage their own emotional wellbeing as well as support others. Parents and Carers will be alert to signs of emotional distress in children and how to best manage them. The most vulnerable children in our school will be provided with high quality therapist support which will help them manage the trauma or challenging experiences they are suffering. Class teachers will be well equipped to support emotional wellbeing in the classroom. Children will be equipped with the 'right' strategies to make and keep friendships. Parents more aware of support available outside school and how they can support each other; improved awareness of what support their child gets in school and how they can support this at home; make it easier for parents to discuss common issues and find solutions together Pupils will become more considerate towards the physical and mental wellbeing of others and animals Parent questionnaires shows a greater awareness of e-safety issues. Fewer incidents of E-Safety concerns raised, children are able to articulate how to keep themselves safe online in pupil voice conferencing. Children to take part in Safer Internet Day activities and evidence participation on the school website All children take part in the daily mile at least three times a week. Pupils will become more considerate towards the physical and mental wellbeing of others and animals.

b.) Children and families make healthy choices for their physical and mental wellbeing, including their understanding of how to stay safe online. **UNCRC Article 29 Education should develop each child's personality and talents to the full**	• Take part in the Children's Health in London and Luton (CHILL) project. All children take part in a class. CHILL Outreach team will lead a science class to the years taking part. Parents who sign up will take part in a survey/questionnaire and get feedback on child's health • Walk to School week: Walkers' breakfasts and Happy Sock Day to be organised to encourage as many children as possible to walk into school. Assemblies used to promote walking into school and also the events being run. • Junior Travel Ambassadors recruited in October to give ownership to children and help run events • Whole school 'Hands Up' survey to be completed as part of the School Travel Plan accreditation. • School Travel Plan lead to attend the TfL Stars seminar in November with two JTAs to learn about new initiatives and maintain a link with the School Travel team. • Each class to be provided with 2 sets of spare PE kit (a red top and black jogging bottoms) to ensure that children who are regularly forgetting their PE kit (possibly due to CP issues at home or any other reason) are able to still participate in PE lessons • Three sports / PE clubs every week after school with focus on pupil premium children attending in order to promote healthy choices. The clubs will offer a variety of sports to ensure that all children are attending. PE lead to promote and audit clubs every term. • Re launch of Daily Mile in key stage 2, later progressing into key stage one, encouraging children to take part in a daily physical challenge. Setting personal and class goals through the induction of daily mile ambassadors and progress charts aimed at building resilience amongst children. • Science Lead to introduce animals within the school grounds to develop empathy, responsibility and making healthy choices for others.	Ongoing. Workshops held termly Spring Term Mostly autumn term; Spring term Autumn term Autumn term Spring Term	None £300 resources) PPA and Leadership Time £45 000 supply budget £150 Canine Assisted Learning SLA £2500 2019/2020 Farm SLA £1500 2019/2020	Parents and children to have clear idea of impact of environment on their children's health and what they can do about it Children will be motivated and inspired to contribute to the School Travel Plan by making responsible choices with walking into school and encouraging parents to reduce car use. School Travel Plan lead will learn about new strategies being used across the city to develop school plan. The school will maintain its TfL Stars award level for another year. Children show resilience to overcome a physical challenge and strive to beat their own physical target. All children are able to participate in PE lessons regardless of home circumstances. Class teachers will keep track of children borrowing the class PE kit to communicate with parents regarding the importance of PE. Children will have the opportunity to try new sports An increase in children participating in sports clubs after school, especially those receiving pupil premium. The school community are empowered to make healthy choices within their families to promote mental and physical wellbeing .

Grade descriptors for Outcomes for pupils

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress from starting points is above average across nearly all subject areas.
- From different starting points, the progress in English and in mathematics is high compared with national figures.
- The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

Ofsted Section 5 Inspection Handbook – September 2018

School Goal 4 Outcomes for Pupils (Autumn Term Focus Goal)

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

Outcome – What? *What are we aiming to achieve?*	Actions – How? *What will happen to achieve the outcome?*	Who? When? *Term/Year*	Resources Costs Budget Code CFR	Success Criteria and Evaluation *What will we see when we have achieved the outcome?*
a.) Outcomes in Reading are in line with or exceed that of the national averages. **UNCRC Article 29 Education should develop each child's personality and talents to the full**	• Continue to embed RWI across EYFS and KS1 Host RWI open mornings throughout the school year. This will help us to identify targets and set actions in order to improve RWI. • Ensure all staff are equipped to teach RWI in appropriate year groups by arranging training, modelling lessons, organising observations and providing resources. Enable a team of RWI specialists (Reading Leaders) to support and observe practise. • Hold termly RWI parent workshops, focused on reading with child. • Continue to promote reading through; Bug Club; reading rewards; playtime reading leaders; use of the library; and working with the school librarian. • All children continue to take home reading books from both the book corner and the Library. Class libraries are organised and managed by staff to ensure that children have a motivating reading environment. Each class to have a vibrant and exciting book corner display- whole school competition. Class teachers to receive a budget to update their reading corners. • Review system for planning and teaching Guided Reading. Ensure that there is consistency in expectation at each point in the school. Monitor Guided Reading across the school. • KS1 to use whole phase shared reading assemblies to promote a love of reading. • Continue to embed the love of reading through events such as World Book Day, Shakespeare week and regular D.E.A.R (Drop Everything and Read) events. • Children are using a wide and varied range of vocabulary throughout all their learning (both English and the wider curriculum). This will include using tier 1, 2 and 3 vocabulary as well as topic based and ambitious vocabulary. • English leads and phase leaders to have a clear understanding of progress data across the school in order to ensure children are being targeted effectively and to ensure all groups are in line with local authority data.	SB/DH/JH Autumn Term Focus and then Termly Termly Autumn Autumn Eng Team Autumn Termly Class Teachers Termly	£2500 RWI resources £1500 RWI consultancy days School Librarian £4800 Bug Club Subscription £3500 £500 termly book sale replenishment PPA and Leadership Time £500 English Budget PPA and Leadership Time	Staff will be confidently teaching RWI and the children will be making accelerated progress in reading. Staff to observe experienced RWI teachers and receive support with planning. Parental involvement and knowledge of RWI will increase, allowing children to further progress. Children have their login details and are using bug club consistently. Reading for pleasure will remain as a high priority for staff and students alike. New guided reading format is in place and monitored. Observations by SLT completed, areas of development identified and clear actions in place to support. Children's workbooks will show evidence of quality written outcomes. The staff appraisal process will show that teachers requiring support have made progress. The children in their classes will be working at or above expected levels. Teachers are consistently updating sims and using this to inform planning. Key Questions are explicit on guided reading plans

a.) Outcomes in Reading are in line with or exceed that of the national averages. **UNCRC Article 29 Education should develop each child's personality and talents to the full**	• Identify teachers, via observations and appraisals, who have a strength in English (TfW and RWI) and would like to develop this through supporting other teachers. • Offer support/'drop in' sessions to support staff ownership of professional development. • Provide teachers with feedback on books and planning that encourages them to take a greater ownership of their professional development. • English leads to understand the expectations for a subject inspection and read Ofsted reports in preparation for event. • English leads to lead staff PDM in consultation with the Primary Curriculum Lead to develop teacher's skills in teaching reading with the focus on inference and vocabulary. • English leads will work with Primary Curriculum Lead to deliver PDM's on writing with the focus on planning units of work, making use of success criteria and targeting children working at greater depth • Ensure staff are aware of the range of resources available through planning support, informal discussions and PDMs. • Research innovative teaching ideas shared through the borough's network meetings and ensure these are shared to staff through professional development meetings and planning support. • Support teaching staff with revised guided reading and English planning to ensure they are making explicit links to the National Curriculum in each lessons' success criteria through team-teaching • Identify the staff who may need extra support with the teaching and planning of English through appraisals, observations, modelled/team teaching and planning support/book looks. • Ensure that all staff have a clear and thorough understanding of assessment (both summative and formative against the national curriculum objectives) and our assessment cycle at Thomas Buxton. • Monitor and support teachers to ensure the recording of assessment using SIMS is current and up-to-date. • Adapt the weekly timetable in KS2 to allow for longer guided reading sessions. Support teachers to plan and deliver effective teaching through use of questioning.	Autumn Term and ongoing Autumn Term and ongoing Spring Term Autumn Term and ongoing Autumn Term and ongoing Autumn Term and ongoing Autumn Term and ongoing Autumn Term and ongoing Autumn Term and ongoing	PPA and Leadership Time PPA and Leadership Time PPA and Leadership Time PPA and Leadership Time PPA and Leadership Time PPA and Leadership Time PPA and Leadership Time	There is a cycle of reflective practice where teachers will respond to areas of development. Staff will feel confident about approaching the English team to request support as needed. Staff and subjects leads with have a clear action plan in place for a subject inspection. There will be a team of outstanding teachers working together to drive English forward across the whole school. Teachers will feel confident teaching skills of reading. The VIPERS skills will be embedded. Teachers will be confident to plan a unit of work. Staff are utilising resources in lessons. Staff are knowledgeable about assessing against national curriculum objectives. Staff are utilising SIMS to record assessments.

b.) Outcomes in Writing are in line with or exceed that of the national averages. **UNCRC Article 29** **Education should develop each child's personality and talents to the full**	• Ensure teachers are confident in planning and delivering a high quality unit of work that enable children to build a portfolio of creative, high quality written outcomes. • Continue to promote the vocabulary book throughout the entire curriculum, thinking about what the children have seen, heard and identified (for example Tier 2 and 3 vocabulary from their teacher). This will allow children to record subject-specific and more general language and keep for use at a later date. • Published work to be displayed and celebrated across a variety of media (displays, class books, school blogs) • English leads and phase leaders to have a clear understanding of progress data across the school in order to ensure children are being targeted effectively and to ensure all groups are in line with local authority data. • Identify and support teachers who need support to effectively utilise the marking policy through book monitoring. • All teachers to follow the marking policy and model to children how we respond to feedback. A link needs to be made between why we respond to marking and how it impacts our work. Children must understand how to respond to diagnostic marking to have meaningful impact. • Teachers have the confidence to assess and plan specifically for children working towards and at greater depth so they can make accelerated progress. • Ensure that all teachers are engaging children in the editing and drafting process. During the invent phase of TFW, children are encouraged to re-assess and edit lengthier piece of written work.	Autumn 2 Autumn Term and Ongoing Autumn Term and Ongoing Autumn Term and Ongoing Autumn Term and Ongoing Autumn Term and Ongoing Autumn Term and Ongoing	PPA and Leadership Time PPA and Leadership Time PPA and Leadership Time PPA and Leadership Time	Teachers will deliver high quality lessons. Children are utilising the vocabulary books (especially for tier 2 and 3 vocabulary). Subject leads will meet with Deputy Head and complete training on how to analyse data using Sims. Monitoring and feedback completed by English Subject Leads and SLT. English books will show teachers identifying misconceptions and providing 'closing the gap' comments. Books and planning will have evidence of teachers' impact (including children working at greater depth). Books will have evidence of self and peer assessment along with feedback to marking.

Grade Descriptors for the effectiveness of the early years provision

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period.
- Incisive evaluation of the impact of staff's practice leads to highly focused professional development and improves the quality of teaching.
- Safeguarding is effective.
- There are no breaches of statutory welfare requirements.
- Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures.
- Leaders use highly successful strategies to engage parents, including those from different groups, in their children's learning in school and at home.
- A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.
- Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs.
- Assessment is accurate and based on high-quality evidence. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.
- Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.
- Children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.
- Almost all children, including those who have special educational needs and/or disabilities, disadvantaged children and the most able, are making substantial and sustained progress in relation to their starting points. They are extremely well prepared academically, socially and emotionally for the next stage of their education.

Ofsted Section 5 Inspection Handbook – September 2018

Subject/Area of Responsibility : EYFS Phase Leader	**Postholder: Jos Harvey**

Vision Statement

Article 31 of the UNCRC 'every child has the right to play' is at the heart of our ethos: we understand that children learn best through play. Our dynamic planning is both based around children's interests and objective-led to ensure provision meets the needs of all of our unique children.

We have high expectations for all of our students. The vast majority of children are working below age-related expectations when they join our setting. Our aim is to meet or exceed the national average in the EYFS profile and for more children to 'exceed' Early Learning Goals.

We have in-depth understanding of the social backgrounds our children come from: developing communication skills is a priority and we aim to be a model of excellent practice in communication and language provision.

We are an outward-looking and innovative setting, our staff members are passionate about excelling as Early Years practitioners and being research-driven and well-informed around developments in Early Years pedagogy allows us to continually strive to model best-practice.

Outcome – What? *What are we aiming to achieve?*	**Actions – How?** *What will happen to achieve the outcome?*	**When?** *Term/Year*	**Resources Costs Budget Code CFR**	**Success Criteria and Evaluation** *What will we see when we have achieved the outcome?*
SG1 Leadership and Management Goal	**Leadership ensures that all aspects of teaching, learning and the curriculum are highly effective.**			
a.) Professional development allows all staff to excel.	- Teaching staff collaborate with other schools to share best practice: the EYFS Phase Lead will attend EY Co-ordinator forums and teachers moderate with schools in the E1 partnership around assessment. - Our setting is working towards the Communication Trust 'Commitment to Communication' certificate. All staff receive training around communication and language in order to meet the significant needs of a majority of students who have English as an Additional Language and / or Speech, Language and Communication needs. • Staff members new to EYFS will attend Every Tower Hamlets Child a Talker. • All staff members will receive training around communication interventions 'Concept Cat' and 'Zones of Regulation.' • Staff members working with students identified as having specific SCLN will receive training from Phoenix outreach on 'Intensive Interaction,' 'Sensory Stories,' and 'Attention Autism.' • A teacher will receive training on running communication intervention 'Boom Bang Bee's' • The EYFS phase leader will train parents to run communication and literacy programme 'Early Words Together.' - All new staff members attend Read, Write, Inc. training and are supported through 'Development Days' with trainers in school. - The EYFS phase leader with attend Tower Hamlets Educational Partnership training to develop leadership skills. - Maintaining an up-to-date knowledge of research and developments around best practice in Early Years pedagogy is central to our ethos: staff will regularly share research literature and discuss how our setting can innovate.	Ongoing Ongoing Ongoing	N/A N/A £75 N/A £50 PDM Budget PDM Budget	- Staff members have a clearer understanding of what 'exceeding' looks like in the EYFS. - Assessment is accurate. - The EYFS Phase Leader is up-to-date with developments across EY settings in the borough and able to implement these. - The setting receives the 'Commitment to Communication' certificate from the Communication Trust. - All students with EAL and / or SCLN are identified and receive targeted provision based around their needs. - Early Words Together is run by parents on a weekly basis, involving families who would benefit from extra support around communication and language development. - Staff feel confident delivering Read, Write, Inc. sessions that are differentiated, rigorously assessed and engaging. - Staff members are well-informed about key developments in EYFS policy and practice.

b.) Coaching further develops motivation and trust for individuals and teams in all parts of the school community.	- All staff members have opportunities to work with coach Brad Wray. - Appraisal fosters motivation by allowing space for staff members to pursue areas that they are passionate about and have significant impact on children, for example, leading Forest School. - Staff members are encouraged to experiment and innovate in ways that meet the children's needs: teachers frequently share research literature around developments in EYFS pedagogy.	Autumn Ongoing Ongoing	PDM Budget Forest School Resources £500 N/A	- The EYFS phase leader has developed strategies for managing challenges within the phase. - Staff members feel motivated by their performance management targets and these have clear impact on children's progress. - The setting experiments with innovative approaches that are always back up by research and theory: we know why we implement new strategies.
SG2 Teaching, Learning and Assessment Goal Teachers and children demonstrate deeper knowledge, understanding and skills across the curriculum.				
a.) Effective AfL ensures that all children are challenged both in their thinking and independent work.	• All staff members are aware of the need to 'stretch and challenge' students: the students who may reach exceeding in specific areas (reading, writing and maths) are identified and all staff are aware of this group. This group will receive targeted provision in the form of differentiated tasks, challenges and intervention groups in order to narrow the gap between the number of children who reach 'exceeding' in the EYFS Profile at Thomas Buxton and nationally. • All planning includes a 'challenge' for students. • Intervention time is timetabled daily to allow staff members to intervene promptly when students are assessed to be struggling, with the ethos: 'keeping up, not catching up.' • Read, Write Inc. groups are assessed every six weeks through a mixture of summative assessment and 'assessment walks.' • Our 'Possible Lines of Development' (P.L..O.D) planning system allows staff members to observe children's interests and plan ways to extend their learning.	Ongoing Ongoing Ongoing Ongoing Ongoing	N/A	- All staff members are aware of which children are on track to reach 'exceeding.' - All planning identifies how students will be challenged. - The setting timetable highlights time for interventions to take place. - Assessment for Read, Write Inc. shows progression and actions taken such as movement between groups. - P.L.O.D planning and 'learning stories' show how staff members observe children's interests and plan around these to extend their learning.
b.) Pupils' common misconceptions and mistakes are used purposefully to develop resilience.	• Through lesson observation feedback and appraisal, staff are aware of the need to model grammatically-correct spoken language and repeat grammatically incorrect phrases sensitively. • There will be a phase-wide discussion around correcting spoken English through 'Helicopter Stories.' • Philosophy for Children sessions foster an ethos of safe participation in which It is viewed as positive to change your mind, have different views or be unsure about things.	Ongoing Autumn Ongoing	N/A £7000 Foundation Stage Budget	- Teaching and learning observations, including 'appraisal walks' show staff members using grammatically correct spoken English and children's talk being repeated back correctly, in a sensitive way. - Children are comfortable expressing their opinions, changing their minds and saying when they are unsure about something, in philosophy sessions and beyond.

SG 3 Personal Development, Behaviour and Welfare Goals	**Children and families make healthy choices for their physical and mental wellbeing**			
a.) Children are active citizens both locally and globally.	• Every child in our Reception year group will have access to a half-term in our Forest School one afternoon per week, giving them experience outdoors which is especially important due to the social circumstances of the majority of students. Children will learn about nature and how to look after the environment in these sessions as well as developing numerous skills across the curriculum. • The outside provision in the setting will be audited with focus on developing nature play to increase understanding of the natural world, for example, plants and mini-beasts. • All children will take part in Philosophy for Children sessions once per week which will support them to become 'thinking' citizens who question the world around them and are able to express views and listen to the views of others.	Ongoing Autumn Ongoing	**Forest School Resources** **EY Budget** **N/A**	- All Reception children attend Forest School. They show greater understanding of the natural world around them and how to look after the environment. - Our outside provision shows more opportunities to develop understanding of the natural world. Observations show increased learning opportunities and longer 'sustained shared thinking' experiences. - Observations of children, particularly of talk, show children are able to express their opinions and listen to the opinions of others.
b.) Children and families make healthy choices for their physical and mental wellbeing, including their understanding of how to stay safe online.	• Weekly stay and play sessions will encourage parents to be part of our school community, we often include important messages around making healthy choices, for example, around dental care. • A variety of engaging and differentiated opportunities to support learning at home are communicated to parents. • Attendance is monitored and good attendance is praised weekly in celebration assemblies as well as during 'Attendance Focus Fortnights' in order to improve attendance in Early Years. • The EYFS phase leader will train a group of parents to run the communication and literacy programme 'Early Words' with targeted families across the EYFS. • Parents will have volunteering opportunities to support children in our Forest School.	Ongoing Ongoing Ongoing Ongoing Ongoing	**N/A** **N/A** **N/A** **PDM Budget** **N/A**	- Families have regular opportunities to work with their children in school. Parents and carers are very comfortable approaching staff members. - All parents are clear about how they can support their child's learning at home and many parents are actively engaged with these opportunities. - Attendance in the Early Years is rigorously monitored and individual cases addressed. - Parents are actively involved in volunteer roles across the EYFS.

SG 4 Outcomes for Pupils	Attainment of all groups is in line with or exceeds that of the same groups nationally.			
a.) Outcomes in Reading are in line with or exceed that of the national averages.	• All staff are trained to deliver Read, Write Inc. Children are grouped across Reception and KS1 in order to receive teaching which matches their ability and enables all children to make accelerated progress. • Interventions are timetabled daily to allow teachers to intervene promptly if children need support in Read, Write, Inc. sessions. • Across the EYFS there is a focus on vocabulary with all staff trained to pre-teach vocabulary and deliver 'Concept Cat' vocabulary development programme. Working walls highlight story vocabulary and phrases. • Performance management targets in Nursery feature vocabulary development and building inference skills. • Reading for pleasure and storytelling are promoted through frequent 'Helicopter Story' sessions and daily story times. • Parents are heavily involved with their child's reading education through home learning opportunities (Phonics Bug Club and take-home books) as well as targeted families programme 'Early Words Together.' • Children on track to reach 'exceeding' in reading are identified and targeted provision and 'challenge' allow more children to exceed the Early Learning Goal in reading. • Our communication friendly setting gives children opportunities to read print in the environment.	Autumn Ongoing Autumn Ongoing Ongoing Autumn Ongoing Ongoing	N/A N/A N/A N/A N/A N/A N/A N/A	- Learning walks and appraisal walks show children receiving effective, differentiated Read, Write, Inc. sessions. - Data shows children are making accelerated progress in reading. - Interventions are timetabled which allow all pupils prompt support when needed. - Learning walks and appraisal walks show 'concept' words displayed. - Nursery lessons show increasingly effective pre-teaching of vocabulary and use of inference questions. - Some parents are participating in Early Words Together and most parents read with their child at home. - All staff are aware of children who are on track to reach exceeding and provision for them is clearly identified on planning. - We receive the 'Commitment to Communication' certificate. - There are many examples of print in the environment across the setting.
b.) Outcomes in Writing are in line with or exceed that of the national averages.	• All staff are trained to deliver Read, Write Inc. Children are grouped across Reception and KS1 in order to receive teaching which matches their ability and enables all children to make accelerated progress. • Interventions are timetabled daily to allow teachers to intervene promptly if children need support in Read, Write, Inc. sessions. • Across the EYFS there is a focus on vocabulary with all staff trained to pre-teach vocabulary and deliver 'Concept Cat' vocabulary development programme. • Talk for Writing is embedded across the EYFS. • Helicopter stories promote a love of storytelling. • There are numerous opportunities to write for different purposes throughout our enabling environment.	Autumn Ongoing Autumn Ongoing Ongoing Ongoing	N/A N/A N/A N/A N/A N/A	- Learning walks and appraisal walks show children receiving effective, differentiated Read, Write, Inc. sessions. - Data shows children are making accelerated progress in reading. - Interventions are timetabled which allow all pupils prompt support when needed. - Lessons show effective pre-teaching of vocabulary. - Children love telling stories and taking part in 'Helicopter Story' time. - There are numerous opportunities for writing present around the setting. - Children's learning journals include examples of child-initiated writing for different purposes.

Outcome – What? *What are we aiming to achieve*?	**Actions – How?** *What will happen to achieve the outcome?*	**When?** *Term/Year*	**Resources Costs Budget Code CFR**	**Success Criteria and Evaluation** *What will we see when we have achieved the outcome*?
Planning for 'free-play' (referred to as 'play-based learning') is both based around the children's interests and objective-led.	• A new system for planning based around children's interests is implemented: 'Possible Lines of Development' (P.L.O.D). Staff members record significant observations then work as a team to plan how to extend the learning. • Objective-led planning is adapted to ensure that enhancements to the learning environment are based around the objectives in medium-term planning. • Increasingly purposeful and effective planning for play-based learning is reflected in longer observations and 'learning stories' in learning journeys which show children engaging in 'sustained shared thinking' over hours and days.	**Autumn 2** Autumn 2 Spring 1	N/A N/A	- Staff members are increasingly confident using P.L.O.D and objective-led planning formats. - Planning folders show that staff members have recorded observations and thoughtfully planned ways to extend the learning. - 'Learning stories' in the children's learning journals show that our planning for play-based learning formats are leading to more 'sustained shared thinking' and children engaging in longer play projects.

What Ofsted says about Thomas Buxton Primary School (February 2017 – Outstanding)

- **The quality of teaching is outstanding. Teachers' accurate assessments and their positive relationships with pupils mean that they know each child very well and what each needs in order to be successful. Teachers provide pupils with the right level of support and challenge to enable them to fulfil their potential. Pupils consistently make better than average progress.**
- **The early years provides a safe and stimulating setting where children have an excellent start to their education. Adults provide high-quality teaching and guidance so that children make rapid progress.**
- **The school nurtures pupils' mutual respect and considerate behaviour from the earliest opportunity. Pupils' behaviour is exemplary. They are rarely distracted from their learning.**
- **Pupils have myriad opportunities to broaden their experiences and social outlook by going on trips, taking on responsibilities and working with pupils from different schools. They grow in confidence and develop a mature sense of responsibility for each other's well-being.**
- **Staff ensure that the safeguarding of children is their utmost priority. The school is vigilant to risks to pupils' safety and takes action swiftly and relentlessly, so that pupils receive the support they need.**
- **The school forges strong and positive links with parents. Leaders have close communications with parents about their child's experiences at school and provide them with helpful guidance on how best to support their child's learning at home.**

What Children say they like about our school: (Questionnaires 2018)

- I love Thomas Buxton Primary School because it's safe
- I would recommend this school to everyone
- We are a healthy school
- The teachers sort out our problems
- I think this school is great because of the school dinners
- We have fun lessons and everyone always makes me laugh
- We are a rights respecting school
- The way they teach is exciting they do things including whoop whoop
- I think they work on our lives and help us aspire
- I like all the positivity and happiness whoop whoop brings and I want to attend school everyday
- They encourage us in learning to go into greater depth
- Thomas Buxton is unique
- They have fun at times in school and when the teacher says to do work they do it

What Parents and Carers say about our school (Questionnaires 2018)

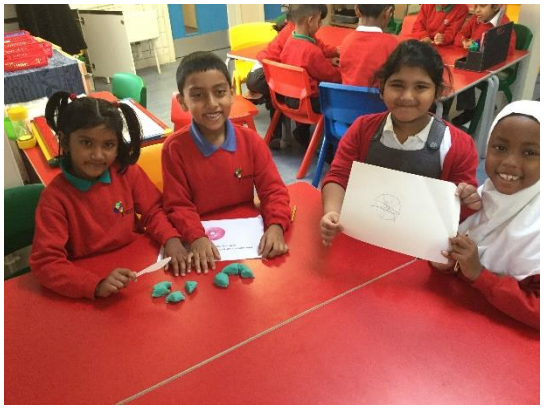
- The education and teaching standard is at a high level
- They have very nice staff and good teaching
- Friendly staff. My child feels well after
- Thomas Buxton is an inclusive school all students and parents/carers are welcome
- The school does well in making sure pupils thrive on studying a nice cirriculum, developing their reading, writing and maths skills over a wide range of subjects. It has provided a safe and stimulating setting where children have an excellent start on education.
- Provides a happy and safe environment for children to learn in. Welcomes children very well
- The friendly staff, very approachable especially I like seeing the head teacher and deputy heads involved during end of school at the gates.
- We like that they greet parents before and after school. Provide classes for parents. Invite parents to classroom to find out what teachers are teaching

Questionnaires 2017

- Home school link is strong trips and education outings are great proud that TBP is involved with Twitter, texting and website is always updated look forward to the newsletter weekly
- Thomas Buxton deals with bullying if someone is being bullied
- I believe that Thomas Buxton Primary school goes to very far lengths to ensure my child is on track on her learning
- Early years - real improvement in terms of activities provided for children, introduction of phonics programme is commendable, reading for pleasure - good initiative as it allows everyone to get involved in reading, Parental involvement/engagement - parents feel they are kept in the loop, helps to empower the children ie Gardening, Baking etc Staff are out at the gates to meet and greet the parents/children - welcoming and safeguarding
- Parental involvement - open, accessible, welcoming, good newsletter - keeping us informed, online homework works well - quite fun, leadership and management, compassion to families

Vision without action is merely a dream.

Action without vision just passes the time.

Vision with action can change the world.

(Barker 1991)