

	Page	School Improvement Plan Contents		
Context	2	School Improvement Plan Summary and School Vision and Values		
	4	Curriculum Vision Statements		
	5	School Goals (School Years 2023 – 2024)		
	6	SEF Summary		
	8	Context, Timeline, Financial Planning, Process for SIP		
	9	Signposting (Evidence Base and Links to Key Documents)		
	10	Attainment and Achievement Data		
	13	Jargon Buster (Acronyms)		
Section 1		School Goal 1 – <i>Quality of Education (Autumn Term Focus Goal)</i>	Goal Lead	Link Governor
	14	Ofsted Descriptors of Quality of Education 5 Handbook	Claire Redpath	Chair CSW
	16	Action Plan		
Section 2		School Goal 2 - <i>Behaviour and Attitudes (Spring Term Focus Goal)</i>	Goal Leads	Link Governor
	19	Ofsted Descriptors of Behaviour and Attitudes from Section 5 Handbook	Amelia Chau John Roberts	Momotaz Begum
	20	Action Plan		
Section 3		School Goal 3 – <i>Personal Development (Summer Term Focus Goal)</i>	Goal Leads	Link Governor
	23	Ofsted Descriptors of Personal Development from Section 5 Handbook	Sophie Robertson Stephanie Kho	Aminul Hoque
	25	Action Plan		
Section 4		School Goal 4 – <i>Leadership and Management (Autumn Term Focus Goal)</i>	Goal Lead	Link Governor
	27	Ofsted Descriptors of Leadership and Management from Section 5 Handbook	Lorraine Flanagan	Md Pervez Qureshi
	28	Action Plan (and reviews)		
Section 5		<i>Early Years</i>	Goal Lead	Link Governor
	30	Early Years Ofsted Descriptors	Fiona Measures	Momotaz Begum
	32	Early Years Development Plan		
		SIP Evaluation (Online Termly)		



School Improvement Plan Summary 2023 – 2024

The focus for our school improvement work this year is to further develop the goals identified in the previous plan. Our children are keen and motivated learners but the understanding and use of higher order vocabulary is too often a limiting factor for our children. There is also a clear link for our children with the need to develop their confidence to use this technical and academic vocabulary in speech. This will be reflected in their improved progress as readers and writers.

Our goal to further develop the personal development of children will ensure that our children deepen their understanding of the wider world as we build links with schools in different places in the UK and abroad. We want our children to build on their understanding that they are active citizens and can positively influence the world around them.

The national priority to support families through improved attendance in school is also reflected in our plan for this year.

As a Rights Respecting School, our School Improvement Plan is formed by the principles of the Articles of the UNCRC Charter below.





Our Vision and Values

"We respect each other and we are a caring, sharing school."

Thomas Buxton pupil

Our School Vision

Our community prepares our children for a future that they will create.



Thomas Buxton
Primary School
Learning Together



contribute



respect

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.

Teamwork Our collective culture ensures children, families and staff work and learn together.

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



enjoy



aspire



enquire



team work

OUR CURRICULUM VISION (Intent, Implementation, Impact)

CURRICULUM VISION AND DRIVERS

The purpose of our curriculum is to inspire all children to acquire knowledge and skills and to ignite a lifelong love of learning. We celebrate the cultural capital that our community brings to learning and build on this to broaden children's understanding of the world.

Our commitment to providing equality of opportunity ensures that rich experiences are embedded throughout the curriculum.

DRIVER 1
Through all curriculum subjects children develop the cultural capital to understand, question and reflect on the world and their place in it.

DRIVER 2
Children develop communication and problem-solving skills, creativity and independence, so that they can navigate their future as life-long learners.

DRIVER 3
A knowledge rich and broad curriculum enables children to make connections across subjects.

CURRICULUM IMPLEMENTATION

OUR SEVEN PRINCIPLES OF TEACHING & LEARNING

Participation

Praise

Pace

Perseverance

Progress

Purpose

Passion

Behaviour and Safety

Challenge and Expectations

Engagement and Enthusiasm

Resources and Time

Assessment

Progress and Standards

HOW WE IMPLEMENT THE CURRICULUM

- Curriculum coverage is mapped carefully across year groups and phases to ensure that all National Curriculum objectives are taught.
- Medium Term plans are adapted half termly to ensure concepts and objectives are revisited as needed by each class.
- Year group themes (termly or half termly) allow for meaningful links to be made across curriculum subjects.
- Knowledge Organisers for each theme provide children with the correctly pitched subject knowledge for their year group.
- Enrichment opportunities are used effectively to deepen and broaden the curriculum offer for children and to engage families.
- Subjects are taught discretely.

- English and Maths are taught in the morning and foundation subjects are taught in the afternoon.
- Core subjects, Science, MFL and P.E. are taught weekly. Other National Curriculum subjects are taught over a week or two week block.
- Key Stage Two classes are taught by a specialist Spanish teacher once a fortnight. Year 3 and Year 4 have weekly recorder lessons.
- Lesson aims and success criteria are shared with the children so they know what they are learning and why.
- Activities are differentiated and assessment is used throughout the lesson to scaffold or challenge as needed.
- Teaching points are modelled and children are given the opportunity to work independently.

- Teachers work with individuals and groups to ensure all children can access learning from their own starting point.
- Misconceptions are identified in planning and addressed in lessons. Prior learning is discussed with the children.
- There is an effective balance between teacher and pupil talk.
- Read, Write Inc Phonics is taught from Nursery through Key Stage One.
- Each class carries out three P4C enquiries each half term.

CURRICULUM IMPACT

Impact on Children

Children apply knowledge and skills across all subjects. They understand that the knowledge they learn and the skills they develop will help them in their futures.

Children apply knowledge and skills across all subjects. They understand that the knowledge they learn and the skills they develop will help them in their futures.

Impact on Attainment and Progress

The curriculum demands the best possible outcomes in each subject from every child.

Teacher assessments are timely and purposeful. Any gaps in children's knowledge and skills are identified and closed.

PIXL and SIMS Programme of Study are used to record and track assessment of individual children, classes, year groups and the whole school.

Trends are identified quickly and addressed for any group through intervention or curriculum revision.

From each individual child's starting point, progress is evident.

Children are given opportunities to achieve greater depth consistently and despite barriers.

Evaluation of our Curriculum

Subjects are taught discretely to ensure subject specific concepts are the focus. Links are made across curriculum subjects so that skills can be applied in different contexts where possible.

Reading and language development is embedded across all subjects.

The curriculum is evaluated frequently by the Leadership and Management Team and adapted accordingly to ensure that the learning needs of children are fully met.

High standards for outcomes are planned for by subject leaders. Activities to meet curriculum objectives are purposeful.

Enrichment has a valued place within all subjects and is organised to ensure progression and challenge.

Our values (Contribute, Respect, Enjoy, Aspire, Team Work and Enjoy) are embedded across year group and key stage curriculums.

Evaluation of our Impact on our World

Our children are inspired to achieve their full potential; to have their voices heard and effect change.

Children develop the cultural capital they need to deepen their understanding through the curriculum and enrichment opportunities.

The curriculum represents local and global histories, encourages positive contribution and open enquiry and develops knowledge through quality resources.

We place the United Nations Convention on the Rights of the Child (RRS Gold) at the heart of all activities so children understand their rights and that adults are the bearers.

We engage in partnership work with other schools and community groups to ensure our local and national environments are maximised.



OUR SCHOOL GOALS

2023—2024

Pupils develop detailed knowledge and skills across the curriculum and as a result achieve well, this is reflected in the work that the pupils

1. Quality of Education

Pupils make a highly positive and tangible contribution to the life of the school and the wider community.

2. Behaviour and Attitudes

Rich experiences for children are planned coherently and considerably strengthen the school's offer.

3. Personal Development

Leaders ensure that highly effective and meaningful engagement takes place with all groups in the school community.

4. Leadership and Management



A place of learning,
laughter and friendship



**Thomas Buxton
Primary School**
Learning Together

SEF Summary

Overall Effectiveness: Outstanding

Thomas Buxton Primary School is a highly effective organisation, but it will never be a complacent one. 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

Number on roll				
	2020	2021	2022	2023
School	442	438	437	
National	Well Above Average	Well Above Average	Well Above Average	
% Free school meal eligibility (FSM6)				
	2020	2021	2022	2023
School	38%	35%	35%	
National	Well Above Average	Above Average	Above Average	
% SEND Support				
	2020	2021	2022	2023
School	13%	11%	13%	
National	Close to Average	Close to Average	Close to Average	
% SEND EHCP				
	2020	2021	2022	2023
School	4.1%	5.3%	5.5%	
National	Well Above Average	Well Above Average	Well Above Average	
% EAL				
	2020	2021	2022	2023
School	75%	71%	68%	
National	Well Above Average	Well Above Average	Well Above Average	
% Stability				
	2020	2021	2022	2023
School	82%	81%	80%	
National	Close to Average	Close to Average	Close to Average	

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.

Summary Judgements (Self Evaluation) Ofsted Framework Sept 2023/ Inspection March 2023	
Key aspect	Judgement
Overall Effectiveness	Outstanding
1. Quality of Education	Outstanding
2. Behaviour and Attitudes	Outstanding
3. Personal Development	Outstanding
4. Leadership and Management	Outstanding
5. Quality of Early Years Education	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.



Context for School Improvement Plan (SIP) 2023 - 2024

The starting point for this plan was a review of the previous School Improvement Plan 2022 – 2023 which was carried out by the school’s Leadership and Management Team and the Governing Board. The Self-Evaluation Form (SEF) reflects the outcomes of the school review process (listed below). The SIP consists of a detailed Action Plan for the current financial year 2023 - 2024 alongside the school year. We are able to plan ahead for the financial year and align the budget to the current school goals.

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 and beyond. The plan will be reviewed in January and November of each year to align with changing priorities and to ensure consistency with financial planning.

Timeline	Event	Action
January 2023	Budget Review	Analyse Financial Monitoring 2022/23 against SIP 2022/23 Consult through School Improvement Plan Questionnaires 2022
April 2023	Budget Setting	Analyse Financial Planning 2023/24 against SIP 2022/23
September 2023	School Goals Setting	SIP 2022/23 evaluated and used to formulate new school goals for 2023/24. Action Plans created by postholders
November 2023	School Improvement Plan	Agreed by Governors and published for all stakeholders
January 2024	Budget Review	Financial Monitoring 2023/24 against SIP 2023/24 School Improvement Plan Questionnaires
April 2024	Budget Setting	Analyse Financial Planning 2023/24 against SIP 2023/24 and agree budget for 2024/25

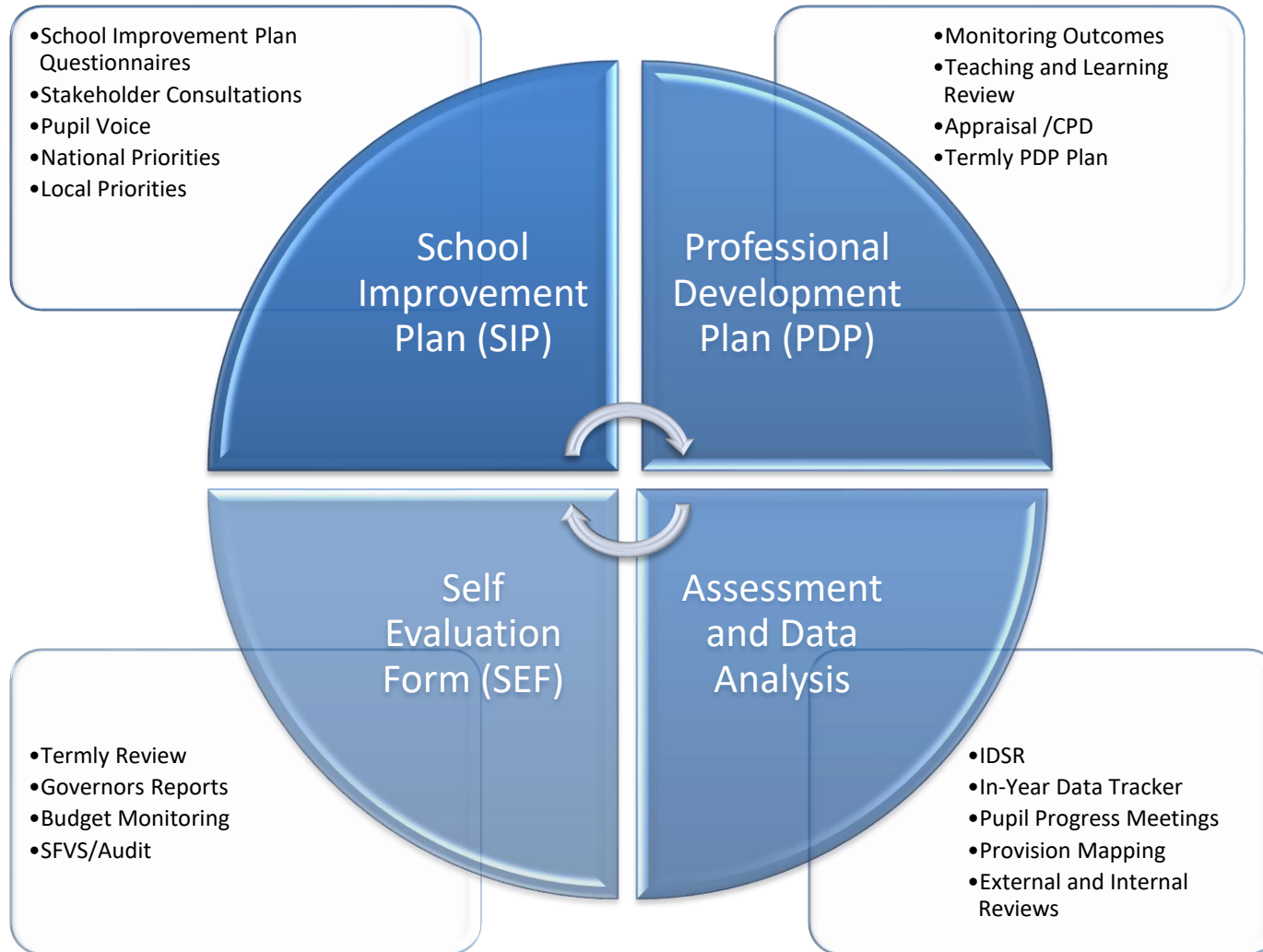


The process of School Self-Review and School Improvement Plan is made up of these elements:

- ◆ 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) updated regularly
- ◆ Review of curriculum monitoring feedback and Pupil Book Study
- ◆ 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 IDSR 2022/2023
- ◆ 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

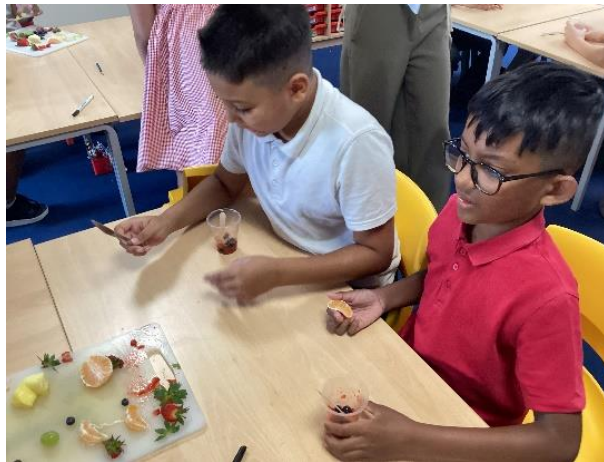


KS2 OUTCOMES

		School 2018-2019	National 2018-2019	Local Authority 2018-2019	School 2021-2022	National 2021-2022	Local Authority 2021-2022	School 2022-2023	National 2022-2023	Local Authority 2022-2023
Reading	EXS+	77%	73%	78%	75%	75%	78%	68%	73%	77%
	GDS	32%	27%	30%	12%	28%	33%	20%	29%	31%
Writing (TA)	EXP+	79%	78%	82%	72%	70%	72%	78%	71%	76%
	GDS	19%	20%	23%	12%	13%	15%	13%	13%	19%
Maths	EXS+	83%	79%	85%	82%	71%	77%	77%	73%	80%
	GDS	33%	27%	34%	22%	23%	29%	28%	24%	33%
Science	EXS+	79%	83%	83%	78%	79%	tbc	83%	80%	tbc
GPS	EXS+	90%	78%	83%	85%	73%	79%	82%	72%	79%
	GDS	54%	36%	45%	30%	28%	37%	38%	30%	39%
Combined R/W/M	EXS+	74%	65%	72%	63%	59%	63%	60%	59%	66%
	GDS	14%	11%	14%	3%	7%	9%	10%	8%	12%

Average Progress Measures	School 2018-2019	Local Authority 2018-2019	School 2021-2022	Local Authority 2021-2022	School 2022-2023	Local Authority 2022-2023
Reading	1.6	1.29	-0.1	1.33		
Writing	0.6	1.24	1.4	1.46		
Maths	2.1	1.9	1.8	1.55		

Average Scaled Scores	School 2018-2019	National 2018-2019	Local Authority 2018-2019	School 2021-2022	National 2021-2022	Local Authority 2021-2022	School 2022-2023	National 2022-2023	Local Authority 2022-2023
Reading	106	104	106	103	105	106	104	105	
GPS	110	106	109	106	105	107	106	105	
Maths	106	105	107	104	104	105	104	104	



KS1 Outcomes

KS1 Outcomes		School 2018-2019	National 2018-2019	Local Authority 2018-2019	School 2021-2022	National 2021-2022	Local Authority 2021-2022	School 2022-2023	National 2022-2023	Local Authority 2022-2023
Reading	EXS+	72%	75%	75%	66%	67%	69%	74%	68%	70%
	GDS	10%	25%	24%	9%	18%	17%	32%	19%	20%
Writing	EXS+	65%	69%	72%	57%	58%	63%	67%	60%	65%
	GDS	10%	15%	17%	3%	8%	10%	19%	8%	10%
Maths	EXS+	70%	76%	77%	64%	68%	70%	74%	71%	73%
	GDS	10%	22%	22%	9%	15%	17%	25%	16%	19%
Science	EXS+	71%	82%	81%	69%	77%	75%	83%	79%	79%
	GDS									
R/W/M Combined	EXS+	63%	65%	67%	55%	53%	58%	65%	56%	61%
	GDS	7%	11%	13%	2%	6%	7%	14%	6%	7%

<p>Abbreviations used:</p> <p>AfL - Assessment for Learning</p> <p>AHT - Assistant Head</p> <p>AWO - Attendance & Welfare Officer</p> <p>AO - Admin Officer</p> <p>CPD - Continuing Professional Development</p> <p>DHT - Deputy Head</p> <p>DT - Design & Technology</p> <p>EAL - English as an Additional Language</p> <p>EMA - Ethnic Minority Achievement</p> <p>ENGCO - English Leader</p>	<p>EYFS – Early Years (Foundation Stage)</p> <p>FS - Foundation Stage</p> <p>G&T - Gifted & Talented</p> <p>HT - Head Teacher</p> <p>INSET - In Service Training</p> <p>KS1 - Key Stage 1</p> <p>KS2 - Key Stage 2</p> <p>L1 - Level 1</p> <p>LA - Local Authority</p> <p>LBTH - London Borough of Tower Hamlets</p> <p>LT - Leadership Team</p> <p>LMT – Leadership and Management Team</p> <p>NPQH - National Professional Qualification for Headship</p>	<p>PE - Physical Education</p> <p>PM - Performance Management</p> <p>PM - Premises Manager</p> <p>PSHE - Personal, Social & Health Education</p> <p>RE - Religious Education</p> <p>RRSA – Rights Respecting Schools Award</p> <p>SATs - Standardised Attainment Tests</p> <p>SBM - School Business Manager</p> <p>SEF - School Evaluation Form</p> <p>SEN - Special Educational Needs</p> <p>SENDCO – Special Educational Needs Disabilities Leader</p> <p>SIP - School Improvement Partner or School Improvement Plan</p> <p>SLT - Senior Leadership Team</p> <p>TA - Teaching Assistant</p>
--	---	--

School Goal 1: Grade Descriptors for the Quality of Education (Ofsted Inspection Handbook Sept 2023)

6. In order for the quality of education judgement to be outstanding, the school must meet all of the good criteria securely and consistently and it must also meet the additional outstanding criteria.

Outstanding (1)

The school meets all the criteria for a good quality of education securely and consistently.

- The quality of education provided is exceptional.

In addition, the following apply.


- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Good (2)

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils (including pupils with SEND), the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- The curriculum may undergo necessary changes (for example, following a review by leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils study the full curriculum; it is not narrowed:
- in primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6
- in secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition where this applies, and good progress has been made towards this ambition.
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.
- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.

- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.
- Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge



School Goal 1 : Quality of Education		Goal Lead : Claire Redpath (DHT)		
<p>Pupils develop detailed knowledge and skills across the curriculum and as a result achieve well, this is reflected in the work that the pupils produce.</p> <p>UNCRC Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>				
Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? And Who? <i>What will happen to achieve the outcome?</i>	Success Criteria <i>What will we see when we have achieved the outcome?</i>	Resources Costs Budget Code CFR	When? <i>Term/Year</i> <i>RAG</i>
<p>a.) All forms of assessment are used effectively to understand starting points and gaps and then inform planning.</p>	<p>Assessment and Planning</p> <ul style="list-style-type: none"> • QLA’s for Reading, GPS and Maths to be used to inform planning and all subject plans identify individual children to support adaptive teaching. • PiXL, Testbase and CUSP unit outcome exemplars to be utilised for all subjects. 	<ul style="list-style-type: none"> • Teaching is pitched correctly for all groups of children within the classroom including those ready for challenge and those who have gaps in Age Related Expectations. • Outcomes over time across the curriculum are of a high quality and progression across year groups and subjects across school is evident. • Children build on previous learning and make connections both within and across the curriculum. 	<p>Pixl -£2700</p> <p>Testbase- £275.00</p> <p>CUSP- £4500</p> <p>Subscriptions</p>	<p>Autumn 2</p> <p>Ongoing monitoring</p>
	<p>SEND</p> <ul style="list-style-type: none"> • All subject planning to identify achievable targets for children with SEND based on teacher’s use of Engagement Model, P-Scale and Pre Key Stage Standards descriptors and individual targets from EHCP/SALT/OT. • ProvisionMap to be used by all staff and utilised for target setting. • Tapestry to be used for children working on the Engagement Model. 	<ul style="list-style-type: none"> • Teaching is pitched correctly for all groups of children within the classroom including those ready for challenge and those who have gaps in Age Related Expectations. • Outcomes over time across the curriculum are of a high quality and progression across year groups and subjects across school is evident. • Children build on previous learning and make connections both within and across the curriculum. 	<p>Provision Map- £955</p> <p>Tapestry £280</p> <p>Subscriptions</p>	<p>Autumn 1</p> <p>PDM</p> <p>Ongoing Monitoring</p>
	<p>Subject Leadership</p> <ul style="list-style-type: none"> • Subject portfolios show Age Related Expectations for outcomes at each point in the school. • The Pupil Book Study model for reviewing children’s understanding and retrieval skills for all curriculum subjects is embedded and utilised by all subject leaders. • Class Books of Wonder as a record of SMSC, P4C, PSHE and the RE curriculum to be established and updated half termly. 	<ul style="list-style-type: none"> • Monitoring evidences the outstanding grade descriptors from the Ofsted Framework. • Children build on previous learning and make connections both within and across the curriculum. • SMSC is evidenced and embedded through the curriculum. • There is a record of outcomes evidencing progression across school in RE and PSHE. • There is a record of each year group securing the required P4C skills for each year and progression from EYFS to Year 6 is evidenced. 	<p>CUSP- £4500</p> <p>THEP network meetings</p> <p>THEP- £3870</p> <p>Subscription</p> <p>Supply Cover For TLR holders (£180 Per Day)</p>	<p>Autumn 2</p> <p>Introduce and then Spring 1 for development</p>
	<p>External Moderation of Assessment</p> <ul style="list-style-type: none"> • Moderations in Maths, Writing, History, Geography and Science to be carried out with other schools across all year groups. • “Comparative Judgements” for writing to be introduced in Year 2, Year 4 and Year 5. 	<ul style="list-style-type: none"> • Expectations are pitched correctly at each point in the school. • The quality of education across school is moderated through external and independent reviews. 	<p>Release time</p> <p>Comparative Judgements</p> <p>Subscription</p>	<p>Spring 1</p> <p>Summer 1</p>

<p>b.) Knowledge is embedded throughout all curriculum mapping and children can communicate their understanding fluently in both written and spoken forms.</p>	<p>Staff CPD</p> <ul style="list-style-type: none"> Curriculum PDMs/INSETs to include a focus on effective lesson planning, cognitive load and retrieval practice. Strategies are implemented to ensure cognitive overload does not occur in any curriculum subject. Staff subject pedagogy and pedagogical knowledge to be developed through internal CPD (CUSP CPD Library) and external CPD (THEP and PiXL). Planning to be streamlined using the shared online resources already available and resources are identified to reduce focus on IWB visual overload. Clear signage and systems to be implemented to support efficient use of resources both physical and electronic. 	<ul style="list-style-type: none"> Children’s knowledge is built up over time allowing them to apply this in a range of ways to develop their skills. There is systematic retrieval practice evidenced throughout each key stage in the school. Gaps in teacher knowledge and skills are addressed. Staff can access curriculum resources quickly. Workload is reduced. Curriculum Leaders have a clear picture of standards in their subject area(s). 	<p>CUSP- £4500 PIXL- £2700 THEP- £3870</p> <p>Subscriptions</p>	<p>Autumn 1</p> <p>Introduction and ongoing monitoring and development</p> <p>Autumn Term</p> <p>Staff CPD focus</p>
	<p>Writing</p> <ul style="list-style-type: none"> CUSP writing pedagogy to be embedded following the Rubric and CUSP units. Writing outcome exemplars to be used for each unit (Teacher’s Moderation Toolkit and CUSP unit outcome examples). Handwriting Policy and year group expectations to be reviewed and implemented. PiXL writing tracker to be introduced in Year 2, Year 4 and Year 6. Medium Term Plans to identify cohort gaps. Children at risk of not meeting end of year expectations in writing (E2 children) to be tracked, writing interventions are in place, planning identifies actions to close gaps and teachers plan opportunities to practise skills across the curriculum. Moderation and assessment time to be identified in the calendar and time is given for partner teachers to discuss children’s progress towards end of year outcomes. 	<ul style="list-style-type: none"> Staff have a clear understanding of the progression in writing and end of year expectations. Gaps in children’s knowledge and skills are addressed. Writing outcomes are of a high quality. 	<p>Release time For moderation</p> <p>CPD</p> <p>CUSP- £4500 PIXL- £2700</p>	<p>Autumn launch</p> <p>Spring Term</p> <p>Staff CPD Focus</p>
	<p>Vocabulary</p> <ul style="list-style-type: none"> Launch PiXL vocabulary development resource Further implement/embed the CUSP vocabulary teaching model in History, Geography, Science and Art and link them to the teaching of vocabulary across the wider curriculum. Working walls to clearly identify Tier 2 and Tier 3 vocabulary and used by children. Each subject has a vocabulary map identifying Tier 2 and Tier 3 vocabulary to be taught. These are to be used to inform planning and assessment. Subject specific vocabulary to be made evident through all staff CPD. 	<ul style="list-style-type: none"> Children are able to clearly articulate their learning and understanding of concepts using ambitious vocabulary accurately. Staff have clear understanding of the progression in vocabulary development across subject areas. Children develop their understanding of vocabulary construction and the etymology of words. Children use the working walls to support and deepen their learning and gain greater independence. 	<p>Oracy Hub- £120 CUSP- £4500 Pixl- £2700</p> <p>English Lead TLR</p>	<p>Link to Autumn Term CPD</p> <p>Spring Term CPD Focus</p>

	<p>Oracy</p> <ul style="list-style-type: none"> • Continue work with THEP Oracy Hub and achieve the Silver or Gold award. • Embed oracy opportunities into curriculum planning, provided team teaching support and model good practice across school. • Use PiXL resources to enhance Oracy progression of skills. • PDMs to be planned across the year to support staff subject knowledge. • Provide on-going guidance, training and resources for staff to develop high quality talk in the classroom and around the school • Use progression statements to evaluate progress of skills. • Embed Noisy Classroom strategies and the debating format across the school. 	<ul style="list-style-type: none"> • Children develop use of a range of language structures to articulate understanding. • Staff develop knowledge of a range of strategies to encourage purposeful talk and discussion. • Children are able to speak eloquently, articulate ideas and thoughts through talking and collaborate with peers. • Children have confidence to express views in formal debates and discussions and use argument language structures to persuade. 	<p>Oracy Hub- £120</p> <p>CUSP- £4500</p> <p>Pixl- £2700</p> <p>English Lead TLR</p>	<p>Link to Autumn Term CPD</p> <p>Spring Term CPD Focus</p>
--	--	---	--	---



School Goal 2: Grade Descriptors for Behaviour and Attitudes (Ofsted Inspection Handbook Sept 2023)

8. In order for the behaviour and attitudes judgement to be outstanding, the school must meet all of the good criteria securely and consistently and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.


In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

9. In order to judge whether a school is good or requires improvement, inspectors will use a ‘best fit’ approach, relying on the inspection team’s professional judgement.

Good (2)

- The school has high expectations for pupils’ behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils’ positive behaviour and conduct. Low-level disruption is not tolerated and pupils’ behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils’ behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils’ attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see statutory guidance on school exclusion (<https://www.gov.uk/government/publications/school-exclusion>)). Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

School Goal 2 : Behaviour and Attitudes		Goal Leads: Amelia Chau (AHT) and John Roberts (KS1 PL)		
Pupils make a highly positive and tangible contribution to the life of the school and the wider community. UNCRC Article 6: Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.				
Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? And Who? <i>What will happen to achieve the outcome?</i>	Success Criteria <i>What will we see when we have achieved the outcome?</i>	Resources Costs Budget Code CFR	When? Term/Year RAG
a.) Children develop a better understanding of life in other places both nationally and internationally. (JR)	Building Global Links: Roots and Shoots <ul style="list-style-type: none"> Continue Global Learning Project. Establish communication and link with school abroad through the <i>Roots and Shoots</i> initiative. Host the <i>Roots and Shoots</i> ‘International Peace Day’ to form effective partnerships with different communities. Link to RRS and UNICEF Charter and Sustainable Development Goals. 	<ul style="list-style-type: none"> Children are able to articulate their knowledge of the Sustainable Development Goals. Staff develop confidence in planning opportunities in using the Sustainable Development Goals increases. Children are able to celebrate commonalities and differences. Children deepen their knowledge of climate change and their role in combating it. 	Science budget 2023/2024 £1000	Autumn term
	Building Local Links <ul style="list-style-type: none"> Re-establish links with schools in differing parts of the UK (Hibaldstow, Peterborough and Middle Rasen). 	<ul style="list-style-type: none"> Children are able to celebrate commonalities and differences. 	Science budget 2023/2024 £1000	Spring term
b.) Attendance in all phases of the school is further improved. (AC)	Focus on Early Years <ul style="list-style-type: none"> Highlight attendance in each year group welcome meeting. Conduct home visits on pupils who have reached the statutory age for schooling who are absent. Work with the Early Years Lead to engage hard-to-reach families. Consider referrals for families whose attendance falls below the expected standard (school nurse, AWA, parenting support). 	<ul style="list-style-type: none"> Parents understand the importance of school in the Early Years. Children in Nursery and Reception have good attendance. 	Leadership time Senior Pathways Attendance lead time	Autumn, Spring, Summer terms
	Focus on families who are ‘Persistently Absent’ <ul style="list-style-type: none"> Monitor and take swift action on children who are absent from education for prolonged periods and/or on repeat occasions as this could signal safeguarding issues including neglect, child sexual and child criminal exploitation. This may include referrals to Early Help and/or Children’s Social Care. Identify the reasons for persistent absence in each family and work with families to overcome the barriers through the school Early Help offer and external referrals where required. Refer families to the AWA when they are at risk of becoming ‘persistently absent’. Check in regularly with children who are or who are at risk of being ‘persistently absent’ and identify motivators to encourage school attendance. 	<ul style="list-style-type: none"> The rate of persistent absence will fall from 2022-2023 figures. Families who are persistently absent will be supported by the Early Help offer in school and external support where required. 	AWA (Attendance Welfare Advisor) SLA £6405	Half termly

	<p>Celebrations</p> <ul style="list-style-type: none"> Focus on attendance during weekly Whoop Whoop assemblies with the attendance figures and cup to generate a ‘buzz’ and positive attitude towards attendance Ensure that Attendance is updated on the classroom doors weekly so that each class can celebrate successes and identify areas to improve Hold a termly Attendance Focus Fortnight with a reward on the last day to boost attendance figures. Acknowledge attendance improvement by sending home letters to families who have sustained or have worked towards achieving good levels of attendance. 	<ul style="list-style-type: none"> Children understand the importance of attendance and work hard as a team to improve their class figure. 	<p>Film and popcorn £40 per term x three terms = £120</p>	<p>Weekly</p>
	<p>Attendance surgeries</p> <ul style="list-style-type: none"> Hold regular ‘surgeries’ for parents when children’s attendance deteriorates. Monitor and record attendance through Arbor reports and track key families. Ensure that communication is consistent and regular with families 	<ul style="list-style-type: none"> Absence is monitored systematically and effectively. Communication regarding attendance is transparent, consistent and regular. 	<p>Senior Pathways Attendance lead time (5 x morning slots and time with AWA every Tuesday afternoon)</p>	
<p>c.) Children and families demonstrate good understanding of how to be online positively and safely. (AC)</p>	<p>Parent Education</p> <ul style="list-style-type: none"> Hold termly Online Safety information sessions and workshops for all parents on current trends and concerns. Refer parents to ‘Keeping Children Safe Online’ KCSO Parenting Programmes sessions run by LBTH Family Information Service. 	<ul style="list-style-type: none"> Parents know and understand the dangers online. Parents know what they can do if they feel that their child is not safe online. 	<p>Leadership time</p> <p>Senior Pathways Parent Engagement Lead time</p>	<p>Autumn term 2 2023/2024</p>
	<p>Children’s Awareness</p> <ul style="list-style-type: none"> Plan lessons to ensure that children know how to stay safe online, particularly in regards to the ‘Four Cs’ (Content, Contact, Conduct, Commerce). Regularly revisit online safety in whole school and phase assemblies to raise awareness. Ensure that children are taught and know how to report online safety concerns. Record reports of abuse on the school safeguarding system CPOMS and monitor the frequency and severity of incidents. 	<ul style="list-style-type: none"> Children understand how to stay safe online. Children conduct themselves safely online. Children report abuse taking place online. 	<p>Leadership time (Computing lead)</p>	<p>Autumn term 1 2023/2024</p>
	<p>Child Protection Policy and Staff Training</p> <ul style="list-style-type: none"> Review and update the Child Protection policy in line with changes from <i>Keeping Children Safe in Education 2023</i> and ensure that this includes information regarding online safety. Ensure that all staff receive Safeguarding training in September, which includes online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. 	<ul style="list-style-type: none"> The Child Protection Policy reflects the national changes to the Keeping Children Safe in Education 2023 document and details how to keep children safe online. Staff understand their duty in relation to keeping children safe online and receive regular training and updates. 	<p>Leadership time</p>	<p>Inset day Autumn 1</p> <p>Autumn term 1 2023/2024</p>

	<p><u>Filtering and Monitoring Systems</u></p> <ul style="list-style-type: none"> Review the systems in place for filtering and monitoring at least annually. Review the results of the online safety review. Ensure that harmful and inappropriate content is blocked without unreasonably impacting teaching and learning. Ensure that monitoring strategies in place effective in meeting safeguarding needs. Regularly review the effectiveness of the systems. Receive monthly filtering report from IT technician and identify any breaches. Address any breaches or attempted breaches with staff and/or pupils. Ensure that all staff and governors have received up-to-date Safeguarding training which includes their responsibilities in relation to filtering and monitoring. 	<ul style="list-style-type: none"> Filtering and monitoring systems are effective in blocking out harmful and inappropriate content. 	<p>Leadership time</p> <p>IT Systems SLA</p>	<p>Termly</p> <p>Monthly report</p>
--	--	---	--	---



School Goal 3: Grade Descriptors for Personal Development (Ofsted Inspection Handbook Sept 2023)

10. In order for the personal development judgement to be outstanding, the school must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets all the criteria for good in personal development securely and consistently.
- Personal development is exceptional.

In addition, the following apply:

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. Disadvantaged pupils(including those with SEND), consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

11. In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the inspection team's professional judgement.

Good (2)

The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

- Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks (<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>), a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of section 42B of the Education Act 1997. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.



School Goal 3 : Personal Development	Leads: Sophie Robertson (UKS2 PL) Stephanie Kho (LKS2 PL)
---	--

Rich experiences for children are planned coherently and considerably strengthen the school’s offer.



UNCRC Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? And Who? <i>What will happen to achieve the outcome?</i>	Success Criteria <i>What will we see when we have achieved the outcome?</i>	Resources Costs Budget Code CFR	When? <i>Term/Year</i> <i>RAG</i>
a.) Enrichment for both the curriculum and the wider offer engages more able and talented children.	<p>Enrichment</p> <ul style="list-style-type: none"> • Postholders to review enrichment opportunities within their subject area and ensure that the offer is rich and varied, with at least one enrichment activity per subject per year. • Ensure that the Books of Wonder are kept up to date with records of the enrichment offer for subjects and phases. • Develop chess offer in UKS2 and embed within the curriculum where appropriate. • Develop club offer across the school to ensure more opportunities for more able and talented children such as through competitions. • Identify further funding opportunities to support enrichment offer from businesses or grants. 	<ul style="list-style-type: none"> • The school provides rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school offer. • The school consistently promotes the extensive development of more able and talented pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. 	Class and subject budgets as required.	Autumn 2023
	<p>Competition</p> <ul style="list-style-type: none"> • Postholders to review opportunities within their subject area and ensure competitions and events for more able and talent children are promoted. • Postholders to ensure that each subject engages in a competitive element within school or more widely once a year. • Pick and Mix to have a competitive element. 	<ul style="list-style-type: none"> • Pupils aspire to be given the opportunity to attend competitions. The aspirations of all pupils are raised as a result. • There is a strong take-up by pupils of the opportunities provided by the school. • The most able and talented children benefit from this excellent work. 	Class and subject budgets as required.	Autumn 2023
b.) Children are better able to articulate the language of character education to describe their personal	<p>Character Education</p> <ul style="list-style-type: none"> • Re-establish LORIC and review as part of Establishing Weeks at the start of term. • Postholders to ensure that LORIC characteristics are promoted throughout curriculum subjects by showing LORIC characters on slides where appropriate. • LORIC characteristics to be discussed as part of Oracy Assemblies. 	<ul style="list-style-type: none"> • Pupils feel confident discussing and displaying LORIC characteristics. • An increase in LORIC characteristics are seen across the school. • Children are able to articulate their thoughts and present ideas in assemblies. 	PIXL subscription £2700	Autumn 2023

develop as active citizens.	<p><u>Democracy and equality</u></p> <ul style="list-style-type: none"> • School to participate in UK Parliament Week in November 2023. • School Ambassador structure to be changed to mirror UK Parliament (House of Commons, House of Lords, Monarch). • Tier 2 and Tier 3 vocabulary promoted through new school ambassador structure (constituency, surgery etc). • Rights Respecting vocabulary used by all children and staff members daily; children can articulate their rights, articulate why they are important and state which rights are respected and not respected. • School Ambassadors take part in E1 Pupil Parliament. 	<ul style="list-style-type: none"> • Children have a greater understanding of national and international democratic systems. • Children are able to confidently discuss national democracy and articulate how democratic systems can support them. • Rights respecting language is used confidently throughout the school. • School Ambassadors have active and visible role in the school. 	Pupil Voice	Autumn 2023
	<p><u>Pupil Voice</u></p> <ul style="list-style-type: none"> • School Ambassadors organise whole school events such as Children in Need and Red Nose Day. • Pupils participate in weekly ‘surgeries’ with School Ambassadors where pupil voice is heard. • School Ambassadors feedback to SLT through fortnightly meetings. • A House of Lords is established to scrutinise the decisions of the House of Commons. • The House of Commons and House of Lords meet with Headteacher / Deputy Headteacher once a term. • Job centre promoted through establishing weeks, posters and assemblies. • ‘Spotlight on’ job centre jobs in Spring and Summer terms. 	<ul style="list-style-type: none"> • Children will understand that their voices are important and valued both in school and the wider world. • Children will understand that they have the power to create change. • Children will have a greater understanding of life after schooling and different career paths. 	Pupil Voice	Autumn 2023, Spring 2024
	<p><u>Active Citizenship</u></p> <ul style="list-style-type: none"> • Harvest festival promoted and donations given to Whitechapel Mission. • School Ambassadors to organise events in the local community eg: litter picking in Spring and Summer terms. • Playleaders take an active role supporting on the playground. • Establish links with schools nationally and work towards a shared project. 	<ul style="list-style-type: none"> • Children will have a greater understanding of their place in the world. • Children will have a greater understanding of how they can enact change. 	Pupil Voice	Autumn 2023, Spring 2024

School Goal 4 Grade Descriptors for Leadership and Management (Ofsted Inspection Handbook Sept 2023)

12. In order for the leadership and management judgement to be outstanding, the school must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets all the criteria for good in leadership and management securely and consistently.
- Leadership and management are exceptional.


In addition, the following apply:

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

13. In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the inspection team's professional judgement.

Good (2)

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.
- Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.
- Governors and trustees understand their role and carry this out effectively. Governors or trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Governors or trustees ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- Safeguarding is effective

School Goal 4: Leadership and Management		Goal Lead : Lorraine Flanagan (HT)		
<p>Leaders ensure that highly effective and meaningful engagement takes place with all groups in the school community.</p> <p>UNCRC Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.</p>				
Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? And Who? <i>What will happen to achieve the outcome?</i>	Success Criteria <i>What will we see when we have achieved the outcome?</i>	Resources Costs Budget Code CFR	When? <i>Term/Year</i> <i>RAG</i>
<p>a.) To ensure that consultation with all parts of the school community is effective.</p>	<p>Consultation</p> <ul style="list-style-type: none"> Use the EEF Implementation Model to manage change when new strategies are considered. Complete Annual Planner with clearly identified schedule for Consultation in all forms. Establish regular Team Meetings across levels of Leadership and groups within the school (kitchen/premises/admin/mms/support staff) Ensure understanding of pupil/staff/parent voice opportunities and encourage participation. Identify all current forms of consultation and review the effectiveness of each. Identify and implement measurable outcomes to consultation. Engage external consultation if sustainable. Develop Governor capacity for undertaking appropriate consultation activities. 	<ul style="list-style-type: none"> Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. 	<p>Leadership Release Time</p>	<p>Autumn 1</p> <p>Autumn 1</p> <p>Autumn 2</p>
	<p>Parent Communication</p> <ul style="list-style-type: none"> Implement and develop the use of Arbor Parent Portal Further develop consultation so that parents and other stakeholders are aware of the outcomes/developments from consultation. 	<ul style="list-style-type: none"> Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose. 	<p>Arbor- £4867 Subscriptions</p>	<p>Autumn 1</p> <p>Termly Review</p>
	<p>Governors</p> <ul style="list-style-type: none"> Develop staff awareness of Governors within school. Create termly calendar of events and communicate with Governors. Invite to briefings and PDMs. Engage Governors further in consultation across all groups in the school. Ensure that statutory guidance relating to Governor Training is met. 	<ul style="list-style-type: none"> Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. 	<p>Clerking and Appeals SLA £5856</p>	<p>Autumn 1</p> <p>Termly Review</p>

<p>b.) To ensure that effective Teaching and learning is supported by reasonable expectations of workload.</p>	<p>Workload</p> <ul style="list-style-type: none"> Ensure that consultation continues regarding the DFE Charter and commitment to reducing workload is maintained. Identify UPR responsibilities which have a sustained and substantial contribution to the school. Clarify the evidence which should be collected by those wishing to apply for progression to the UPR. 	<ul style="list-style-type: none"> Staff consistently report high levels of support for well-being issues. 		<p>Autumn 2</p> <p>Termly Review</p>
	<p>Resources</p> <ul style="list-style-type: none"> Review the use of rooms and spaces within the school to ensure that resources are used and maintained carefully. Create consistent labelling and resource management system. 	<ul style="list-style-type: none"> Leaders engage with staff and are aware of and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. 	<p>Leadership Release Time</p>	<p>Spring 1 Focus</p>



Grade Descriptors for Early Years Education in Schools (Ofsted Inspection Handbook Sept 2023)

14. In order for the early years provision of a school to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets all the criteria for good in the effectiveness of early years securely and consistently.
- The quality of early years education provided is exceptional.

In addition, the following apply:

- The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.
- The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.
- Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.



15. *In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the inspection team's professional judgement.*

Good (2)

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly disadvantaged (including those with SEND), the knowledge, self-belief and cultural capital they need to succeed in life.
- The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
- The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.
- Children benefit from meaningful learning across the curriculum.
- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.

- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children’s needs and promote learning.
- The curriculum and care practices promote and support children’s emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the ‘Statutory framework for the early years foundation stage’, which set out the personal, social and emotional development (PSED) area of learning). Leaders and other staff are particularly attentive to the youngest children’s needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children’s progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child’s learning at home, including details about the school’s method of teaching reading and how to help their children learn to read.
- Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially for Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.
- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.



Subject/Area of Responsibility: EYFS Phase Leader		Postholder : Fiona Measures		
<p>Early Year s Vision Statement</p> <p>Giving the best possible start to each child by celebrating their uniqueness, ensuring they feel safe, secure and happy. Our use of child led learning and enabling environments allow children to develop the foundations of knowledge and skills that will take them through their academic life and beyond, creating a life-long love of learning.</p>				
				
Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Success Criteria <i>What will we see when we have achieved the outcome?</i>	Resources Costs Budget Code CFR	When? <i>Term/Year</i> RAG
<p>School Goal 1 : Quality of Education</p> <p>Pupils develop detailed knowledge and skills across the curriculum and as a result achieve well, this is reflected in the work that the pupils produce.</p> <p>UNCRC Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>				
				
<p>a.) All forms of assessment are used effectively to understand starting points and gaps and then inform planning.</p>	<p>External Moderation of Assessment</p> <ul style="list-style-type: none"> Moderation across EYFS with other schools in E1 partnership. 	<ul style="list-style-type: none"> Expectations are pitched correctly at each point in EYFS The quality of education throughout school is moderated through external and independent reviews. 	<p>Release time</p>	<p>Spring 1 Summer 1</p>
<p>b.) Knowledge is embedded throughout all curriculum mapping and children can communicate their understanding fluently in both written and spoken forms.</p>	<ul style="list-style-type: none"> Nursery practioners to be trained in ETHCaT to support all children in the setting. 	<ul style="list-style-type: none"> Children develop early language which reflect children’s interests and enable them to become confident and skilled communicators. Staff develop knowledge of a range of strategies to support development of early language 	<p>ETHCaT training at THEP</p>	<p>Spring Term 2023/2024</p>

School Goal 2 : Behaviour and Attitudes

Pupils make a highly positive and tangible contribution to the life of the school and the wider community.

UNCRC Article 6: Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.



<p>a.) Children develop a better understanding of life in other places both nationally and internationally. (JR)</p>	<p>Building Local Links</p> <ul style="list-style-type: none"> Establish links with schools in differing parts of the UK (Peterborough) Establish links to local 'Squirrel Scout groups' 	<ul style="list-style-type: none"> Children are able to celebrate commonalities and differences. Supporting families to make links within the wider community. 	<p>Leadership time</p>	<p>Spring term</p>
<p>b.) Attendance in EYFS is further improved.</p>	<ul style="list-style-type: none"> Highlight attendance in each year group welcome meeting. Conduct home visits on pupils who have reached the statutory age for schooling who are absent. Work with the inclusion/attendance lead to engage hard-to-reach families. 	<ul style="list-style-type: none"> Parents understand the importance of school in the Early Years. Children in Nursery and Reception have good attendance. 	<p>Leadership time</p> <p>Senior Pathways Attendance lead time</p>	<p>Autumn, Spring, Summer terms</p>
	<p>Celebrations</p> <ul style="list-style-type: none"> Focus on attendance during weekly EYFS celebration assembly Re-establish attendance award in EYFS Re-establish attendance fortnight award 	<ul style="list-style-type: none"> Children understand the importance of attendance and work hard as a team to improve their class figure. 	<p>Film and popcorn £40 per term x three terms = £120</p>	<p>Weekly</p> <p>Termly</p>

School Goal 3 : Personal Development

Rich experiences for children are planned coherently and considerably strengthen the school's offer.

UNCRC Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.


a.) Enrichment for both the curriculum and the wider offer engages more able and talented children.	Enrichment	<ul style="list-style-type: none"> EYFS lead to reestablish links with City Farm. Ensure that the Books of Wonder are kept up to date with record of enrichment offer for subjects and phases. Identify further funding opportunities to support enrichment offer linked to EYFS curriculum. After school club offer for Reception children to start in the Spring Term 	<ul style="list-style-type: none"> The school provides rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer. The school goes beyond the expected, so that pupils, from the very beginning of Nursery, have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. Support a smooth transition into key stage 1. 	Spitalfields SLA	Autumn Term 2 2022/23
	Forest School	<ul style="list-style-type: none"> Re-establish Forest School for all children in EYFS (Reception Autumn term, Nursery Spring term) 	<ul style="list-style-type: none"> The school consistently promotes the extensive personal development of pupils. 	EYFS budget £300 - tools	Summer Term 1 2022/2023
	Parental Engagement	<ul style="list-style-type: none"> Increase the opportunities for parents to join in with EYFS celebrations, through weekly assemblies, stay and play, school trips and key celebrations. 	<ul style="list-style-type: none"> Provide more opportunities to strengthen the relationship between families and school 		Termly

School Goal 4: Leadership and Management

Leaders ensure that highly effective and meaningful engagement takes place with all groups in the school community.

UNCRC Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

b.) To ensure that effective Teaching and learning is supported by reasonable expectations of workload.	Workload	<ul style="list-style-type: none"> Ensure that consultation continues regarding the DFE Charter and commitment to reducing workload is maintained. Identify UPR responsibilities which have a sustained and substantial contribution to the school. 	Staff consistently report high levels of support for well-being issues.	PPA Costs	Spring Term 1 2022/23
	Curriculum Resources	<ul style="list-style-type: none"> EYFS lead to audit resources and link to curriculum maps. Staff are clearly signposted to where resources are stored and organised. Clear signage and systems implemented to support efficient use of resources. 	<ul style="list-style-type: none"> Staff can access curriculum resources quickly. Children have access to a wide range of concrete resources across all curriculum areas. Workload is reduced. 	EYFS Budget	Autumn 1 And Termly updates.

Leadership and Management - Leadership Team Actions by all Postholders				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	When? <i>Term/Year</i>	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
<p>School Goal 4 – Leadership and Management</p> <p>Exceptional leadership and management ensures that staff are well-supported so that high expectations of all pupils are realised. (Article 29)</p> 	<p>Model of excellence</p> <ul style="list-style-type: none"> 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	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> 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
	<p>Monitoring and Accountability</p> <ul style="list-style-type: none"> 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 (ASP/Data Dashboard) Underperforming groups are identified and actions for curriculum and additional support put in place. 	Termly as identified in the PDP	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> 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
	<p>Financial Planning</p> <ul style="list-style-type: none"> 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. 	<p>Termly as identified in the PDP</p> <p>Feb/October</p>	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> 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.
	<p>CPD and Induction</p> <ul style="list-style-type: none"> 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 	Termly as identified in the PDP	<p>Leadership and Management Time</p>	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> 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. 		<p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> Staff are set appropriate targets and provided with appropriate support in order to raise standards of attainment and achievement
	<p>Strategic Planning</p> <ul style="list-style-type: none"> 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 SIP and contribute to school self-evaluation (SEF) 	<p>Termly as identified in the PDP</p>	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> 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
	<p>National Agenda, International Perspective, Innovation</p> <ul style="list-style-type: none"> 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 	<p>Termly as identified in the PDP</p>	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> 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
	<p>Consultation (Staff and Pupil Voice) separate section for Parental Engagement</p> <ul style="list-style-type: none"> 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 	<p>Termly as identified in the PDP</p>	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> 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.

What does Ofsted say about our school? (March 2023)

- Pupils thrive in this welcoming and supportive school. Pupils are happy and say they feel safe here. Staff take time to get to know pupils and their families well. Parents and carers say they value the additional support that staff provide
- Pupils are taught to value and respect each other. Pupils have many varied opportunities to develop their skills and talents and have their voices heard. They take on roles of responsibility with great pride and growing confidence. Pupils also take part in competitions, visits to the local area and the cultural and historic sites of London.
- Pupils' behaviour is exemplary. There are clear routines in place and pupils are focused on their learning in lessons. There is no time wasted. Pupils understand the behaviour policy and are clear about the expectations. All adults are fair and consistent and encourage pupils to reflect on their own behaviour. Pupils support each other to learn and improve.
- Pupils with special educational needs and/or disabilities receive high-quality, targeted support. Teachers make skilful adaptations so that these pupils can learn alongside their peers. Some pupils have high levels of need and access a bespoke programme alongside their academic learning. They are taught skills for life, including using public transport and the basics of shopping and budgeting. Staff, parents and pupils are proud of the progress they make.

What do children and families say about our school? (SIP Questionnaires 2023)

Children

- We can share our opinion and we get to contribute in lessons ...
- Because teachers enjoy teaching and they listen to what we have to say in class.
- We have an assembly called circle assembly which lets us speak out and say our viewpoints.

Families

- I feel that I can always share my ideas and that this school is always to listen and consider parents thoughts.
- We have school governors who are parents, and the school is very open to listening to parents and taking new ideas to improve our children's learning.
- The school is really good at interacting with parents, making sure that we are updated with what our child is up to and how we can improve our children's education. Inviting parents to coffee morning, pick n mix, and many more.

Staff

- Staff are well supported and support each other
- Behaviour is very good and we have high standards expected of staff and pupils.
- The curriculum and enrichment offer is exceptional. There is a clear map for learning which allows children to engage with school life fully and develop confidence to explore the wider world. The need to broaden horizons and be outward looking has never been greater for our children and families.
- There is a positive culture across the school with a clear focus on children being at the heart of all that we do. Staff are valued but it is not always clear what is in place to support them and help manage workload. Working at TBP is a tough but rewarding gig!

**Vision without action is merely a dream.
Action without vision just passes the time.
Vision with action can change the world.
(Barker 1991)**