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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.



Self-Evaluation Summary Sheet

Introduction

“Learning Together” is the motto of our school. Children make outstanding progress from very low starting points to ensure that they leave at levels in line with or exceeding national expectations. Secure systems support children and families so that high quality teaching is effective in achieving outstanding outcomes for children. Skilled and dedicated staff work in partnership with all stakeholders to realise our high expectations for all.

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 school with up to 480 pupils on roll. Children are aged from 3-11 years old. We are situated in Whitechapel, within the London Borough of Tower Hamlets. 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. Most of the children live close to the school or in adjacent wards.

Levels of achievement are outstanding, the progress that pupils make is outstanding, the behaviour and safety of pupils are judged to be outstanding. The quality of teaching is improving with a significant percentage (100%) of lessons is graded as being good or better. Leadership and management across the school are outstanding.

Figure 1. Basic characteristics of the school (ASP 2017)

Characteristic	Nat	Sch	Comparison
Number of children on roll		438	
% girls	49%	53%	Above average
% free school meal eligibility	24%	44%	Above average
% pupils EAL (first Language not English)	21%	92%	Above average
% pupils with SEN Support	12.2 %	11.9 %	Below Average
% pupils with SEN Statement or EHCP	1.3%	3.4 %	Above Average
Deprivation indicator	0.2	0.4	Above Average

Figure 2. Summary judgements (Self Evaluation 2017)

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

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 on offer. 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 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.

Overall Effectiveness - Thomas Buxton Primary School is outstanding

OUR SCHOOL GOALS 2017 — 2018

Professional Development motivates and challenges staff to innovate effectively.

Leadership and Management

Children are able to make connections in learning through innovative teaching.

Teaching, Learning and Assessment

Children are equipped to become active citizens in school and in the wider society.

Personal Development, Behaviour and Welfare Outcomes for Children

Pupils can clearly articulate their knowledge and understanding so that outcomes are of a high standard.



A place of learning,
laughter and friendship



**Thomas Buxton
Primary School**
Learning Together

Context for the School Improvement Plan (SIP) 2017 - 2018

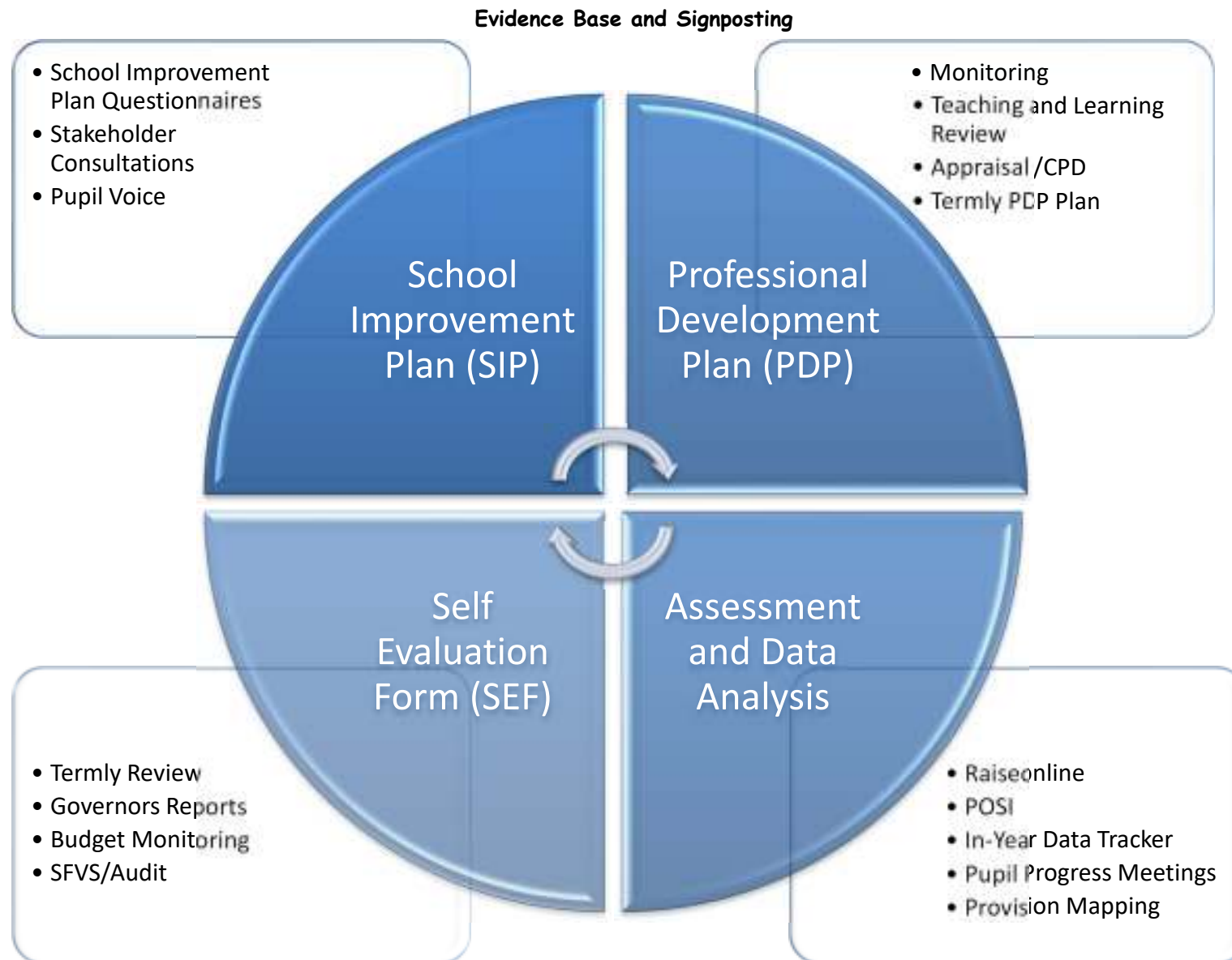
The starting point for this plan was a review of the previous School Improvement Plan 2016 - 2017 which was carried out by the school's Leadership and Management Team and the Governing Body. The Self-Evaluation Form (SEF) reflects the outcomes of the school review process (listed below) the School Improvement Plan questionnaires (March 2017) and responses from stakeholders (children, staff and families consultations). The SIP consists of a detailed Action Plan for the financial year 2017/2018 alongside the school year 2017/2018.

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 2017	Budget Review	Financial Monitoring 2016/17 against SIP 2016/17 School Improvement Plan Questionnaires
April 2017	Budget Setting	Financial Planning 2017/18 against SIP 2016/17
September 2017	School Goals Setting	Progress against previous SIP evaluated and used to formulate new school goals Action Plans published by postholders
October 2017	School Improvement Plan	Agreed by Governors and published for all stakeholders (SIP 2-17/18)
Jan 2018	Budget Review	Financial Monitoring 2017/18 against SIP 2017/2018 School Improvement Plan Questionnaires

Process – Through the analysis of:

- ◆ 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 Tracker
- ◆ Analysis of RAISEonline (ASP 2017/18)
- ◆ 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



Key Stage Two Outcomes Over Time

^ upwards trend (compared to national)		2014	2015	National 2015
Reading	L4+	91% (+2%)	95% (+6%)	89%
	L4b+	76% (-2%)	88% (+8%)	80%
	L5+	35% (-15%)	49% (+1%)	48%
	L6	0% (=)	0% (=)	0%
	APS	28.3 (-0.7)	29.4 (+0.4)	29.0
Writing	L4+	87% (+2%)	92% (+5%)	87%
	L5+	27% (-6%)	34% (-2%)	36%
	L6	2% (=)	0% (-2%)	2%
	APS	27.8 (-0.1)	28.2 (=)	28.2
Maths	L4+	91% (+5%)	93% (+6%)	87%
	L4b+	85% (+10%)	88% (+11%)	77%
	L5+	51% (+9%)	41% (=)	41%
	L6	9% (=)	7% (-2%)	9%
	APS	29.9 (+0.9)	29.3 (+0.3)	29.0
GPS (Grammar, Punctuation and Spelling)	L4+	87% (+11%)	93% (+13%)	80%
	L4b+	84% (+15%)	93% (+20%)	73%
	L5+	58% (+6%)	71% (+16%)	55%
	L6	7% (+4%)	5% (+1%)	4%
	APS	30.1 (+1.5)	31.0 (+1.9)	29.1

		2016	2017	2017	2017	2017	2017
KS2 Outcomes		% Achieved in Test	% Achieved in Test	% Achieved Teacher Assessment	% Achieved in Test Nationally	% Achieved Teacher Assessment Nationally	% Achieved Local Authority
Reading	Expected	74% (+8%)	72% (+1)	76%	71%	79%	74%
	Higher	20% (+1%)	24% (-1)	NA	25%	NA	9%
Writing (Teacher Assessment)	Expected	83% (+9%)	NA	76% (=)	NA	76%	81%
	Higher	33% (+18%)	NA	19% (+1)	NA	18%	tbc
Maths	Expected	89% (+19%)	91% (+11)	80%	75%	77%	81%
	Higher	20% (+3%)	26% (+3)	NA	23%	NA	tbc
GPS	Expected	80% (+7%)	89% (+12)	NA	77%	NA	83%
	Higher	26% (+3%)	41% (+10)	NA	31%	NA	tbc
Combined R/W/M	Expected	70% (+17%)	67% (+6)	69%	61%	NA	66%
	Higher	7% (+2%)	9% (=)	NA	NA	NA	9%

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

	2016	2017	2017
Average Progress Measures	Thomas Buxton	Thomas Buxton	Local Authority
Reading	1.9 (+0.88)	4.2	tbc
Writing	4.7 (+2.71)	3.5	tbc
Maths	3.2 (+1.53)	4.9	tbc



Key Stage One Outcomes Over Time

		2016	2017	2017	2017
KS1 Outcomes		% Achieved Teacher Assessment	% Achieved Teacher Assessment	% Achieved Teacher Assessment Nationally	% Achieved Local Authority
Reading	Expected	75% (+1%)	81% (+5%)	76%	76%
	Higher	27% (+3%)	29% (+4%)	25%	25%
Writing	Expected	62% (-3%)	76% (+8%)	68%	72%
	Higher	15% (+2%)	14% (-2%)	16%	17%
Maths	Expected	60% (-13%)	79% (+4%)	75%	77%
	Higher	15% (-3%)	17% (-3%)	20%	23%
Science	Expected		79% (-4%)	83%	81%
	Higher		NA	NA	NA
R/W/M Combined	Expected	52% (-8%)	69% (+4%)	64%	67%
	Higher	5% (-4%)	7% (-4%)	11%	12%

Overview of Outcomes for Pupils – EYFS & KS1						
^ upwards trend (compared to national)	2014	2015	2016	2017	National 2017	LA 2017
EYFS GLD	69% (100% Below on entry)	76.5% (100% Below on entry)	55% (100% Below on entry)	67% (100% Below on entry)	69%	68%
Phonics Year 1	77% (+3%)	78% (+1%)	85% (+4%)	86%	81%	82%
Phonics Year 2	87%	95%	93%	94%	92%	

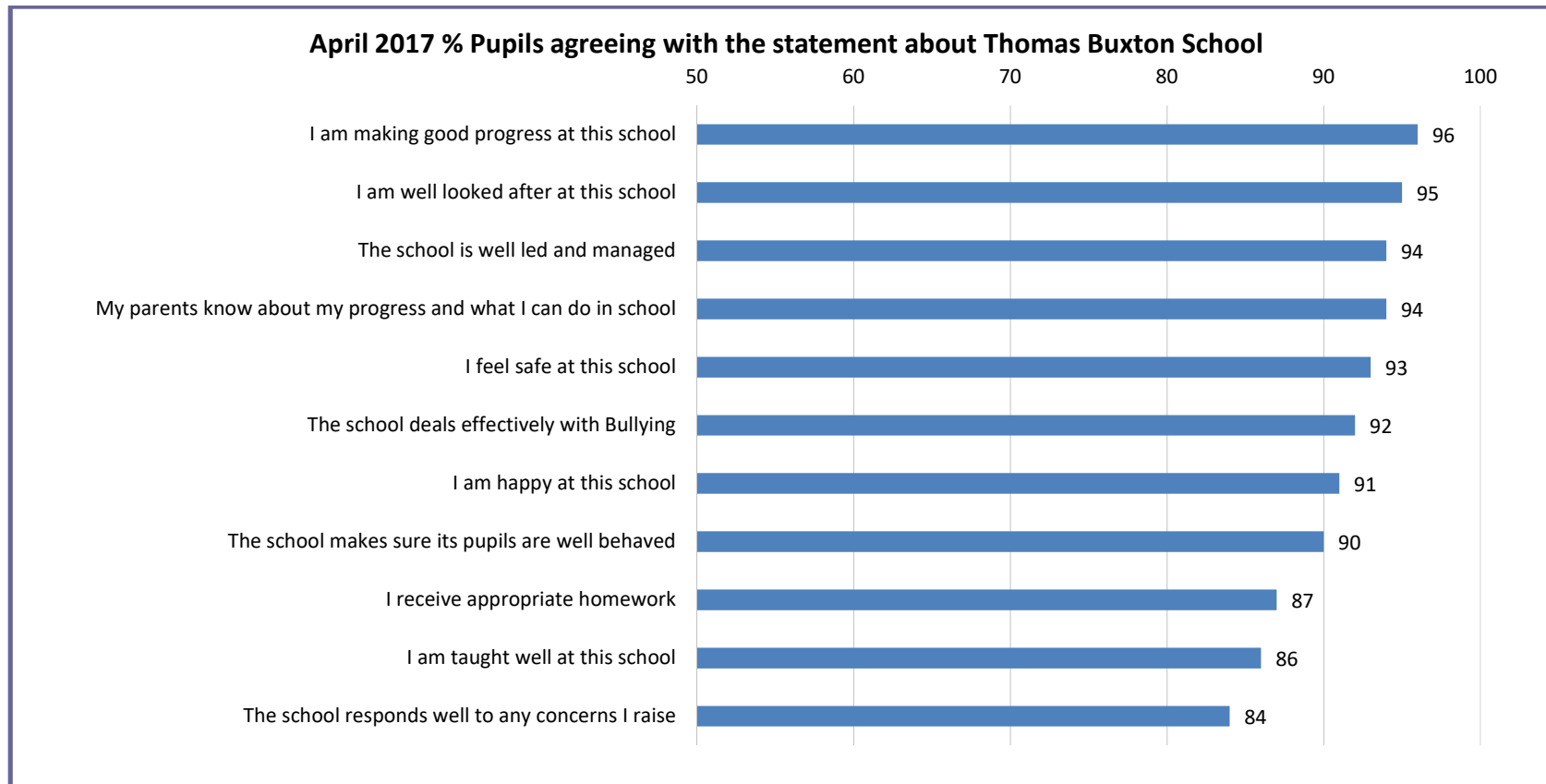
KS1 - Achievement Combined (Reading Writing Maths)					
	2014	2015	2016	2017	2017 (Nat)
% Level 2+ or Expected in R, W & M	71% (-6%)	81% (+2%)	52% (-8%)	69% (+5%)	64%
% Level 3+ or Exceeding in R, W & M	NA	NA	5% (-4%)	7% (-4%)	11%

KS2 - Achievement Combined (Reading Writing Maths)					
	2014	2015	2016	2017	2017 (Nat)
% Level 4+ or Expected in R, W & M	84% (+5%)	90% (+10%)	70% (+17%)	67 (+6)	61%
%Level 5+ or Exceeding in R, W & M	20% (-4%)	24% (=)	7% (+2%)	9% (=)	NA





School Improvement Plan Questionnaires – Children’s Views April 2017

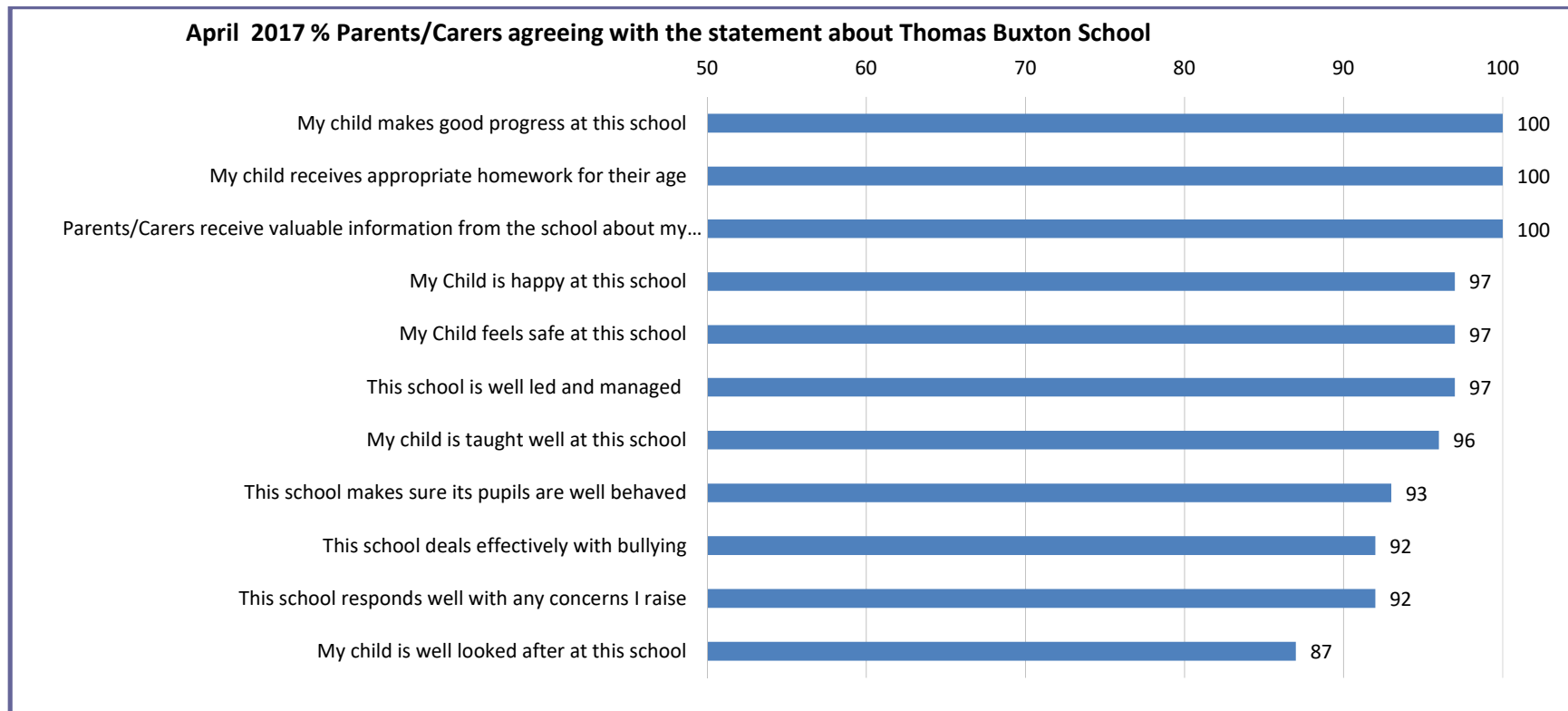


Key Priorities and Link to UNCRC Articles:

- Pupils are inspired by a curriculum which embeds the wider aspects of learning across all subjects (Global Learning Programme, Rights Respecting Schools, P4C, PHSE and the Arts).
- Innovative teaching supports children in questioning ideas and exploring knowledge to an even greater depth. Children show greater independence in learning through enquiry both in and outside of school.
- UNCRC Article 24: Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.



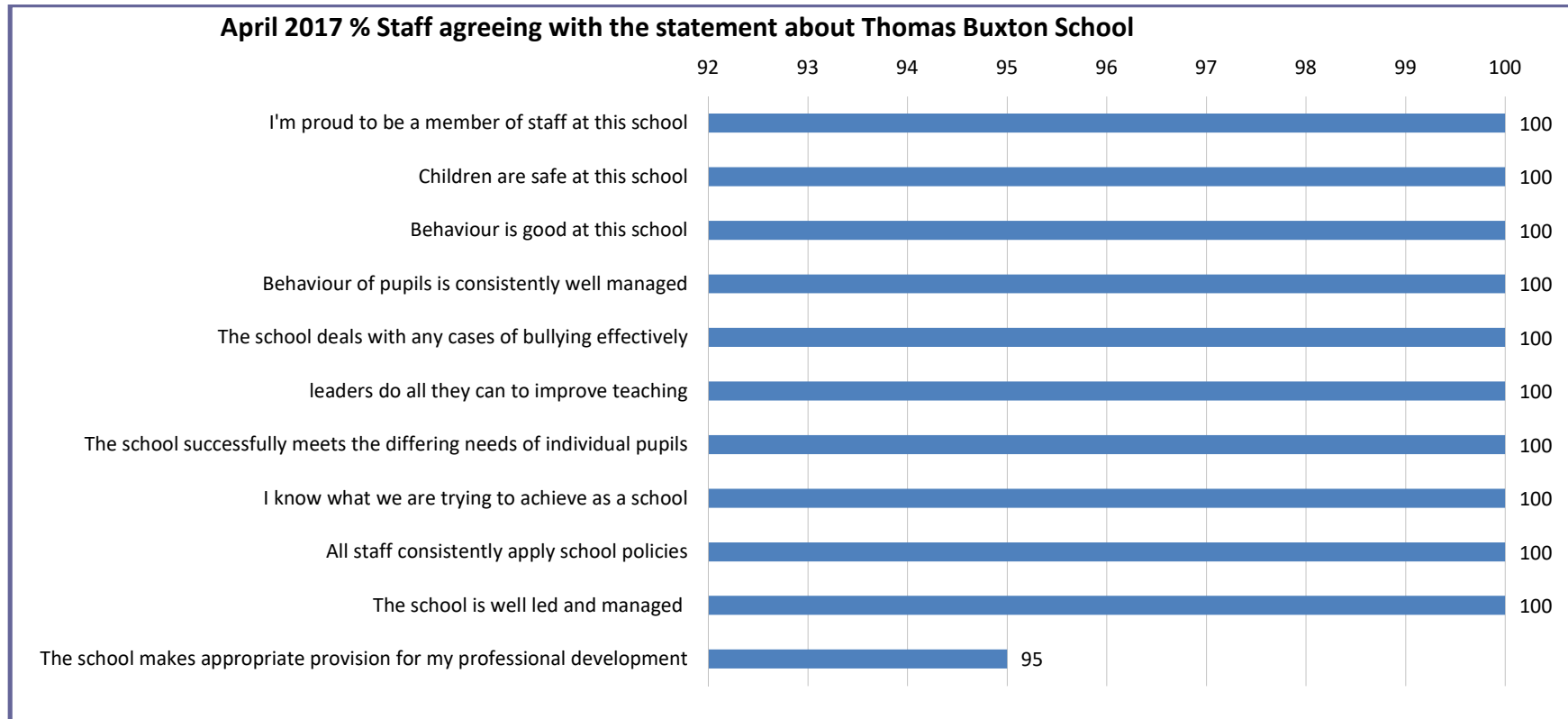
School Improvement Plan Questionnaires – Parents and Carers Views April 2017



Key Priorities and Link to UNCRC Articles:

- Children are encouraged to have high aspirations for themselves through exploring the world of work beyond education.
- Children make healthy choices for their physical and mental wellbeing.
- UNCRC Article 24: Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

School Improvement Plan Questionnaires – Staff Views April 2017



Key Priorities and Link to UNCRC Articles:

- Staff are empowered to take greater ownership of professional development for themselves.
- Innovative teaching supports children in questioning ideas and exploring knowledge to an even greater depth. Children show greater independence in learning through enquiry both in and outside of school
- 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.

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




Ofsted grade descriptors for the effectiveness of leadership and management (September 2016)

Note: Grade descriptors are not a checklist.

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 incisive performance management that leads to professional development that encourages, challenges and supports 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.

School Goal 1 – Leadership and Management		Goal Lead: Lorraine Flanagan (Headteacher)		
Professional Development motivates and challenges staff to innovate effectively.				
 SIP Objectives a.) Staff are empowered to take greater ownership of professional development for themselves. b.) Pupils are inspired by a curriculum which embeds the wider aspects of learning across all subjects (Global Learning Programme, Rights Respecting Schools, P4C, PHSE and the Arts).				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
<p>a.) Staff are empowered to take greater ownership of professional development for themselves.</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>Induction</p> <ul style="list-style-type: none"> Review Induction Policy and update Provide a bespoke induction programme to all new staff Provide and coordinate mentorship for teaching and placement students and support class teachers in developing their leadership skills and observation knowledge when hosting a student in their class. <p>Appraisal /CPD/Learning Walks</p> <ul style="list-style-type: none"> Review appraisal frameworks for all staff groups (teaching/support/admin/MMS) Update CPD framework to ensure all staff know the expectations and opportunities at different points in their career. Ensure the appraisal cycle for all teachers is implemented and runs consistently across school. Develop Appraisal and Professional Development files for individual teachers to evidence their progress towards the relevant teaching standards. Liaise with all line managers to record and track Teaching and Learning across school, by matrix area and by phase. Evaluate and implement the Professional Development Framework and Teaching and Learning Rubric to support teachers in maintaining outstanding Teaching and Learning. Organise Teaching and Learning Review Days each term to provide opportunity for every member of staff to develop their own teaching practice Carry out moderation /work scrutiny with teachers to develop their knowledge and sustain high expectations across the curriculum. Organise logistics for teaching staff to access partnership teaching opportunities and participate in collaborative learning with colleagues . Learning walks are carried out by teaching staff with a pre and post coaching session lead by coaching team to ensure clear learning points are identified and discussed. Learning Walks take place termly. Walkers feel areas of development are being addressed. All staff to have the opportunity to undertake a walk and host others. Create updated Quality of Teaching and Learning tracking document and coordinate outcomes from monitoring and appraisal process. Ensure that this informs coaching work and CPD framework implementation. 	<p>DHT CR</p> <p>Spring Term for 2018/19</p> <p>Termly</p>	<p>Leadership Release Time & Enhanced PPA Release Time</p> <p>CPD Budget £10k for 2016/17 Financial Year</p>	<ul style="list-style-type: none"> Staff are supported as they begin working at TBP and throughout their career at the school. There are clear expectations of each role in school. There is consistency in practice across the school. Sustained outstanding leadership and management at all levels. Higher % of outstanding teachers Development of staff’s own pedagogical knowledge and meta-cognition There is clarity in judgements of the quality of Teaching and Learning across the school. Staff have a greater awareness about their own practise.

<p>a.) Staff are empowered to take greater ownership of professional development for themselves.</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>Coaching Development</p> <ul style="list-style-type: none"> • Create Coaching Induction Pack to support new coaches and staff • One LMT a term to be dedicated to group coaching (groups of 3 coordinated by CR). Increase progress towards action plan points and consider next steps. • Review and develop quality of coaching sessions , use SIP Questionnaires to monitor the impact and feedback from staff. Analyse feedback from end of cycle questionnaires and from coaches. • Develop leadership coaching with LMT – template and guidance provided and conversations to be loosely based around action plans. JS to provide theories and images to support these sessions. In view to develop the leadership skills and approaches across the school. CPD linked to reading and research projects (e.g. in LMT to support strategic decisions) • Continue work with Brad Wray to further the impact of coaching with all stake holders. Continue to offer 1:1 sessions with Brad but now to extend his time with the school to a more strategic view. • Consider how coaching and the language of coaching can be included in behaviour policy . • Explore coaching opportunities with other E1 schools • Carry out Line Management Meetings with Subject Leaders to support them in being proactive to meet their job expectations, ensure their individual action plans are carried out, improve their skill set. • Engage parents in the coaching process through holding workshops run by parent for parents and carers.. Creative classes such as cooking and art will be delivered as well as more specialist classes which will draw on parents’ work life (ie: Nursing / adult mental health etc). • Team teach with staff who identify questioning and challenge as an area of development and use coaching/mentoring strategies to identify how they can develop themselves further in these areas. • To provide opportunities for teachers and support staff to ‘drop in’ to sessions which demonstrate the development of ‘mastery with greater depth through questioning, discussions, tasks, and challenge. 	<p>Leadership Release Time & Enhanced PPA Release Time</p> <p>AHT Inclusion ZB</p> <p>KS1 PI - YB</p>	<p>£1500 Brad Wray Development</p> <p>Pathways lead to be released</p> <p>Parent budget – consumable resources.</p>	<ul style="list-style-type: none"> • Coaching is used by all members of the school community – staff, children, governors and parents as a means to explore aspects of teaching and learning as well as for professional development. • Subject leaders are proactive and able to confidently meet their responsibilities and the National Curriculum expectations for their subjects. • Parents and carers are empowered to lead and run groups which reflect their needs and interests.
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<p>b.) Pupils are inspired by a curriculum which embeds the wider aspects of learning across all subjects (Global Learning Programme, Rights Respecting Schools, P4C, PHSE and the Arts).</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>Curriculum</p> <ul style="list-style-type: none"> • Lead INSET training days and through induction or appraisal processes, ensure staff have the skill set to effectively plan for the wider aspects of learning • Adapt Medium Term planning format across Year 1- Year 6 to ensure teachers identify and embed the wider aspects of learning across the year and produce high quality outcomes. Ensure subjects are blocked effectively to provide coverage of the National Curriculum and lead monitoring and evaluation processes with subject coordinators. • Plan and deliver weekly whole school assemblies that link to the school’s values. • Carry out Pupil Voice surveys prior to Leadership Strategy Days to encourage children to collaborate on their learning. <ul style="list-style-type: none"> • An audit of PSHE teaching and learning will be carried out at the end of Autumn 2. The audit will be designed to evaluate the effectiveness of the ‘Jigsaw’ scheme of work. It will include a teacher questionnaire as well as pupil voice survey. Research will be carried out to explore the PSHE offer across the borough as well as a consultation with staff on a selection of schemes of work. • Following consultation a scheme of work will be chosen and adapted to suit our context at Thomas Buxton school. Teacher training will be provided followed by monitoring to ensure a 30minute session of PSHE is planned every week. ‘Daily reflection’ at the end of the school day will also be monitored. Observation and feedback of PHSE sessions will be carried out by senior management. • To continue to develop Thomas Buxton Primary School as a lead school in Global Learning and become a level 2 Rights Respecting School where there is teaching and learning about rights, through rights and for the rights of others. • To ensure that cross curricular planning and enrichment opportunities embed the GLP, RRSA and P4C within theme overviews/maps and long-term planning. Work alongside curriculum leads to promote and develop innovative and inspiring lessons which engage pupils within a rights respecting environment. • To ensure that there are clear references to articles from the UNCRC as well as global citizenship and sustainable development in planning and teaching. • To plan and hold staff PDMs on the embedding of GLP, RRSA and P4C into the curriculum and coach staff in implementing links across the curriculum. • Team teach with staff who identify RRSA, GLP or P4C as an area of development. • To facilitate opportunities for teachers and support staff to ‘drop in’ to sessions which embed the wider aspects of learning across all subjects. • Monitor planning, timetables, learning environments, book looks and lesson observations (including TLR day) to ensure that a positive rights respecting ethos is embedded throughout school and wider aspects of learning (GLP, RRSA and P4C) are taking place across all subject areas. 	<p>DHT CR</p> <p>AHT Inclusion ZB</p> <p>Spring and Summer term</p> <p>Ongoing.</p> <p>Ongoing</p> <p>Autumn 2 Spring 2 Summer 2 Week 2.</p>	<p>Termly</p> <p>Leadership Release Time & Enhanced PPA Release Time</p> <p>£450 purchase costs</p> <p>Leadership Release Time & Enhanced PPA Release Time</p>	<ul style="list-style-type: none"> • Sustained ethos and vision across school which is supported by planning that evidences children being taught the wider curriculum. • Curriculum is highly personalised coming from the children and what they are engaged in. • Children’s wishes, rights entitlements at the core of discussions and decisions. • There will be a comprehensive PHSE curriculum which meets the needs of the school. • There will be effective and consistent teaching of PHSE across the school. • Nearly all curriculum areas provide rich opportunities for high quality learning about RRSA, GLP and P4C along with wider personal development and wellbeing. Children are engaged in lessons which interest them, leading to raised attainment. • There are examples of planning and actions taken by the school leadership team to ensure coverage of global citizenship and sustainable development across the school linked to the UNCRC. There is evidence of a systematic and embedded approach.
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<p>b.) Pupils are inspired by a curriculum which embeds the wider aspects of learning across all subjects (Global Learning Programme, Rights Respecting Schools, P4C, PHSE and the Arts).</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>	<ul style="list-style-type: none"> • Re-establish E-twinning Projects with selected classes where pupils will communicate with other children from schools in the Midlands. Children to also take part in the rights respecting pen pals project, photography workshop and residential trip to corresponding school to learn about life outside of London. • Partake in Community Cohesion project with schools within the borough to develop our school council and engage them in a community project which has a real impact to the community. • Re-join British Council to establish links with schools abroad to help develop our pupils as active global citizens. • Join worldwide campaigns to promote children’s rights locally, nationally and internationally – I.e. CRAE’s project, WE DAY, Outright, Global & Sustainability Goals etc). • Designate a P4C lead and support them in ensuring the continuity of P4C in TBP Plan meetings and workshops with parents/carers and governors to re-establish RRS, Global Learning Programme and P4C so that pupils are encouraged to make links across the curriculum not only in school but at home as well. • Re-establish TBP as a Global Learning Programme (GLP) Expert Centre where schools from across the borough will attend training sessions and open days and share opportunities for embedding global learning, RRS and P4C across the curriculum. • To reinvigorate Establishing Week/Day planning and ensure that new RRS, GLP, P4C and PSHE lessons are incorporated within it. 	<p>Autumn 2- start in week beg 20th November on UNCRC day.</p> <p>Ongoing</p>	<p>Leadership time</p> <p>Leadership time and possible supply cover £180</p>	<ul style="list-style-type: none"> • Nearly all pupils and staff have a good understanding of the articles in the UNCRC. Nearly all pupils interviewed for the assessment of RRS Level 2 Award are able to talk about how they have learnt to link rights with global citizenship and sustainable development across the curriculum. Nearly all staff interviewed are able to talk about how they have linked rights with global citizenship and sustainable development. • Staff have embedded GLP, RRS and P4C in long term planning and lesson plans and make links across the curriculum. • Pupils demonstrate respect for the rights of others to learn within engaging lessons which make links with global • Pen pal project established with a school abroad. The Convention is embedded in teaching and learning about global citizenship and sustainable development. • Campaigns develop cross curricular links with GLP and RRS with subject areas across the curriculum. Nearly all pupils are able to identify the opportunities they have had to take action to uphold the rights of children locally, nationally and globally. • P4C lead to be trained and team to develop P4C across the school. • Establishing weeks/days inspire pupils to make links with wider aspects of learning across the curriculum and develops a rights respecting ethos within each classroom.
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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 CFR	Success Criteria and Evaluation What will we see when we have achieved the outcome?
<p>School Goals 2017/18</p> <p>Leadership and Management Goal</p> <p>Professional Development motivates and challenges staff to innovate effectively.</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>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, the appraisal cycle and learning walks. 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) 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 annually). 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 an 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>School Goals 2017/18</p> <p>Leadership and Management Goal</p> <p>Professional Development motivates and challenges staff to innovate effectively</p>	<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 • 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>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"> • 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
	<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 RAP/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) <i>separate section for Parental Engagement</i></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.

Parents and Community Links - Leadership Team Actions by all Postholders				
Outcome <i>What are we aiming to achieve?</i>	Action <i>What will happen to achieve the outcome?</i>	Timeline <i>Term/Year</i>	Resources and Costs	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
School Goals 2017/18 Leadership and Management Professional Development motivates and challenges staff to innovate effectively.	<ul style="list-style-type: none"> • 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 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.	<ul style="list-style-type: none"> • Parents feel equipped to support their child's learning • Parents / Community agencies are skilled in supporting 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	<ul style="list-style-type: none"> • 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 <i>What are we aiming to achieve?</i>	Action <i>What will happen to achieve the outcome?</i>	Timeline <i>Term/Year</i>	Resources and Costs	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
<p>School Goals 2017/18</p> <p>Leadership and Management Goal</p> <p>Professional Development motivates and challenges staff to innovate effectively.</p>	<ul style="list-style-type: none"> • 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 	<p>Termly as identified in the PDP</p>	<p>Leadership and Management Time * Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> • 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

Governors - 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 Goals 2017/18</p> <p>Leadership and Management Goal</p> <p>Professional Development motivates and challenges staff to innovate effectively.</p>	<ul style="list-style-type: none"> • 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 	<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"> • 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
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SG1 Leadership and Management Goal		
<i>Professional Development motivates and challenges staff to innovate effectively.</i>		
What are we trying to achieve?	Spring Term Review	Summer Term Review
<p>b.) Staff are empowered to take greater ownership of professional development for themselves.</p>	<ul style="list-style-type: none"> • The CPD framework and flowchart to support appraisal observations provides clarity and there is a shared understanding of the language of Professional Development. • The induction process is clear for staff joining mid-year. There are the same expectations regardless of role. Class Teachers and Teaching Assistants follow the same process however there are potential gaps with agency staff and volunteers which needs to be addressed in the Summer Term. • There have been informal arrangements for partnership teaching provided by subject coordinators in PE, Computing and English. This will continue in Summer Term. • The Senior Nursery Nurse appointed January 2018 is now leading appraisals for Teaching Assistants in the Phase and is supported by EYFS AHT • All Teaching Assistants have appraisal targets and support from AHT and SENCO MMS staff have begun the appraisal process. • The overview of the quality of teaching and learning was updated in December 2017 and outcomes reported to the Governing Body. This will be updated again at the beginning of the Summer term. • Coaching continues to encourage dialogue and proactivity. There is frequently informal dialogue carried out alongside the formal structure. 	<ul style="list-style-type: none"> • The SIP Questionnaires reflect an increase in the response to the question about professional development. In 2017/18 97% of staff agree/strongly agree that “Leaders use professional development to encourage, challenge and support staff improvement.” • The appraisal process for support staff is now embedded and has had a positive impact on professional development. • Coaching triads have been completed successfully within the leadership and management team. • The coaching process has continued to develop and will be refocussed in the next school year. • Staff involvement in the teaching and learning review processes has become more established so that both teaching and support staff are engaged in self-review. • The admin team have also taken part in the review process to further their own understanding of the school goals. • The mobility of staff is evidence of successful career progression and provides opportunity for restructure to keep the LMT dynamic.


<p>c.) Pupils are inspired by a curriculum which embeds the wider aspects of learning across all subjects (Global Learning Programme, Rights Respecting Schools, P4C, PHSE and the Arts).</p>	<ul style="list-style-type: none"> • Cross curricular opportunities are embedded within the Medium Term Plans and clear colour coded links are now made to RRSa and P4C. • The language of the Rights Respecting School is highly visible around the school on displays, class charters, language structures in the playground and peer mediators room and school office display. Spring establishing week reinvigorated our work in embedding the wider aspects of learning across all subjects. Re-established projects (E-twinning, Coco CRAEs, British Council) to develop our pupils as active global citizens. • The largest number of Peer Mediators have now been trained. JD has led training for children and provided professional development for other staff. Timetable and duties are now organised. • There have been lots of opportunities to embed/drip feed strategies into teaching through subject leader’s/phase leader’s PDMs and planning support. • P4C continues to be a strength of the school. KM has been appointed as lead and there is evidence of embedding/impact through the displays in school, questioning from adults and the use of the blog as part of P4C homework expectations. The introduction to parents at the HT coffee morning was well received and there will be an open event in the Summer Term with a focus on thinking games that parents can lead at home. The application for Bronze Award has now been started and should be completed by Summer Term. • The template for planning PSHE curriculum has now been shared with all staff and class assemblies with a focus on wellbeing and Jigsaw units has shown children’s progress. • The singing assemblies have ensured singing is embedded and empowering staff whilst providing support for the less confident. • The Eco-team are establishing a sustainability project. • Each class is now partnered to another school either nationally or internationally through the British Council links. • The Kindred Spirits projects allowed three partner schools to teach the same unit for World Book Week with outcomes to be shared. 	<ul style="list-style-type: none"> • The RRSa Level 2 assessment has been completed successfully. We are now a Gold Award (Level 2) Rights Respecting School. • 97% of children responded that they are taught well at this school in the SIP survey in April 2018. • Long and medium term planning now shows link with the wider aspects of learning (RRS/GLP). • PHSE is now taught more consistently across the school and is evidenced in a variety of ways. • The enrichment offer for children and families is exemplary – planning is ongoing and continuous so that outcomes match the quality of experience and input required.
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Ofsted Grade descriptors for the quality of teaching, learning and assessment (September 2016)

Note: Grade descriptors are not a checklist

Outstanding (1)

- 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 give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

School Goal 2 – Teaching, Learning and Assessment Goals		Goal Lead: Claire Redpath (Deputy Headteacher)		
Children are able to make connections in learning through innovative teaching.				
 SIP Objectives a.) Innovative teaching supports children in questioning ideas and exploring knowledge to an even greater depth. Children show greater independence in learning through enquiry both in and outside of school. b.) Effective feedback for all children and assessment analysis of groups underpins learning across the school.				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/when?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
<p>a.) Innovative teaching supports children in questioning ideas and exploring knowledge to an even greater depth. Children show greater independence in learning through enquiry both in and outside of school.</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>	<ul style="list-style-type: none"> Curriculum review of Long Term and Medium Term Planning to be led by Curriculum Lead and support effective short term planning to ensure children are making links in their learning and deepening their understanding. Curriculum mapping format is adaptable, systematic and manageable for cross curriculum learning. Subject leaders to work collaboratively with subject leaders from E1/Local Authority schools and access external training (where necessary) linked to school goals to develop opportunities for children to apply and transfer skills across the curriculum (maths storytelling, art and literacy, PE and literacy). Trial and review planning formats so they are adaptable to cross curricular learning through blocking of subjects into weeks and making links with the wider areas. Curriculum Leader, Phase Leaders and Subject Leaders evaluate children’s progress towards the age related curriculum and identify strengths and weaknesses. Monitoring of all areas to be completed with actions needed and appropriate timescales for improvements. Core subjects to be monitored each half term and other subjects at least twice in the academic year. Short Term planning and Weekly Timetables to be monitored every Monday. Research to be carried out by Senior Leaders and Subject Leads through weekly reading linked to school goals, use of Twitter, attending and organising Teach Meets and Local Authority sessions to inform actions - whilst ensuring the ethos of the school is placed at the forefront. Curriculum Lead and Subject Leaders to develop and promote the Teaching and Learning Rubric with an innovative strategies grid to support teacher knowledge and confidence. Subject leaders and Curriculum Lead to maintain subject portfolios tracking progress and ensuring high quality outcomes demonstrate the children’s knowledge and evidence the progression across the curriculum. Support for class teachers is ensuring assessment is accurate and consistent across school through regular moderation meetings. Learning environments are monitored and support is provided to ensure the areas are engaging, increase the children’s interest in topics and promote opportunities for learning outside the classroom. 	Resources for Buzz Days – Black History Spanish PFEG Science £2000 DHT	Leadership Release Time & Enhanced PPA Release Time 6 supply days (£1080) CT Y2&Y6 3 x Year = £1080 EYFS = 2 X Supply £360	<ul style="list-style-type: none"> Staff are confident planning for learning and setting outcomes which are creative, innovative and successful for all children. Children are provided with opportunities across the whole curriculum to challenge themselves. Teachers are driven to deepen children’s learning through explicit teaching opportunities and accurate assessment. Curriculum reflects the values and ethos of the school whilst staying compliant with statutory requirements Staff are engaged and enthused by dynamic teaching and learning

<p>a.) Innovative teaching supports children in questioning ideas and exploring knowledge to an even greater depth. Children show greater independence in learning through enquiry both in and outside of school.</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>	<ul style="list-style-type: none"> Buzz days and Theme Weeks are planned collaboratively with Subject Leaders and Class Teachers to promote confidence in developing creative and innovative approaches. Buzz days and Themed Weeks are planned on a two-year cycle to cover the range of opportunities without impacting on the core curriculum expectations. Curriculum Lead to ensure all staff understand the purpose of trips and enrichment opportunities Teachers are supported in ensuring trips meet the requirements of the curriculum and enrichment opportunities are offered to all children and personalised to meet their needs. PDMS and INSETs support and encourage staff to collaborate on creative and innovative approaches to planning, teaching and learning and input into curriculum development. Science resources are audited to meet the needs of the curriculum and children. Sustainable planning creates opportunities for children to work at greater depth and apply their learning practically. Children contribute to the curriculum through Pupil Voice and collaborate with the School Ambassadors and Senior Leadership Team to ensure their contributions are valued. <p>Maths</p> <ul style="list-style-type: none"> NRich tasks and investigations embedded into yearly overviews to promote more open ended, child lead learning Include maths investigations on curriculum newsletters to encourage investigative learning at home with adults Re-launch self-selection in September and monitor across the year. Inc in pupil conferencing (autumn and summer terms) <p>Art</p> <ul style="list-style-type: none"> Complete a curriculum review of art within the school to check the art coverage and progression and to ensure that the children are gaining a variety of different art experiences. Talk to the teachers about the art which is currently planned within the yearly overview and evaluate it. Support teachers with planning new series of lessons (or adapt existing planning) which cover a range of skills, empowering the teachers to take ownership of what they teach. Support teachers with gaining confidence in teaching new skills and provide CPD where necessary. Send a member of staff to the training at the Whitechapel Gallery- THAMES Primary Art & Design Network: Art, Language and Literacy – exploring connections (Tues 21st November). Staff member to feed back to about connections with art and literacy through a PDM after Christmas. Recruit a member of staff to support with art across the school, this will allow for teachers to request support with the teaching of art and take ownership of their own professional development where they feel they need support. 	<p>Spanish = £500 Science = £600 PFEG = free Active Buzz Day = £100</p> <p>Trips and Visits £3000</p> <p>Art Leader (LD) Autumn/ Spring terms</p>	<p>Leadership Release Time & Enhanced PPA Release Time</p> <p>Leadership Release Time & Enhanced PPA Release Time</p> <p>CPD training 2x £100 for teachers to gain additional skills</p>	<ul style="list-style-type: none"> Children are regularly taking part in challenges which require problem solving skills and embedding concepts at a deeper level. They can identify when concepts are being applied and which they are using. Art curriculum will be updated and changes will be made to planning where appropriate. Teachers will be confident to teach all areas of art within their year group and beyond. Teachers will have additional training/ support with art skills that they are less confident in. Teachers will have a greater understanding of the link between art and language and will be able to incorporate it more in their planning. Teachers will be able to be supported in one off art lessons and gained more experience of teaching specific art skills. Staff are motivated to be more innovative and creative with their planning. Creating a more fluid curriculum where subject areas can cross over to create exceptional learning experiences for all children.
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<p>a.) Innovative teaching supports children in questioning ideas and exploring knowledge to an even greater depth. Children show greater independence in learning through enquiry both in and outside of school.</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>Mastery and Greater Depth</p> <ul style="list-style-type: none"> • Complete ‘greater depth’ audit with subject leads and teachers/support staff. • Plan training, learning walks, planning support and team teaching opportunities to establish an inclusive approach to developing pupils with greater depth through: innovation, deeper questioning, encouraging higher order thinking, giving more ownership to pupils over their learning, embedding taught skills at a deeper level and making strong links in pupils’ learning. In training sessions, reading tasks and whole school briefing ensure all staff are clear on the difference between mastery and mastery with greater depth. • Meet with subject leaders about embedding innovation teaching which challenges and deepens children’s learning to an even greater depth. Work with colleagues to promote the learning experiences and opportunities for all pupils, both within the curriculum and in enrichment activities, which develops learning that can be transferred and applied in different contexts and enables pupils to explore knowledge to an even greater depth. • Identify 20% of pupils within every class who are working towards greater depth in each subject area across the curriculum and create a shared database. • Take part in E1 Partnership Scholars programme. • Ensure Knowledge Organisers are created and shared with pupils for themes and units of work so that pupils are equipped with the necessary language, knowledge content and purpose for achieving mastery. <p>P4C</p> <ul style="list-style-type: none"> • Designate and support new P4C lead to ensure strong continuity of the educational approach. • Ensure that ALL teachers have been trained in P4C and in facilitating an inquiry. To support the training of new staff in leading philosophical enquiries within the classroom and facilitating p4c sessions. • Ensure that all teaching staff who completed SAPERE LEVEL 1 accreditation through in-school two days of training have applied for and received their Level 1 certification. • Monitor timetables and organise ‘drop ins’ to ensure that P4C sessions, which develop greater independence in learning through enquiry, are timetabled and taught weekly in all year groups including the EYFS where it is appropriate. • Write and distribute 2/3 p4C newsletters for Autumn 2 so that it can serve as a training tool and teaching resource. Then create a rota for teachers to create their own p4c newsletter that they will share good practice with the rest of the school. The P4C leader will also model P4C lessons regularly for staff and for his/her own development as P4C leader. Plan schedule of model lessons across year groups and share with staff. Setup experts where staff can see them teach and share their ideas. • Introduce floor books/ Media folder to keep a record P4C sessions and evidence the activities being conducted. 	<p>Autumn 2, week 3 (Wk beg 13th Nov).</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn 2 Week 1 and update regularly every half term.</p> <p>Ongoing</p> <p>Termly through MTP planning</p>	<p>Leadership time</p> <p>Leadership time</p> <p>3X Supply Days £360</p> <p>Leadership time</p> <p>Leadership time</p> <p>n/a</p> <p>Leadership time</p> <p>7 staff training days</p> <p>@£150 = £1050</p> <p>8 supply days</p> <p>£1440</p>	<ul style="list-style-type: none"> • Staff feel more confident in creating opportunities for pupils to work at mastery and mastery with greater depth across all subject areas through innovation and questioning. Staff foster an attitude within the school which seeks to enable all pupils to reach mastery through professional development opportunities e.g. CPD, reading tasks, planning support etc. • Pupils achieve mastery and mastery with greater depth. Pupils are able to explain their understanding and reasoning to others. • Staff are able to identify pupils who are more able and plan opportunities to ensure they reach greater depth with subject leads. Staff work towards developing mastery in all pupils within curriculum areas. • Pupils able to achieve mastery within a unit with knowledge at their fingertips. • Teachers are confident in facilitating an enquiry within the classroom. • Pupils are reflective and curious about learning. • Teachers share practice and develop pupil’s independence in learning through an enquiry based approach. • P4C display in every classroom including: questions stems for each key stage, 4C posters, A-Z Big Ideas poster and rules for enquiry. • Governors have a clear understanding and vision for P4C at TBP. • Teachers and subjects able to identify links and develop independence in learning through enquiry.
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<p>a.) Innovative teaching supports children in questioning ideas and exploring knowledge to an even greater depth. Children show greater independence in learning through enquiry both in and outside of school.</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>	<ul style="list-style-type: none"> • Support teachers and children with their questioning, by ensuring question stems are used in every classroom. • Create a P4C environment within each classroom by:- displaying 4Cs posters in classrooms, encouraging children to refer to them and to understand the skills they will be developing. To have a dedicated P4C display in each classroom that includes rules for enquiry. • Identify a p4C governor and deliver an introduction to p4C to the governing body. • Schedule a series of parent workshops to raise the profile of greater depth questioning and philosophical enquiry. ‘Intro to P4C’ leaflet to be created and distributed to parents. • Work with individual year groups and subject leaders to begin to identify concepts arising in topic work and create possible links with P4C, RRSa and GLP to develop enquiry and curiosity about the wider world throughout the curriculum. • Deliver INSET on the 4Cs – Caring, Collaborative, Critical, Creative/Effective facilitation and developing independence and curiosity through questioning. <p>PE</p> <ul style="list-style-type: none"> • Plan and present an innovative PDM and provide staff with ideas on how to innovate their own PE lessons. • Questionnaire for staff to find out the areas of PE they are least confident in and plan PDMs to help staff in these areas. • Publicise through phase meetings and after school drop-in sessions, ways in which staff can enhance their own practice in PE, guiding them to good resources and courses they can attend. • Offer opportunities for staff to observe good practice or team-teach PE, in order to support areas for development or show innovation in PE. 		<p>Online questionnaire resource - Survey Monkey</p> <p>PE lead as a resource</p> <p>Internal cover required</p> <p>£0</p>	<ul style="list-style-type: none"> • • Staff are increasingly confident in teaching PE and are building a bank of ideas and strategies through professional development meetings to enhance their lessons. • Staff will know where to go to help them plan and will have increased knowledge to share with other colleagues through external training. • Staff will be more confident in teaching PE and will have practical strategies to use during their own lessons.
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<p>a.) Innovative teaching supports children in questioning ideas and exploring knowledge to an even greater depth. Children show greater independence in learning through enquiry both in and outside of school.</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>Computing</p> <ul style="list-style-type: none"> • Ensure staff are aware of the range of Computing resources through planning support, informal discussions and school-wide communication. Monitor the booking-out documents to ensure all staff are utilising and abiding by the systems in place. • Ensure iPads and laptops are kept up-to-date with new apps and software to support innovative teaching ideas by exploring other school’s blogs and liaising with the school’s technician on at least a weekly basis. • Ensure peripheral resources and hardware is relevant and fulfils staff needs. Computing equipment is to be reviewed termly to ensure it is recycled and/or updated accordingly. • Assist each year group with timetabling the blocking of their Computing units each half term/term through discussion and ongoing planning support. Liaise across year groups to ensure resources are available for each year group according to their medium term planning timetable. • Continue to research innovative teaching ideas shared on blogs, through the borough’s Digital Leader events and exhibitions such as the BETT show. Innovative ideas to be shared with staff through professional development meetings, planning support and email to enthuse and motivate staff to use Computing resources creatively. • Hold professional development meetings which focus on using technology to innovate learning across the breadth of subjects. Give staff the opportunity to increase their familiarity and confidence with the range of resources available. • Monitor the progression of Computing teaching both across and within year groups to ensure clear development of skills for all pupils. • Support teaching staff with revised Computing planning which has explicit links to the National Curriculum in each lessons’ Success Criteria through team-teaching and planning support at the beginning of each half term and in the week prior to the lessons taking place. • Support teaching staff to facilitate purposeful peer and self-review for each Computing lesson through planning support and explicit reference to the success criteria provided on lesson plans and the National Curriculum objectives. • Develop use of the school blogs and commenting system for peer to peer feedback; reinforce class teachers sharing blogs with the pupils and encouraging pupils to comment with feedback about outcomes. 	<p>Ongoing Ongoing</p> <p>Half termly/termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn Term</p> <p>Termly</p> <p>Termly/Prior to each year teaching their unit</p> <p>Half termly</p> <p>Half termly</p>	<p>Leadership Release Time & Enhanced PPA Release Time</p> <p>Licensing costs if applicable</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<ul style="list-style-type: none"> • A range of resources used across lessons, evidenced in planning and on the school website • A range of apps/software used across lessons, evidenced in planning and on the school website • All Computing equipment is purposeful and used regularly. • Computing is taught regularly with outcomes from each year group evidenced on their blog • Ideas from blogs will feed into lesson planning and outcomes • Teachers will feel confident to adapt lesson plans to incorporate technology • Outcomes will evidence a clear progression in skills both across and within year groups. • Teachers are able to identify children meeting the age related expectations for each unit of Computing • Children are able to identify whether they are meeting the age related expectations for each unit of Computing • Increased use of the school website/commenting facility for peer to peer feedback
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<p>a.) Innovative teaching supports children in questioning ideas and exploring knowledge to an even greater depth. Children show greater independence in learning through enquiry both in and outside of school.</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>English</p> <ul style="list-style-type: none"> • TFW – Encouraging teachers to take risks with their planning. For example, having a few shorter snappy sessions within on English session. Giving teachers the freedom to move away from the planning format. • Encourage teachers to innovate within their English lessons by providing ideas and knowledge through the Tfw PDM’s. An example of this would be having perhaps two shorter, more impactful aims during one English session. • Emphasis on launching a ‘Vocabulary Book’ or section of Guided Reading book, wherein children split off their work for different lessons. For example, children to record new vocabulary and write down teacher-given definitions in order to increase their level of enquiry across all lessons, not just English. • Conduct whole school innovation unit on specific book title – ‘Mufara’s beautiful daughters’. Use this as an opportunity to practise and embed innovative techniques within Tfw and to ensure that the pitch for each year group shows progression. This would be an opportunity for cross-year/cross-subject teaching and planning. • Work alongside SLT to ensure that children across the school are being given opportunities to work at greater depth. 	<p>Termly Review</p>	<p>Leadership Release Time & Enhanced PPA Release Time</p> <p>£250</p>	<ul style="list-style-type: none"> • Appraisals within English will show evidence of innovative teaching that results in good/outstanding lessons. This will stem • Children will all have and be using a vocabulary book (or Guided Reading book) that they are using across the curriculum. The levels of vocabulary they are using will be of high level. • All year groups to engage in unit based on Mufara’s Beautiful Daughters. Showcase of work to take place after this.
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SG2 Teaching, Learning and Assessment Goal		
<i>Children are able to make connections in learning through innovative teaching.</i>		
What are we trying to achieve?	Spring Term Review	Summer Term Review
<p>a.) Innovative teaching supports children in questioning ideas and exploring knowledge to an even greater depth. Children show greater independence in learning through enquiry both in and outside of school.</p>	<ul style="list-style-type: none"> This term the focus has been on ensuring all children have opportunities to work at greater depth across all curriculum areas through PDMs for Teachers and Teaching Assistants, Parents Workshops and reading tasks for the Leadership and Management Team. The focus for Teaching and Learning review highlighted good practice and inspired colleagues to explore strategies for promoting greater depth in writing for children. Talk for Writing refocus has resulted in greater consistency in planning and teaching of writing. This has been evidenced through monitoring and learning walks. The Early Years Team have embraced the form of Helicopter Storytelling to inspire young children’s language and writing development. A whole school shared book week has resulted in outstanding writing outcomes. The project was also shared with our E-Twinning partner schools. E1 Moderation meetings have been attended by all Class Teachers and Phase Leaders, who have moderated children’s writing against outcomes across the partner schools. Actions have been addressed for each year group. The scholars programme was well attended and teachers were given the opportunity to attend. Knowledge Organisers continue to be established. A PDM at the start of term provided support for staff and ensure clarity and consistency. By the end of the year there will be a shared database for Knowledge Organisers and they will be uploaded to the website for parents. All staff have now been trained to Level 1 standards for P4C and year group newsletters at the start of term informed parents on the specific year groups focus. The Spring Term Maths planning identifies NRich and White Rose links. YB and CR will monitor outcomes at the end of the term. The subject lead for Computing attended BETT to explore innovative teaching and technologies and has created a support document to aid staff in planning for greater depth within the subject. The new computing planning includes a wider range of activities to develop and embed children’s skill sets. The blocking of subjects in the Medium Term Planning has been effective in ensuring coverage and depth in foundation subjects. The PE leader carried out a staff questionnaire which was used to inform the Leyton Orient project and provide support and challenge for Year 4. The Art lead has taken up professional development opportunities linking art to literacy and there have been artists visits and gallery visits. All staff have been provided with ideas to launch their year group themes. 	<ul style="list-style-type: none"> SLT has supported each year group with curriculum mapping and blocking of subjects for the Summer Term. Planning formats have been adjusted to ensure all areas of the Teaching and Learning Rubric are covered. DHT and Subject Co-ordinators have created/reviewed and adapted all yearly overviews for core and foundation subjects. Subject leaders have created expectation guidelines for their individual subjects (currently referred to as ‘How to teach...’ guides) identifying planning, marking and assessment expectations. Key vocabulary has been identified for each subject and progression mapping across key stages. Moderation of planning and work for core and foundation subjects has taken place – led by subject leaders/DHT. Additional staff with UPS have joined to support professional development and evidence impact of whole school responsibilities. Science Week and Active Buzz day were carried out across EYFS, KS1 and KS2 with a focus on outdoor learning opportunities and with support from the RSPB. Each class engaged with the Huguenots of Spitalfields to learn about the first refugees and local links. Each activity linked to the children’s science or art objectives for the Summer Term. PDMS’s supported staff in planning Science with Talk for Writing links and developing children’s knowledge of social justice. A P4C twilight revised staff’s knowledge of the principles and all children took part in a P4C open morning which was well attended by parents.

<p>b.) Effective feedback for all children and assessment analysis of groups underpins learning across the school.</p>	<ul style="list-style-type: none"> • SIMS continues to provide a platform for formative assessment and produces summative assessment reports. School is now tracking of progress for all individuals and key groups. • Year 1, Year 2 and Year 6 have carried out one to one mentoring meetings between the class teacher and child and feedback from both staff and pupils have shown positive impact in children engaging with their learning and awareness of their next steps. • Year 2 and Year 6 have carried out external moderations in maths with St Anne’s School with has supported consistency with curriculum expectations and ensured standards are high across schools. • Termly Pupil Progress meetings have further refined the identification of children’s attainment and any trends of groups within cohorts. The DHT attended the LA forum to share good practise with other schools. • Tracking of children for Read, Write Inc teaching and other interventions is supported by SIMs tracking. 	<ul style="list-style-type: none"> • Science is now tracked on SIMS alongside Reading, Writing and Maths and the Science co-ordinator is analysing data to set targets for year groups in 2018-2019. • Year 2 and Year 6 carried out external moderations with E1 schools to ensure accurate judgements were being made. • Year 6 writing was moderated by the Local Authority who agreed with teacher judgements and collected samples of work to share with other schools as evidence of good practice. • Summer PPM identified class, year group and whole school strengths and areas for development to inform SIP 2018-2019.
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<p>b.) Effective feedback for all children and assessment analysis of groups underpins learning across the school.</p> <p>UNCRC article 12 Every child has the right to say what we think (when it affects us) and be heard.</p>	<ul style="list-style-type: none"> • Data is analysed termly across the whole school and in depth for phases, year groups, classes and specific groups within school. Comparison are made to Local Authority and National Data with areas for development actioned when necessary. • Strengths, areas for development and trends are shared with the Senior Leadership Team, wider Leadership and Management Team and through PDMs and Pupil Progress Meetings to ensure all staff have knowledge of assessment. • Support Class Teachers with the use of SIMs as an assessment tool. Attend training and provide updates to relevant people as necessary. • Collaborate with Senior Leaders from Local Authority schools to revise Pupil Progress Meetings agenda and templates to reflect the changes to assessment and ensure gaps are identified and addressed rapidly. • Revise the Assessment policy to reflect statutory changes. • Research effective feedback and assessment tools and provide updates to the Senior Leadership Team and subject leaders. Use research to evaluate school’s marking and feedback policy and assessment practice. • Collate and evaluate materials used for teacher’s assessment across school to ensure what is used is purposeful and staff have clear guidance when assessing children’s progress. • Relaunch class/individual assessment feedback (PAM) files with staff and children. Ensure there is a consistent approach across school to the purpose, contents and key pieces of work collected for assessment as moderated effectively. • Organise regular opportunities between the Senior Leadership Team and Subject Leaders to discuss and evaluate children’s work and check the quality and progress of children across school. • Provide ideas for challenging pupils through marking document to all staff. • Moderation across phases, E1 Partner schools and TH schools with a focus on more able pupils and identify provisions. • Identify whole school trends and match to local and national records with a focus on Greater Depth. Gaps analysis of groups in year groups with particular focus on more able. 	<p>Termly</p> <p>Autumn 2, week 3 PDM</p> <p>Termly</p> <p>Termly</p> <p>Ongoing</p>	<p>THE-P Costs (£75-£150) Costs for supply to release teachers</p> <p>15 days supply (£2700)</p>	<ul style="list-style-type: none"> • Senior Leaders know the strengths, areas for development and trends across school and act upon this information to close gaps. • Class Teachers use SIMS as a tool for recording formative assessments and making summative judgements. Information is used to inform planning. • Assessments are consistent across school and there is a robust evidence base showing progress. • Staff use effective challenge to broaden and deepen children’s knowledge and skill through marking. • Shared practise and development of more able in school. • Identify strengths and gaps within greater depth in core curriculum areas.
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Ofsted grade descriptors for personal development, behaviour and welfare (September 2016)

Note: Grade descriptors are not a checklist

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.

School Goal 3 Personal Development, Behaviour and Welfare Goals		Goal Leads: Yasmina Bibi (Phase Leader /RRS & GLP/Pupil Voice Lead)and Zinath Begum AHT Inc		
Children are equipped to become active citizens in school and in the wider society.				
 SIP Objectives a.) Children are encouraged to have high aspirations for themselves through exploring the world of work beyond education. b.) Children make healthy choices for their physical and mental wellbeing.				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/When?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
<p>a.) Children are encouraged to have high aspirations for themselves through exploring the world of work beyond education.</p> <p>UNCRC Article 28 Every child has the right to learn at the highest level they can.</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>	<ul style="list-style-type: none"> Work with Pfeg (Personal Finance in Education Group) to achieve Centre of Excellence status. Develop RRSA and Maths links to support teachers in providing children with life skills and applying the purpose of learning experiences. Coordinate the Business Partners programme for children to have regularly opportunities to interact with adults outside of school. Evaluate resources and ensure texts encourage children to aspire. Use weekly PSHE assemblies as a platform for children to learn about aspirations, careers and opportunities available to them – including meeting external visitors. Develop opportunities for children to participate in Peer Tutoring sessions across school - promoting the school values and improving life skills. <p>Take part in E1 Schools Partnership strategic vision for 2017-2018: World of Work (see breakdown of tasks below).</p> <p>Autumn</p> <ul style="list-style-type: none"> Complete baseline audit to find out what pupils’ aspirations are and what they want to work. This will be in the form of a photo project- ‘when I grow up I want to be...’ for ActionAid’s Big Me day where pupils will dress up as their future selves. School Ambassadors to attend Pupil Parliament where they will participate in discussions about raising aspirations through the world of work, improving the local environment and human rights /equality and create an action plan for their work in the upcoming academic year. Support in Maths Week- World of Work. Create P4C focus activity to be completed during week. School ambassadors to meet Sue from PFEG and plan opportunities to link PFEG with pupil voice. <p>Spring</p> <ul style="list-style-type: none"> All children to attend a Careers fair in Swanlea School. Support in the organisation and running of the fair. Register to Primary Futures to connect to people from a wide range of jobs and backgrounds through a secure online database and invite TBP business partners and parents who work to talk to children about how what they learn in the classroom relates to the world beyond education. Organise for education link at Clare College, Cambridge University to visit TBP and lead assembly on raising aspirations and broadening horizons. Embed PFEG into the wider curriculum through RRSA, PSHE, global learning and the Arts. Run growth mindset workshops with pupils and parents to change the mindset of pupils to raise aspirations. <p>Summer</p> <ul style="list-style-type: none"> Complete final assessment through questionnaire to identify impact of work in raising aspiration and broadening horizons of pupils through exploring the world of work beyond education. Plan possible work experience opportunities with parents (take your child to work day). 	<p>By Feb 2018</p> <p>Termly DHT</p> <p>AHT Inclusion</p> <p>Spring</p> <p>Autumn 2</p> <p>Autumn 2</p> <p>Autumn 2</p> <p>Autumn 2, week 4</p> <p>Spring 1</p> <p>Spring 2</p> <p>Spring 2</p> <p>Spring 1</p> <p>Spring 1</p> <p>Summer 2</p>	<p>Leadership Release Time & Enhanced PPA Release Time</p> <p>Printing cost of photos- £40 Supply cover £180</p> <p>Leadership time</p> <p>Travel cost and lunch to be provided £30 Leadership time</p>	<ul style="list-style-type: none"> Children will make clear links from their learning in class to the application in real world and be able to confidently articulate how their learning meets their needs. To identify children’s initial aspirations. School Ambassadors action plan created. P4C link made to Maths. Pupil Voice links made with PFEG Raised aspirations through Careers Fair. Opportunities for pupils to talk to professionals from a wide background. Inspirational assembly and workshops about raising aspirations of all. Impact evaluation completed.

	<ul style="list-style-type: none"> • Continue to work business partners (Royal Bank of Canada) to offer after-school provision for coding sessions and enrichment opportunities such as visits to the Royal Bank of Canada offices to see the real life applications of Coding and Computing skills. • Ensure there are key questions asked in Computing lessons which highlight the links between the skills taught in school and the application of these skills to the world of work. • Reading leaders to identify pupils to audit the library and order new books, focusing specifically on protagonists which reflect our wider community (race and gender). This will encourage children to have high aspirations and will help them see themselves in books. • Organise visits from the world of work where people discuss impact of literacy in their lives and how it is not just a subject, but an essential life skill (linked to the careers day). • Plan and implement a summer art day that focuses on local artists/ female artists. Possibly invite an artist to come and talk to the children about their work and how they use art as a form of employment . • Support all staff in wearing appropriate clothing for PE. This will include trainers, jogging bottoms, polo shirts and fleeces, some of which will be provided by the school. • Invite athletes to the school to talk to the children about they found work in sport. This could be coaches, managers or sportspersons themselves. 	<p>Computing Lead – IJ</p> <p>English Leaders JD/SS</p> <p>Art Lead (LD)</p> <p>PE Lead (CS)</p>	<p>£7000</p> <p>Curriculum Books</p> <p>Primary Futures</p> <p>£1000 to pay for artist and resources</p> <p>£0</p> <p>Cost tbc</p>	<ul style="list-style-type: none"> • Coding club to be held on a weekly basis form Spring term. Educational visit to the RBC offices to be held in the Summer Term • Lesson planning to show opportunities for discussing how the skills/knowledge learnt can be applied to the world of work beyond education • School library is diversified and populated with titles with a wider range of protagonists differing from ‘white male’. • Local citizens/members of the community are invited into the school to discuss their work and literacy. • Children will have a greater understanding of how art is seen in the world of work and how they may aspire to do creative jobs. • Children will be more likely to wear the correct PE kit if their teacher is, also it should help boost the role of PE if all staff participate as a non-negotiable. • Children will become aware of other ways into which professions can be made that are not necessarily academic based. This will encourage all children to play to their strengths.
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<p>b.) Children make healthy choices for their physical and mental wellbeing</p> <p>UNCRC Article 24/27 Every child has the to a clean environment / good standard of living.</p> <p>UNCRC Article 31 Every child has the right to relax and play.</p>	<ul style="list-style-type: none"> • Mental wellbeing has not been audited in school in the past. A baseline audit will be carried out of children’s perceptions of mental wellbeing. A ‘post intervention’ audit will also be used to gather comparative data to be able to then evaluate whether children’s choices around mental health and wellbeing have improved. • In order for children to make healthy choices for their mental wellbeing, children need to be initially supported in understanding what healthy mental / emotional wellbeing looks like. A focus week will be held on ‘Healthy Choices’ in the Spring term. The week will be launched with differentiated assemblies for Key stage one and Key stage two children on exploring mental health and the impact of poor mental health. • Workshops will be held for parents and carers on understanding adult mental health as well as child mental health. Various activities will take place throughout the week to explore ‘how to make healthy choices’ – both physical as well as emotional. What do you do if someone has upset you? What can you do if you feel sad? Angry? • A Key stage 2 lunchtime ‘cool zone’ will be set up. This will be aimed at providing a calm, safe environment for children to self-refer themselves. When children find playtime relationships challenging or feel lonely, they can go to the ‘cool zone’ and have a quiet space to partake in calm indoor activities. This will be led by a senior teaching assistant who will be trained by our Play Therapist in supporting children with emotional / behavioural difficulties. • Senior teaching assistants will continue to be trained by the Play therapist to enable them to deliver an increased number of social skills groups. Children who present with emotional / social difficulties will be selected to participate in a 6 week intervention. How to make / keep friends, share and manage feelings will be explored in the sessions. • There will also be a series of Parent and Carer workshops led by our play therapist on ‘How to help manage your child’s feelings at home,’ These will be aimed at raising parent awareness of children’s mental health and how to deal with challenging emotional incidents. I also intend to liaise with Tower Hamlets Adult Mental Health team so that information and signposting sessions are held for parents and carers at school. • The PHSE curriculum will be reviewed and delivery of lessons will be monitored (see Goal 1,b). The curriculum will include progressive teaching of healthy choices around physical and emotional wellbeing. 	<p>AHT Inclusion ZB</p> <p>Spring Term</p> <p>Spring term</p> <p>Spring term</p> <p>Spring term and ongoing</p> <p>Ongoing</p> <p>Spring term and ongoing</p> <p>Summer term</p>	<p>RJS Training £500</p> <p>£500</p> <p>Link to Child in Time Therapist £20k</p> <p>Leadership Release Time & Enhanced PPA Release Time</p>	<ul style="list-style-type: none"> • There will be an increased understanding and awareness of children and adult mental health and wellbeing. • Children will be empowered to share feelings and thoughts and will know how to get help when needed. • Children will have a ‘happier’ playtime where they are able to access ‘calm’ areas when they feel lonely or frustrated. • Parent and carers will have an increased awareness of mental health and how to access support services. • Vulnerable children will be supported in small groups and develop social skills which will empower them in the playground and beyond.
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SG 3 Personal Development, Behaviour and Welfare Goals		
<i>Children are equipped to become active citizens in school and in the wider society</i>		
What are we trying to achieve?	Spring Term Review	Summer Term Review
<p>a.) Children are encouraged to have high aspirations for themselves through exploring the world of work beyond education.</p>	<ul style="list-style-type: none"> • Staff have registered on Primary Futures to create links with external visitors and an action plan to promote the World of Work in the summer term has been created. This is a shared theme across the E1 Schools Partnership. A “Come Dressed as You Would Like to Be in the Future” day was held in the Autumn Term. This will serve as the baseline audit for the World of Work project. • The theme of work and raising aspirations was also promoted effectively during the Autumn Term Maths Week. • Computing planning highlights skills taught in school and their application in the world of work. • After school Coding club continues to run with Royal Bank of Canada. • Assemblies this term have focussed on PSHE objectives. • PFEG continues to support the development of teaching financial education. A buzz day is planned for the end of the term. 	<ul style="list-style-type: none"> • A highly successful World Of Work event was held (week beginning 25th June 2018). • Whole staff training was delivered on the purpose of the event – developing aspirations and broadening horizons. • All staff planned, set up and delivered engaging sessions exploring a variety of fields of work. • Children were equipped with CV’s and developed ‘skills on the job’. They earned ‘Buxton Money’ and were able to develop an understanding of taxation and saving. Children were able to spend their earnings at the WOW Fair. • Parents and Carers were involved in WoW tours and the WoW fair. • PfEG and P4C were also interwoven into the WoW week where teachers made links to money.
<p>b.) Children make healthy choices for their physical and mental wellbeing</p>	<ul style="list-style-type: none"> • PHSE PDMs have been led with teachers and support staff to develop knowledge and understanding. • Teachers have timetabled now PHSE sessions weekly (30min) or fortnightly (1hr). Phase leaders have monitored planning and timetables. • Teachers have had additional planning time and support in using the Jigsaw units. • Every class has a PHSE display to heighten awareness of the units of work. • An inspiring Health and Wellbeing week has focused children, parents and staff on the themes of physical, emotional and mental wellbeing through a range of PE workshops, healthy living workshops, and emotional wellbeing sessions. Teachers have delivered additional PHSE sessions. 	<ul style="list-style-type: none"> • Planning and teaching of Jigsaw has been monitored. It is being delivered consistently across the school. • Where teachers have needed support with planning, the AHT lead has been available to assist. • Feedback from the Spring Health and Wellbeing week was very positive and children are keen on having another event next year. • RRSA level 2 inspection was very successful – initial feedback indicates outstanding progress against the descriptors. Children are able to articulate and embody the rights. The curriculum reflects the emphasis on RRSA and meaningful links are made across units. • We are awaiting the written report from the RRSA evaluation day.

Ofsted grade descriptors for outcomes for pupils (September 2015)

Note: Grade descriptors are not a checklist

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 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 progress of disadvantaged pupils from different starting points matches or is improving towards that of other pupils nationally.
- 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.

School Goal 4 – Outcomes for Children		Goal Lead – Claire Redpath (DHT) & English Leads (James Downs/Sukey Symes)		
 <p>Pupils can clearly articulate their knowledge and understanding so that outcomes are of a high standard.</p> <p>SIP Objectives</p> <p>a) At least 80% of children reach Age Related Expectations in Reading, Writing, Maths and Science at each stage of the school.</p> <p>b) Children have a wide and varied vocabulary both in written and spoken forms.</p>				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Who/When?	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
<p>a.) At least 80% of children reach Age Related Expectations in Reading, Writing, Maths and Science at each stage of the school.</p> <p>UNCRC Article 28 Every child has the right to learn</p>	<ul style="list-style-type: none"> Ensure monitoring is evidenced consistently across areas. Support Senior Leaders and Subject Leaders to monitor progress and attainment across school. Half termly monitoring of core subject evidence. Collate exemplars of key pieces of work for each year group. Moderate widely internally and externally to ensure consistent judgements are being made and that the evidence needed to secure age related expectations is clear. Gather external evidence from monitoring during Teaching and learning Review Days and E1 partnership meetings. Attend Local Authority meetings and development sessions to disseminate information and updates of statutory assessment across school. Coordinate Business Partners sessions in Reading and Number, choosing children based on assessments. Provide training for new partners to ensure school goals and age related expectations are clear and support Teaching Assistants knowledge for leading the sessions. Knowledge Organisers introduced and developed to work effectively across school to ensure children and parents are clear on what is being taught and what they need to know to meet age related expectations. Create an Assessment pack with Class Files as an evidence base. Provide staff with guidance and ensure assessment resources and strategies across school are appropriate and consistent. Support staff in securing their assessment techniques to inform next steps and subject planning. Support Class Teachers with the use of SIMs as an assessment tool. Attend training and provide updates to relevant people as necessary (as 2B) Support teachers in Science so planning is clearly matched to National Curriculum expectations, coverage is dense and teachers are accurate when assessing children against topic objectives and the wider scientific areas. Develop Science tracking system across the school to ensure at least 80% of children are on track in each year group. There will be a series of Maths and English workshops delivered by subject leaders for parents and carers. These will be designed at helping parents understand how to support their child with reading, writing and maths at home. 	<p>Termly</p> <p>DHT</p> <p>DHT</p> <p>DHT</p> <p>Autumn</p> <p>Autumn</p> <p>Ongoing</p> <p>Autumn</p> <p>AHT INclusion</p>	<p>Leadership Release Time & Enhanced PPA Release Time</p> <p>1 day per term for Postholders for monitoring</p>	<ul style="list-style-type: none"> At each statutory point (EYFS, Year 1 Phonics, KS1 and KS2) results will be in line with or exceed National and Local Authority figures. Improved % of children achieving age related expectations across all three subjects. Progress measures will be positive and exceed National Averages. <p>Parents and carers will be able to support children in English and Maths effectively so that they achieve their targets.</p>

<p>a.) At least 80% of children reach Age Related Expectations in Reading, Writing, Maths and Science at each stage of the school.</p> <p>UNCRC Article 28 Every child has the right to learn</p>	<p><u>READING (whole school initiatives)</u></p> <ul style="list-style-type: none"> Continue to embed RWI across EYFS and KS1 (see SG1a) Continue to host RWI development days throughout the school year. This will help us to identify targets and set actions in order to improve RWI. Continue to promote reading through: Bug Club, the Reading Wall of Fame, 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. 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. RWI parent workshops, focused on reading with child. <p><u>GUIDED READING</u></p> <ul style="list-style-type: none"> Continue to monitor GR across the school and ensure all new teachers are inducted in the teaching of GR. Promote vocabulary immersion via GR activities such as use of thesauri and dictionaries. Children to record in new vocabulary books (see SG2a) <p><u>WRITING</u></p> <ul style="list-style-type: none"> Implement the new planning structure for Tfw. This will allow teachers and children to systematically, yet creatively, build up a portfolio of high quality written outcomes. This will include a greater focus on Shared Writing (pacy and more often) and the children <i>writing</i>. Promotion of 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. Edit and re-assess written work (See SG2b) Published work to be displayed and celebrated across a variety of media (displays, class books, school blogs) <p><u>DATA</u></p> <ul style="list-style-type: none"> Analyse the data across the school to identify year groups, classes and groups of children within classes who may need support Support teachers to ensure that all children are making expected or above expected levels of development. 	<p>English Leaders</p> <p>Termly</p> <p>Sept 2018</p> <p>Spring PDM</p> <p>English Leaders</p> <p>English Leaders</p> <p>DHT</p>	<p>£1000 RWI Budget</p> <p>£1200 Training</p> <p>£1500 Development Days</p> <p>£320 Big Books</p> <p>£150 Vocab Bks</p> <p>£2500 Tfw follow up training.</p> <p>£100 Display Resources</p> <p>£500 Assessment Budget</p>	<ul style="list-style-type: none"> Staff will be confidently teaching RWI and the children will be making accelerated progress in reading. Parental involvement and knowledge of RWI will increase, allowing children to further progress. Reading for pleasure will remain as a high priority for staff and students alike. Guided reading will remain ‘reading’ focused, with a greater emphasis on the child <i>enquiring</i> about vocabulary. Evidence of Tfw curriculum will be seen in each child’s English book, with all three stages showing opportunity for writing (Imitation, Innovation, Invention) Working walls and public displays will be populated with relevant and useful vocabulary for the children; they will regularly be changed. Evidence in books of children editing and re-assessing their written work, making improvements. Children who are identified as needing support to be appropriately provided for.
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<p>b.) Children have a wide and varied vocabulary both in written and spoken forms.</p> <p>UNCRC Article 12 Every child has the right to say what we think (when it affects us) and be heard.</p>	<ul style="list-style-type: none"> • Ensure Knowledge Organisers identify key vocabulary linked to the topic studied and the chosen vocabulary meets National Curriculum expectations. • Carry out regular moderation of children’s work alongside Subject Leaders • Ensure National Curriculum expectations are met and Class Teachers are confident using effective EAL strategies • Support adults when planning PDMs to ensure there is a vocabulary focus within the sessions. • Ensure Daily Reading linked to a theme is planned for carefully and evidenced on the Medium Term Planning. • Work alongside Subject Leads to ensure there are links made across the curriculum and technical or subject specific vocabulary is taught and expectations in school match National age related expectations. Support less experienced/less confident staff to pre-teach vocabulary. • Research and evaluate Speaking and Language activities with the Education Endowment Fund Toolkit. Alongside Subject Leaders implement effective strategies across the curriculum. Evaluate effectiveness. 	<p>Autumn</p> <p>Termly</p> <p>English Leaders</p>	<p>Leadership Release Time & Enhanced PPA Release Time</p> <p>Link to CPD Budet</p>	<ul style="list-style-type: none"> • Improved subject knowledge across school. • Clear understanding by all staff of expectations related to children’s age. • Consistency of effective approaches across school.
	<ul style="list-style-type: none"> • Ensure all staff are clear on the school model of Talk for Writing. This will be done via a series of three PDM’s and part of an inset day as well as through modelled teaching and planning support. • Identify the staff who may need extra support with the teaching and planning of Tfw through appraisals, observations, modelled/team teaching and planning support/book looks. • Give support (if needed) for staff requiring extra assistance through further team planning and teaching. • Work alongside school subject leaders to promote the use of Tfw strategies within other subjects. For example, learning how plants photosynthesise via a text map with actions. • More emphasis on embedding the imitation phase of Tfw to ensure children can access a variety of language structures independently (See SG1a) • Ensure 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. (See Writing) 	<p>English Leaders</p> <p>Autumn</p> <p>Spring</p> <p>Spring</p> <p>Spring</p>	<p>Leadership Release Time & Enhanced PPA Release Time</p>	<ul style="list-style-type: none"> • Children’s workbooks will show evidence of Tfw and high level work 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. • Classrooms will show evidence of text maps for other subject’s, e.g. Science and Humanities.

SG 4 Outcomes for Pupils		
<i>Pupils can clearly articulate their knowledge and understanding so that outcomes are of a high standard.</i>		
What are we trying to achieve?	Spring Term Review	Summer Term Review
<p>a.) At least 80% of children reach Age Related Expectations in Reading, Writing, Maths and Science at each stage of the school.</p>	<ul style="list-style-type: none"> • Science is now being tracked formatively by most year groups using SIMS. • Year 2 and Year 6 are using the interim frameworks in Reading, Writing, Maths and Science and practice test papers and mock SATs weeks have been carried out. The data analysis from this has allowed class teachers to address gaps in learning in preparation for tests in May. • Monitoring and moderations continue across year groups, phases and with external support to ensure pitch and coverage is accurate. • Data outcomes are shared at Governing Body meetings. • There has been a review of Guided Reading carried out across the school and a PDM for staff has shared updates on how it should be planned and taught. • A 'How to' Guided Reading document has been created and trialled in year 3 and 4. • Specific support for year 2 RWI/ whole class text (transition from RWI) means that greater numbers of children are moving on from RWI to English teaching. • A successful RWI workshop for parents (90 attendees from EY and KS1) has shared understanding of the teaching of phonics. 	<ul style="list-style-type: none"> • Maths and English workshops for each phase have been well attended by parents. Each session focussed on specific curriculum needs of that cohort and shared best practise for supporting children at home. • End of year analysis of Reading, Writing and Maths shows the majority of children reach age related expectations. • % of children working at Greater Depth is now tracked in Reading, Writing and Maths. Where children are not on track actions have been put in place to ensure children achieve their potential. • Staff continue to be supported by Phase leaders and SLT to make accurate assessment judgements. Monitoring and moderation evidence has been carried out and supports this. • Statutory assessments at the end of EYFS is in line with Local Authority data. • Children achieving the pass mark in the year 1 phonics test has remained stable with evidence of accelerated progress from children with special educational needs. • Analysis of optional SATS has reinforced knowledge of the strengths and areas for development for 2018.
<p>b.) Children have a wide and varied vocabulary both in written and spoken forms.</p>	<ul style="list-style-type: none"> • The English Team have introduced the use of vocabulary books (individual and whole class) across to the school. This has encouraged children to explore the power of words in both their written and oral work. A continuing challenge is the need to ensure the correct word choice for context and meaning. Staff involved in promotion of vocab books with their own ideas • PDM on vocabulary in conjunction with SEN CO to promote understanding of vocabulary acquisition and development. • The highly enjoyable World Book Day focus on Vocabulary this year encouraged everyone to choose a word and dress to share it. The creative and fun approach to the day was shared with children, staff and parents. • Vocabulary displays around the school promote the understanding of a range of words and tiers of words. 	<ul style="list-style-type: none"> • Validated data will be analysed in the Autumn Term 2018/19

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.

<p>What Children say they like about our school: (Questionnaires 2017)</p> <ul style="list-style-type: none"> • School gives us funny, kind teachers. School gives us fun play equipment • I think they deal with bullying well • TBP is the best school ever • They make children feel safe, happy and making sure that people's rights are respected and no bullying as much playtime as we need. • Playtimes and lunchtimes are fun • Children’s involvement is done well, not just adults plan things • Every one works together and everyone is happy • Everyone does amazing work for us. • We get work that’s fun but its actually learning, kind teachers. • I like my school and my class teacher • I love the school, we do arts and we get to play and have fun. • I love learning at Thomas Buxton • I would recommed this school because it makes children safe and happy. 	<p>What Parents and Carers say about our school (Questionnaires 2017)</p> <ul style="list-style-type: none"> • The teaching is very effective also they give the right level of homework to the child • They challenge the more able children • They are good at making sure our children are safe • They take care of children very well this school also deals effectively with bullying as well this school is well led and managed • 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 - listens, engages and is responsive, breakfast club • working with parents and keeping them involved with school workshops • I think the school is well organised and manages its timetable well, the school is also very clean and promotes good environmental awareness children are happy at the school
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Vision without action is merely a dream.
Action without vision just passes the time.
Vision with action can change the world.
(Barker 1991)

