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School Improvement Plan Summary 2019 -2020

Our focus for continuous school improvement is on ensuring the continuity of outstanding provision across the school as well as on building upon our successes. The Ofsted Inspection Framework for 2019 outlines the descriptors for school accountability and it is within this framework that our school priorities have been articulated.

The work on curriculum design and outcomes (intent, implementation and impact) will embed best practise for supporting children’s learning and attainment. The outstanding behaviour, attitudes and personal development of children will continue to be developed within the strong foundations of curriculum and pastoral support throughout the school.

The work of the leadership and management (including Governance) team will focus on the effectiveness of professional development for staff on supporting children’s learning and progress. The focus on supporting and promoting wellbeing will be reflected in the positive culture across our happy and successful school.

Our School Vision

Thomas Buxton Primary School will work with everyone to create a **happy, safe and stimulating** setting where children are motivated to **learn together**. By maintaining high expectations of ourselves and each other, our children will be equipped to encounter **opportunities and challenges** with **resilience and determination**.

We encourage a **curiosity** about the world and strive to ensure that our children will contribute **positively**, now and in the future.



Our School Values

CREATE

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

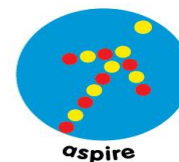
Respect Treat everyone in our school equally, in everything we say and do.

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

Aspire Aim high to ensure that everyone fulfils their potential.

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

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



Overall Effectiveness: Outstanding

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

School Context

Characteristic	2017	2018	2019	Comparison
Number on roll				
School	438	431	438	Above Average
National	279	281	282	
% Free school meal eligibility (FSM6)				
School	44%	42%	38%	Above average
National	24%	24%	23%	
% SEND Support				
School	11.9%	8.4%	6.8%	Below Average
National	12.2%	12.4%	12.6%	
% SEND EHCP				
School	3.4%	5.1%	4.1%	Above Average
National	1.3%	1.4%	1.6%	
% EAL				
School	92%	92%	85%	Above average
National	21%	21%	21%	
% Stability				
School	81%	86%	86%	Average
National	86%	86%	86%	

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

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

Summary Judgements (Self Evaluation) Ofsted Framework Sept 2019	
Key aspect	Judgement
Overall Effectiveness	Outstanding
1. Quality of Education	Outstanding
2. Behaviour and Attitudes	Outstanding
3. Personal Development	Outstanding
4. Leadership and Management	Outstanding
5. Quality of Early Years Education	Outstanding

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



Our School Goals for 2019 – 2020

Our curriculum ensures that children are equipped with the knowledge and cultural capital to succeed as learners.

1. Quality of Education

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

2. Behaviour and Attitudes

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

3. Personal Development

4. Leadership and Management



Thomas Buxton
Primary School
Learning Together

Context for School Improvement Plan (SIP) 2019-2020

The starting point for this plan was a review of the previous School Improvement Plan 2018-2019 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 2019) and responses from stakeholders (children, staff and families' consultations). The SIP consists of a detailed Action Plan for the current financial year 2019-2020 alongside the school year 2019-2020. We are able to plan ahead for the financial year 2020 – 2021 and align the budget to the current school goals.

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

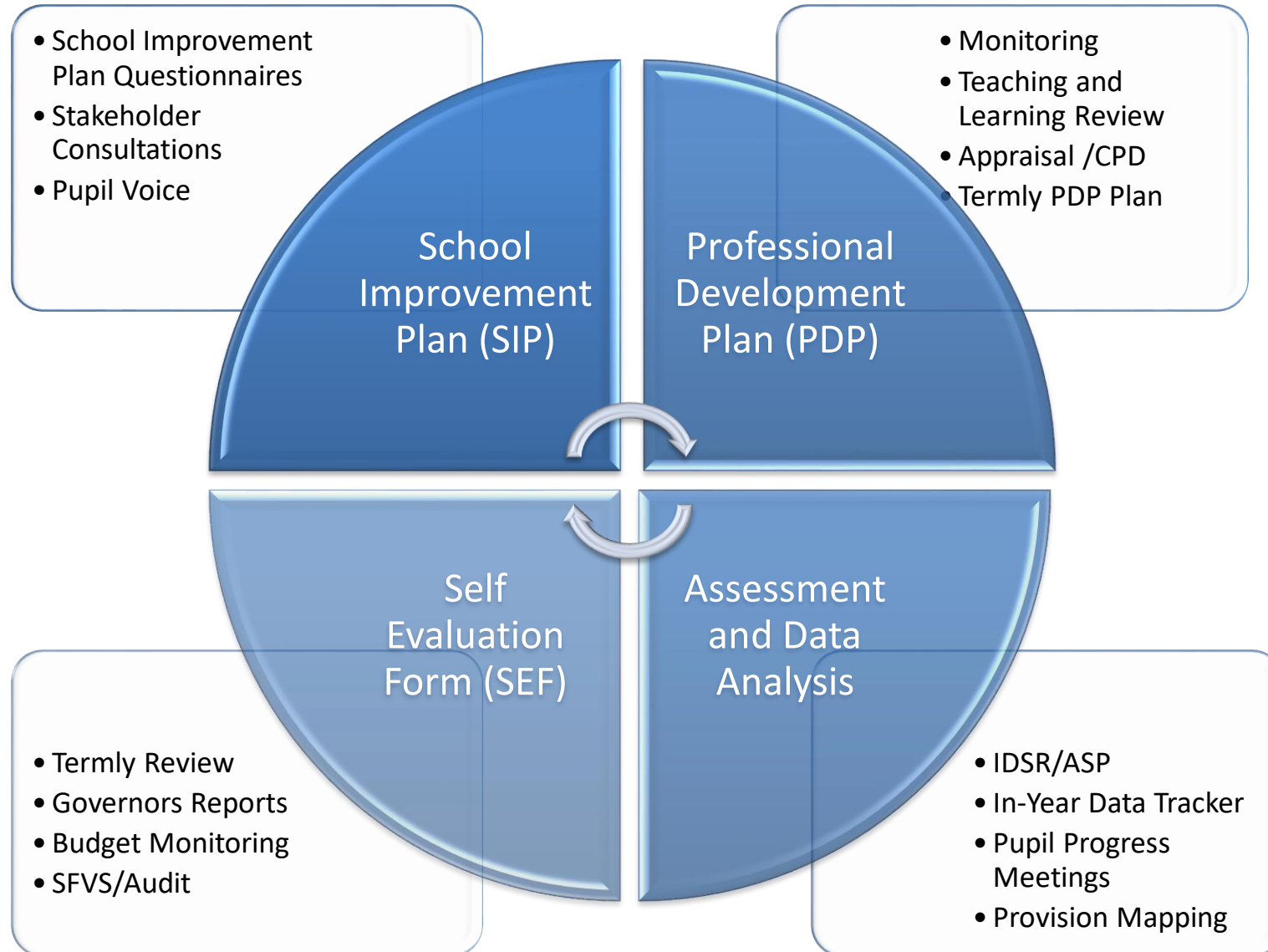
This plan sets out the strategic direction for school improvement work during this school year. However, it is considered within the context of the previous year's plan and may refer to planned actions in the next school year and beyond. The plan will be reviewed in January and October of each year to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

Timeline	Event	Action
January 2019	Budget Review	Analyse Financial Monitoring 2019/20 against SIP 2018/19 Consult through School Improvement Plan Questionnaires 2019
April 2019	Budget Setting	Analyse Financial Planning 2018/19 against SIP 2018/19
September 2019	School Goals Setting	Analyse progress against SIP 2018/19 - evaluated and used to formulate new school goals for 2019/20 Action Plans published by postholders
October 2019	School Improvement Plan	Agreed by Governors and published for all stakeholders (SIP 2019/20)
January 2020	Budget Review	Financial Monitoring 2019/20 against SIP 2019/20 School Improvement Plan Questionnaires
April 2020	Budget Setting	Analyse Financial Planning 2019/20 against SIP 2019/20 and agree budget for 2020 - 2021

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

- ◆ Review of the current SIP/Action Plans – identifying progress on all the key issues for action and the impact on standards of teaching and learning. Also monitored through Line Management Meetings
- ◆ Formulation of a termly Professional Development Plan
- ◆ School Self Review Form (SEF) updated regularly
- ◆ Review of curriculum monitoring feedback
- ◆ Review of resources
- ◆ Classroom observation information through Appraisal, partnership teaching and Teaching and Learning Review days
- ◆ Questionnaire responses from all staff, governors, pupils and parents/carers.
- ◆ Analysis of School Data Trackers
- ◆ Analysis of IDSR 2018/19
- ◆ Analysis of ASP 2018/19
- ◆ Analysis of the Early Years Foundation Stage Data/Learning Journals/Baseline Assessments
- ◆ Targets set for Key Stage 1 and 2
- ◆ Teachers' Appraisal Objectives
- ◆ Support staff Appraisal Objectives
- ◆ Outcomes from Pupil Progress Meetings
- ◆ Outcomes from SEN / Inclusion Reviews
- ◆ Financial Planning Review

Evidence Base and Signposting for School Improvement Planning



Data Summary 2019/20 (Key Stage Two Outcomes Over Time)

KS2 Outcomes		2017	2017	2018	2018	2019	2019	2019	2019
		% Achieved in Test	% Achieved Teacher Assessment	% Achieved in Test	% Achieved Teacher Assessment	% Achieved in Test	% Achieved Teacher Assessment	% Achieved Nationally	% Achieved Local Authority
Reading	Expected+	72% (+1%)	76%	64% (-11%)	80%	77% (+4%)		73%	78%
	Higher	24% (-1)		27% (-1%)		32% (+5%)		27%	30%
	Expected+ Non SEN/Mobile			76% (+1%)					
Writing (Teacher Assessed)	Expected+		76% (=)		68% (-10%)		79%	78%	82%
	Higher		19% (+1%)		11% (-9%)		19%	20%	23%
	Expected+ Non SEN/Mobile			80% (+2%)					
Maths	Expected+	91% (+16%)	80%	75% (-1%)	79%	82% (+3%)		79%	84%
	Higher	26% (+3%)		9% (-15%)		33% (+6%)		27%	34%
	Expected+ Non SEN/Mobile			87% (+11%)					
Science	Expected		80% (-2%)		80% (-2%)		79% (-4%)	83%	83%
GPS	Expected+	89% (+12%)		80% (+2%)		89% (+11%)		78%	83%
	Higher	41% (+10%)		38% (+4%)		54% (+18%)		36%	45%
	Expected+ Non SEN/Mobile			93% (+15%)					
Combined R/W/M	Expected+	67% (+6%)	69%	54% (-10%)	66%	74% (+9%)		65%	71%
	Higher	9% (=)		4% (-6%)		14% (+3%)		11%	13%
	Expected+ Non SEN/Mobile			65% (+1%)					

	2017	2018	2019	2019
Average Progress Measures	Thomas Buxton	Thomas Buxton	Thomas Buxton	Local Authority
Reading	4.2 (+3.4)	-0.3 (-1.5)	+1.6 (+0.3)	+1.3
Writing	3.5 (+2.1)	0.2 (-1.2)	+0.6 (-0.63)	+1.23
Maths	4.9 (+3.4)	-0.2 (-2.1)	+2.1 (0.19)	+1.91

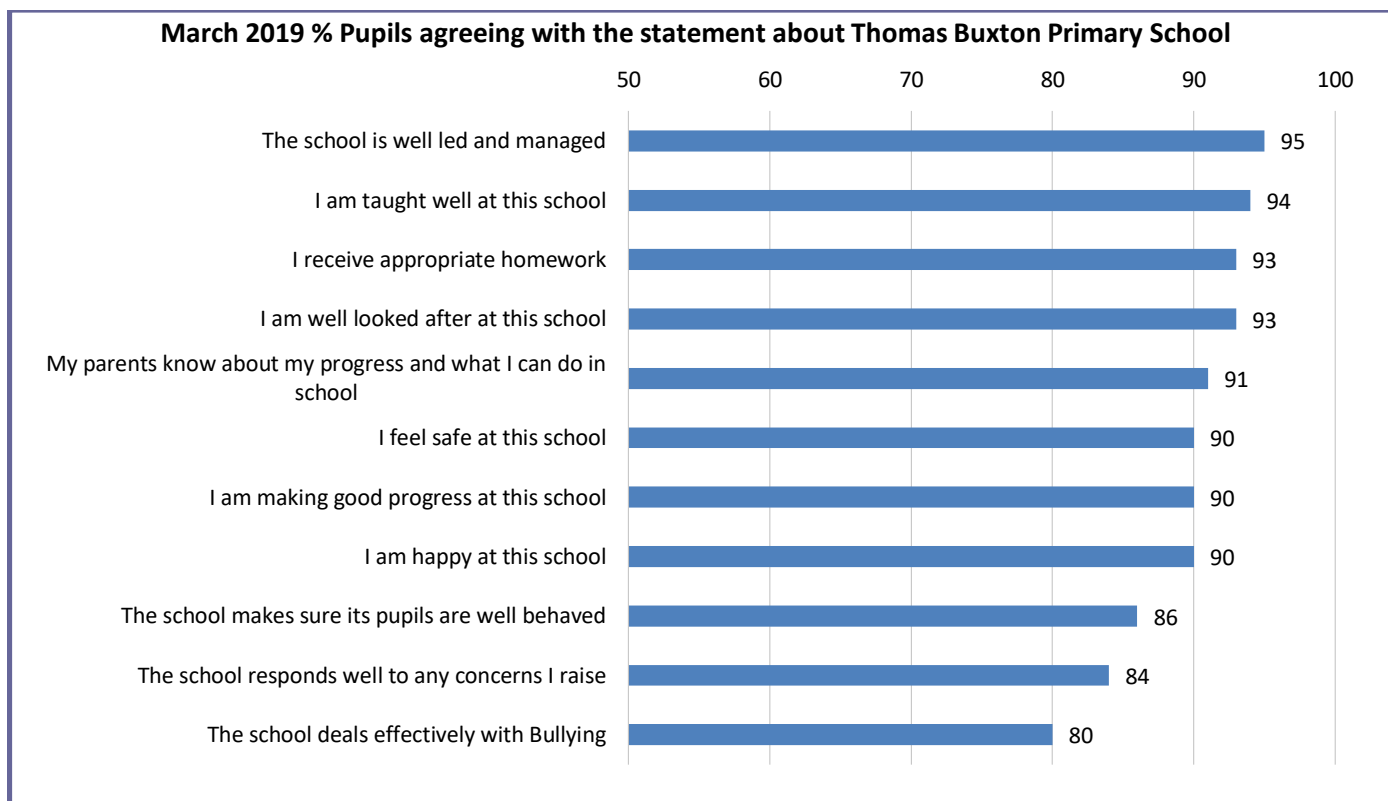


(Key Stage One Outcomes Over Time)

		2017	2018	2019	2019	2019
KS1 Outcomes		% Achieved Teacher Assessment	% Achieved Teacher Assessment	% Achieved Teacher Assessment	% Achieved Teacher Assessment Nationally	% Achieved Local Authority
Reading	Expected	81% (+5%)	72% (-3%)	72% (-3%)	75%	75%
	Higher	29% (+4%)	14% (-12%)	10% (-15%)	25%	24%
Writing	Expected	76% (+8%)	71% (+1%)	65% (-4%)	69%	72%
	Higher	14% (-2%)	14% (-2%)	10% (-5%)	15%	17%
Maths	Expected	79% (+4%)	78% (+2%)	70% (-6%)	76%	77%
	Higher	17% (-3%)	10% (-12%)	10% (-12%)	22%	22%
Science	Expected	79% (-4%)	71% (-12%)	71% (-11%)	82%	81%
	Higher					
R/W/M Combined	Expected	69% (+4%)	67% (+2%)	63% (-2%)	65%	67%
	Higher	7% (-4%)	3% (-9%)	7% (-4%)	11%	13%

	2017	2018	2019	2019 (Nat)	2019 LA
EYFS GLD	67% (100% Below on entry)	67%	71% (=)	71%	70%
Phonics Year 1	86% (+5%)	83%	77% (-5%)	82%	84%
Phonics Year 2 *Cumulative	93%*	89%*	83%*		

School Improvement Plan Questionnaires – Children’s Views March 2019

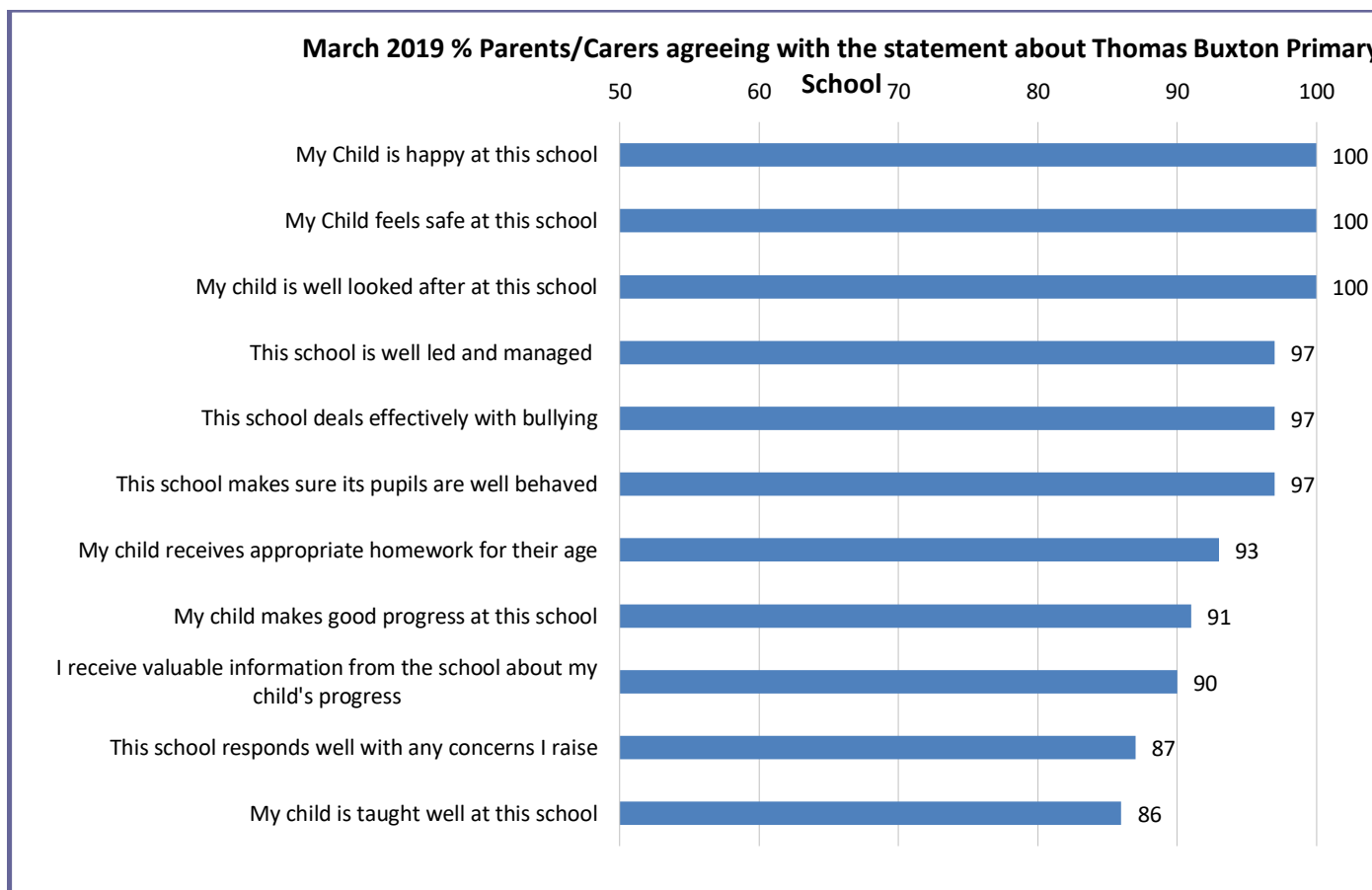


Key Priorities and Link to UNCRC Articles: 29 Every child has the right to be the best they can be.

- Revisit Anti-Bullying awareness work
- Review Pupil Voice Opportunities
- Review PHSE scheme of work



School Improvement Plan Questionnaires – Parents and Carers Views March 2019

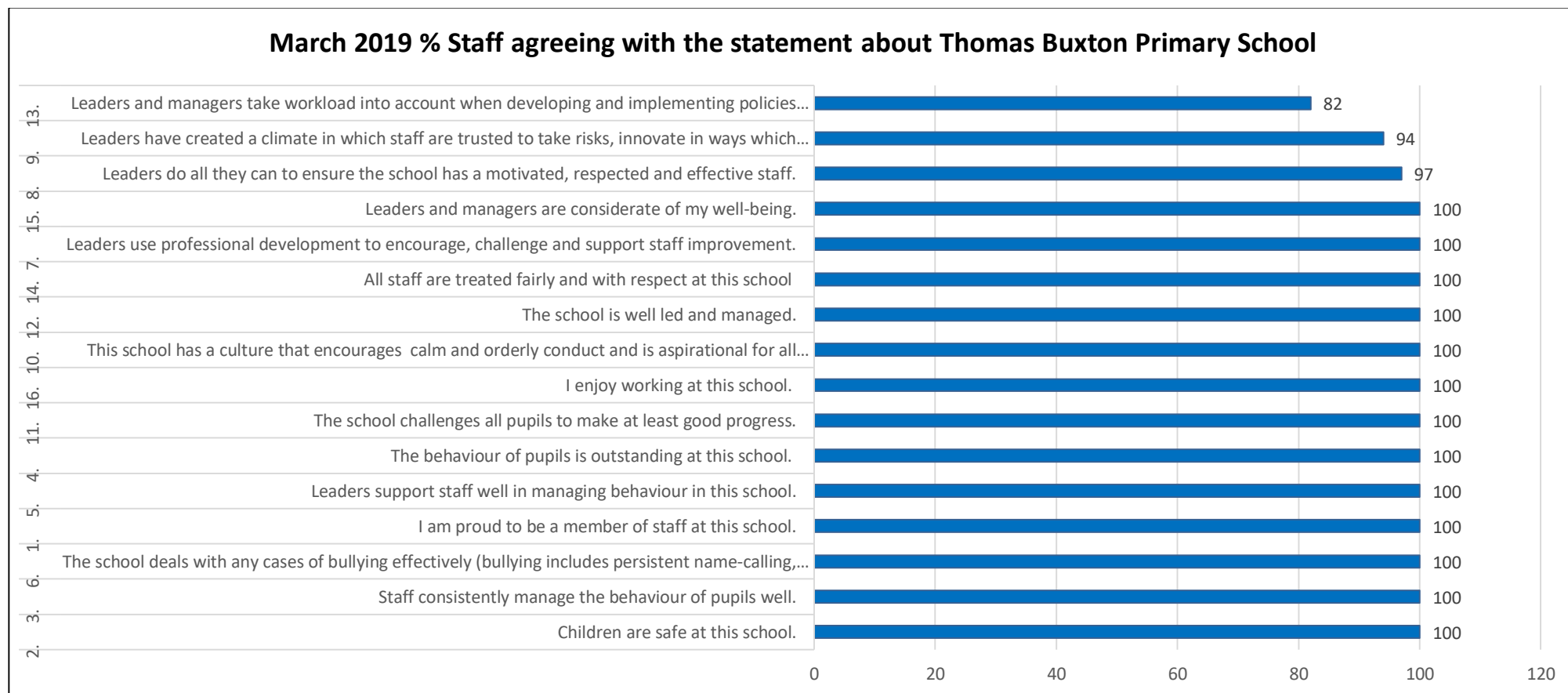


Key Priorities and Link to UNCRC Articles: 29 Every child has the right to be the best they can be

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



School Improvement Plan Questionnaires – Staff Views March 2019



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

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



Abbreviations used:

AfL - Assessment for Learning

AHT - Assistant Head

AWO - Attendance & Welfare Officer

AO - Admin Officer

CPD - Continuing Professional Development

DHT - Deputy Head

DT - Design & Technology

EAL - English as an Additional Language

EMA - Ethnic Minority Achievement

ENGCO - English Leader

EYFS – Early Years (Foundation Stage)

FS - Foundation Stage

G&T - Gifted & Talented

HT - Head Teacher

INSET - In Service Training

KS1 - Key Stage 1

KS2 - Key Stage 2

L1 - Level 1

LA - Local Authority

LBTH - London Borough of Tower Hamlets

LT - Leadership Team

LMT – Leadership and Management Team

NCSL - National College of School Leadership

NPQH - National Professional Qualification for Headship

PE - Physical Education

PM - Performance Management

PM - Premises Manager

PSHE - Personal, Social & Health Education

RE - Religious Education

RRSA – Rights Respecting Schools Award

SATs - Standard Attainment Tests

SBM - School Business Manager

SEF - School Evaluation Form

SEN - Special Educational Needs

SENCO – Special Educational Needs Leader

SIP - School Improvement Partner or School Improvement Plan

SLT - Senior Leadership Team

TA - Teaching Assistant

Y1 - Year 1

Y2 – Year 2

Y3 – Year 3

Y4 – Year 4

Y5 – Year 5

Y6 –Year 6

*All other abbreviations are the initials of staff members

Grade Descriptors for the Quality of Education (Ofsted Section 5 Inspection Handbook Sept 2019)

Note: Some sections of the criteria appear in [square brackets] below. This is to mark that they are transitional only, because we recognise that not all schools will have had the opportunity to complete the process of adopting or constructing their curriculum fully by September 2019. We will review these bracketed sections before September 2020 to decide whether they should be deleted.

Outstanding (1)

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

In addition, the following apply.

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

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

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.]
- The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.]
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.]
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.] The school’s aim is to have the EBacc at the heart of its curriculum, in line with the DfE’s ambition, and good progress has been made towards this ambition.

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

School Goal 1 - Quality of Education

Lead: Claire Redpath (DHT)

Our curriculum ensures that children are equipped with the knowledge and cultural capital to succeed as learners.

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

Objectives

- a.) To clarify the curriculum intent, implementation and impact so that children’s knowledge and skills are built upon over time.
- b.) To further develop children’s cultural capital.

Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	When? Who? <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>a.) To clarify the curriculum intent, implementation and impact so that children’s knowledge and skills are built upon over time.</p>	<p>Intent</p> <ul style="list-style-type: none"> • Construct a curriculum intent statement for TBP. Outline the goals for what we want our children to achieve from EY to KS2 during their time at TBP. <p>Implementation</p> <ul style="list-style-type: none"> • Focus staff training on Chris Quigley curriculum design and cognitive load theory to underpin curriculum mapping. • Review, evaluate and adapt the (LTP long term and MTP medium term) curriculum map each half term for each stage in the school (EY through to KS2). • DHT to meet with class teachers half term to clarify pitch, breadth and outcomes in MTP meetings. • DHT to meet with subject leaders and year groups to clarify end of year expectations for both year group and subjects. • HT/DHT meet with postholders to review and adapt action plans against school goals • Review and create Knowledge Organisers for each theme (Y1-Y6) and support staff to implement effectively. • Maintain knowledge of requirements through DfE publications, Local Authority training and the Ofsted Inspection Framework. • Each Subject Lead/Postholder to ensure that the curriculum is appropriately resourced for their area of responsibility. Resources should be audited, stored and labelled for effective use by staff and children. <p>Impact</p> <ul style="list-style-type: none"> • Review all Curriculum and Assessment policies and support staff to implement. 	<p>Autumn 2 2019/20 DHT and LMT</p> <p>Autumn 1 PDM Focus</p> <p>Half Termly Meetings DHT and LMT (Subject Leaders) and Class Teachers</p> <p>Termly</p> <p>Termly</p> <p>Ongoing DHT and LMT</p> <p>Autumn 2 2019/20</p> <p>Spring Term 2020</p>	<p>£200 design fee for visuals</p> <p>CPD budget £10 000 THEP SLA £5000</p> <p>PPA Budget</p> <p>Leadership time</p> <p>NA/CPD Budget – THEP SLA</p> <p>Assessment budget £500</p> <p>Budget Requests for current financial year and for 2020/21</p>	<ul style="list-style-type: none"> • Staff, children and stakeholders are clear about the aims and goals of the curriculum at TBP. • Outcomes over time across the curriculum are of a high quality and progression across year groups and subjects across school is evident. • Children build on previous learning and make connections both within and across the curriculum. • Children’s knowledge is built up over time allowing them to apply this in a range of ways to develop their skills. • Statutory assessments in EYFS, Year 1, Year 2, Year 4 and Year 6 are in line with Government and Local Authority requirements and are adhered to by all staff. • There are appropriate resources to support children’s learning which can be accessed easily by staff. The curriculum is resourced and managed without financial or environmental wastage. • All staff have clear understanding of children’s attainment and progress both as a cohort and for children individually.

Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	When? <i>Who? Term/Year</i>	Resources Costs <i>Budget Code CFR</i>	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
<p>Contd.</p> <p>a.) To clarify the curriculum intent, implementation and impact so that children’s knowledge and skills are built upon over time.</p>	<p>Impact (Contd)</p> <ul style="list-style-type: none"> DHT and LMT to Support Phase Leaders and teachers to prepare for statutory assessments <ul style="list-style-type: none"> EYFS GLD Year 1 Phonics Year 2 SATS Year 4 MTC tests Year 6 SATS Develop teachers’ knowledge of expectations at each point in the Key Stage (or EYFS) and assess against the relevant National Curriculum frameworks and descriptors. Implement PiXL assessment system across the school and adapt curriculum as necessary to facilitate “closing the gap catch-up”. Review and evaluate. Implement the assessment for learning tool Eexat in EYFS to manage ongoing formative and summative assessment in Early Years Foundation Stage. Embed assessment of children’s wellbeing and involvement using the Leuven Scales both in EYFS and across the school for children where appropriate. Review and evaluate curriculum mapping with children, staff and parents. Link to SIP Questionnaires and other consultation opportunities. 	<p>Autumn Term 2019 and Review Termly as per Assessment Calendar DHT and SLT</p> <p>Autumn 2 and Summer 2</p> <p>Spring 1 2019/20</p> <p>Autumn 2019 to Summer 2020</p> <p>Summer 2020 EYFS Lead</p> <p>Summer Term 2020</p>	<p>PiXL SLA £3000 annual subscription</p> <p>£850 EYFS</p>	<ul style="list-style-type: none"> The Leadership and Management Team and Governors have a clear knowledge of strengths and areas for development across school. Robust moderation within school and externally ensures that teacher assessment and judgement is accurate. PiXL supports staff in identifying and closing gaps. Curriculum is bespoke to classes so all children have the best opportunity to make rapid and sustained progress. Summative and formative assessments are used together to track progress and set challenging targets. Teachers are able to use Eexat to talk about children’s attainment and progress, their next steps and any gaps in learning which need to be addressed Interventions in place to support children who are assessed as having low wellbeing or involvement. Children who present as happy, well and deeply absorbed in their learning. Assessments which show children’s wellbeing and involvement have been raised. Curriculum maps and schemes of work are amended and updated where necessary.
<p>b.) To further develop children’s cultural capital.</p>	<ul style="list-style-type: none"> Determine what cultural capital means and its relevance in terms of the context of our school community. Review opportunities for developing cultural capital within the LTP and MTP for each curriculum subject area. Add statement to curriculum intent documents. Identify opportunities for developing cultural capital in the range of enrichment opportunities across the school year. (Whole School and Year Group learning.) Review Enrichment Passports. Support staff in planning opportunities to access year groups expectations. Review partnerships with all external agencies to identify opportunities for extending enrichment activities within the curriculum and outside of school hours learning . 	<p>SLT Autumn 2 DHT and Postholders</p> <p>DHT and Postholders Spring 1 2019/20 Spring 1 2019/20</p> <p>DHT and Pathways Support</p>	<p>£200 design budget</p> <p>Budget Review 2019/20 and Requests for 2020/21</p> <p>£500 from Humanities Budget</p> <p>THEBP Membership £500</p>	<ul style="list-style-type: none"> Stakeholders are able to articulate what cultural capital means to our school community. They are clear about what they have to contribute within their role in the school community. Children will have access to a wide range of learning opportunities. Staff will be more confident understanding how to build enrichment opportunities into and then embed within the curriculum. The Thomas Buxton curriculum will meet the needs of our children and community as individuals and encourage use of the range of opportunities on offer. Teacher’s pedagogical knowledge will improve and children’s range of vocabulary will increase which will give them access to a wider range of opportunities. Resource collections are in regular use. Planning incorporates available resources, outcomes reflect children’s engagement with these resources.

Grade Descriptors for Behaviour and Attitudes (Ofsted Section 5 Inspection Handbook Sept 2019)

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

Outstanding (1)

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

In addition, the following apply:

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

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

Good (2)

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

School Goal 2 – Behaviour and Attitudes

Leads: Dave Ash (PL) and Amelia Chau (PL)

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

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.

- Objectives**
- a.) To broaden children’s understanding of the differences within our school and the wider community.
 - b.) To develop greater resilience in children when faced with challenges in their learning.

Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	When? Who? <i>Term/Year</i>	Resources Costs <i>Budget Code CFR</i>	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
<p>a.) To broaden children’s understanding of the differences within our school and the wider community.</p>	<ul style="list-style-type: none"> • Ensure that the Rights Respecting language and ethos is embedded across the school, within the curriculum and reinforced in all interactions between staff and pupils • Host school elections to teach children about democracy. Council representatives to be involved and each class to be taught age appropriate content during day. • Monitor the delivery and frequency of P4C lessons to ensure that P4C remains embedded in TB learning culture • Develop a long term plan for P4C across the school to ensure broad representation of cultures and community. • Identify opportunities to develop citizenship skills across the curriculum including in assemblies. Track and evaluate the opportunities. • Review and update weekly themes and reflections to align with PHSE scheme of work • Implement The Global Teacher Award training for school staff to broaden children’s understanding of differences within the local area and in a global context. • Embed oracy through the curriculum to enable children to connect local and global issues. Map out whole school oracy themes • Work with E1 Schools to develop confidence and understanding of models of debating. Investigate a variety of strategies taken from ‘Transform Teaching and Learning in Teaching’ by Amy Gaunt and Alice Stott. • Ensure there is a broad and diverse representation of cultures in curriculum resources and coverage. • Develop links with international school through connecting classrooms project with British Council • Participate in Abraham project to learn about and celebrate differences in local community. Seek similar projects. 	<p>DA/AC Autumn 2 2019/20</p> <p>Autumn 1 2019/20</p> <p>Autumn 2 2019/20</p> <p>Spring 1 2019/20</p> <p>Spring 1 2019/20</p> <p>Autumn 1 2019/20</p> <p>Spring Term 1 2019/20</p> <p>English Team/Post holders and DHT</p> <p>DHT/DA/AC and Postholders Summer 1 2019/20</p> <p>Humanities Lead/Postholders Summer 2 2019/20 Humanities Lead</p>	<p>CPD Budget £10 000 (Including SAPERE P4C training/UNCRC)</p> <p>£500 PHSE Scheme</p> <p>£200 Allocation</p> <p>Budget Requests 2020/21</p> <p>£400 allocation</p>	<ul style="list-style-type: none"> • Children play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. • Children will be empowered to have a stronger voice and be better able to articulate their aspirations and understanding. • Teacher’s knowledge of global issues and how to plan these within the curriculum will develop and improve. • Children’s knowledge of local and global issues will develop and improve. • Children will become more aware and articulate of global issues which could impact on their local lives. • Children will have access to a diverse range of resources. • Children are able to more readily consider more than one point of view • Children will understand that they are not just part of a school community but that they are global citizens. • Pupils will treat others with respect, empathy and understanding and differences will be celebrated.

Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	When? <i>Who?</i> <i>Term/Year</i>	Resources <i>Costs</i> <i>Budget Code</i> <i>CFR</i>	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
<p>b.) To develop greater resilience in children when faced with challenges in their learning.</p>	<ul style="list-style-type: none"> Review and amend the PHSE scheme of work as part of the curriculum map review (link to SG2 and RSE 2020 planning) Include framework for Character Education linked to PiXL Define TBP Anti-Bullying message through the establishing curriculum and through focus week activities. Link to PHSE scheme and P4C work and with School Ambassadors. Establish Peer Mediators who are visible and effective in the playground in supporting peers with conflict or positive playtimes support, Postholders to work with teachers to ensure that children are active learners and that lessons are planned appropriately to facilitate this across the curriculum. Define and clarify what greater depth and depth in learning looks like across the curriculum. Support postholders in identifying what it means for children at each stage of the Key Stage and within the Early Years Foundation Stage. Identify specific resilience enrichment opportunities within the curriculum map and as additional learning opportunities. Through P4C and PSHE lessons, teach children clear definition of bullying and discuss strategies to deal with conflict. To be included in P4C long term planning. Define and implement a school designed project to promote growth mindset principles across the curriculum. Postholders to support teachers to plan lessons which develop resilience and independence within more open-ended investigations and problem-solving focussed planning. Monitor and evaluate through monitoring cycle but also through pupil and parent voice opportunities. 	<p>AC/DA/DHT Spring 2 confirm for implementation September 2020</p> <p>DA/AC Autumn 2</p> <p>DH (UPR) Autumn 2</p> <p>AC/DA/DHT Spring 1</p> <p>AC/DA/DHT Autumn 2 2019/20</p> <p>AC/DA/DHT Spring 2 2019/20</p> <p>Class Teachers and DA Termly</p> <p>UPR Teacher Wider Responsibility</p> <p>Postholders Spring Term 2019/20 DA/AC/DHT</p> <p>Summer Term</p>	<p>£500 PHSE Scheme</p> <p>PPA/Leadership Release Time</p> <p>£500 (Budget Requests 2020/21)</p> <p>PPA/Leadership and Management Time</p>	<ul style="list-style-type: none"> Children will be more motivated to keep trying if they are not immediately successful at a task and resilience will become valued and embedded in daily classroom practice. Pupils will actively seek to challenge themselves further both inside and outside of the classroom and be proud of their accomplishments, however small. Teachers have an improved understanding of what depth in learning looks like in outcomes and how to plan effectively in lessons and across units of work. The curriculum map reflects how resilience and character development are interwoven through subjects and as discrete learning. Teachers and children are skilled and confident in holding P4C sessions which challenge and promote children’s critical thinking skills. Children, parents and staff are confident in talking about the attributes of having a growth mindset in learning and beyond schools.

Grade Descriptors for Personal Development (Ofsted Section 5 Inspection Handbook Sept 2019)

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

Outstanding (1)

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

In addition, the following apply:

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

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

Good (2)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

School Goal 3 - Personal Development

Lead: Stefan Marseglia (PL) and Jos Harvey (PL)

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

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

- Objectives**
- a.) To develop children’s understanding about positive relationships and respect for others.
 - b.) Ensure that the enrichment offer is effective in supporting character development for all children.

Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	When? <i>Who? Term/Year</i>	Resources <i>Costs Budget Code CFR</i>	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
<p>a.) To develop children’s understanding about positive relationships and respect for others.</p>	<ul style="list-style-type: none"> • Review the current PSHE curriculum. Clarify the intent of our PSHE curriculum and implement a new or redesigned scheme. (Link to School Goal 2). • Ensure that RSE Statutory Guidance is implemented and that the RSE Scheme of Work is understood and shared with all stakeholders. • Review and update weekly reflections and ensure that staff are using effectively. Monitor delivery of daily act of collective worship through slides and assembly acts of reflection. • Revisit the use of zones of regulation throughout the school. Provide training for new staff where required. • Online safety to be discussed in every computing lesson- Key Stage slides to be used to ensure consistency in areas covered. • Raise awareness of online safety issues that are arising through growth of technology with parents (e.g. cha features on popular gaming apps). Host termly sessions, make information available on parents board and in the office. Important or urgent issues to be communicated via newsletter. • Online safety resources displayed prominently around school with consistent rules and language. • Postholders to review and replenish resources (where applicable) which reflect themes from PHSE and RSE Schemes. Ensure that the diversity of relationships and communities are reflected as broadly as possible). 	<p>HT/DHT/SM /JH Spring Term 1 2019/20</p> <p>Summer 2 2019/20 for September 2020 implementation</p> <p>HT/DHT/SM /JH Spring Term 2 2019/20</p> <p>SENCO Spring Term 1 2019/20</p> <p>DA Termly Monitoring 2019/20</p> <p>DA Termly Monitoring 2019/20</p> <p>DA Termly Monitoring 2019/20</p> <p>Summer 1 and Summer 2</p>	<p>£500 PHSE Scheme £300 resources</p> <p>Budget Requests 2020/21</p> <p>Budget Allocation 2020/21</p>	<ul style="list-style-type: none"> • The PSHE curriculum will meet the needs of our children in world and meet the statutory requirements expected by the Government (including expectations for teaching RSE). • There is a shared understanding of the weekly themes for reflection which allow children and staff the opportunity to think deeply and engage with the PHSE curriculum and the school values in a meaningful way. • All teaching staff using language of RRS in teaching and other interactions with children. • Online safety is discussed weekly. Pupil voice shows knowledge of all areas (content, conduct, consent) from children. • Parent questionnaires shows a greater awareness of online safety issues. • Children will be able to clearly articulate online safety advice in pupil voice meetings.

Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	When? Who? <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>b.) Ensure that the enrichment offer is effective in supporting character development for all children.</p>	<ul style="list-style-type: none"> • Audit and review the before and after school club enrichment offer. Clarify strengths in provision and work with postholders to identify further development opportunities. • Review and develop the enrichment offer for SEND children and their parents • Monitor the quality of provision at before and afterschool clubs so that it is of a consistently high standards. Provide CPD to those staff who need support. • Audit and improve provision for enrichment opportunities during lunchtimes in all phases of the school. • Carry out pupil voice consultation to identify what children want and need during playtimes. • DHT to work with all postholders to subject leaders to identify drivers for all subjects and enrichment opportunities to deepen learning and support character development. • Ensure that links with external partners (Business Partners and other providers) offer opportunities to extend children’s knowledge and understanding of the wider world. (Link to curriculum map LTP and MTP) • Engage the Primary Futures company to develop this year’s World of Work event. Primary Futures to deliver workshops to students in July to build character development and to challenge stereotypes. 	<p>DHT/PE Lead and all Postholders Autumn 2 2019/20</p> <p>SENCO Spring 1 2019/20</p> <p>DHT/LMT Autumn 2 2019/20</p> <p>DHT/Phase Leaders Spring 1 2019/20</p> <p>Phase Leaders Spring 1 2019/20</p> <p>Commence Autumn 1 2019/20 and link to MTP Reviews</p> <p>Spring 2 DHT/Postholders 2019/20</p> <p>Summer 2 SM 2019/20</p>	<p>£3000 of Sports Premium for Sports Activities</p> <p>£300 SEND Budget</p> <p>£5000 for Playpod Children’s Scrapstore resources and training.</p> <p>Budget Requests for 2020/21</p> <p>PPA and Leadership release time.</p> <p>£500 THEBP SLA</p> <p>£500 Events Budget Allocation for 2020/21</p>	<ul style="list-style-type: none"> • The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. • There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. • The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school’s offer. • The way the school goes about developing pupils’ character is exemplary and is worthy of being shared with others.

Grade Descriptors for Leadership and Management (Ofsted Section 5 Inspection Handbook Sept 2019)

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

Outstanding (1)

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

In addition, the following apply:

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

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

Good (2)

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

School Goal 4 – Leadership and Management

Lead: Lorraine Flanagan (HT)

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

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.

- Objectives**
- a.) To consistently build on the subject, pedagogical and pedagogical subject knowledge of all staff over time.
 - b.) To further improve wellbeing for all parts of the school community, including consideration of workload.

Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	When? <i>Who? Term/Year</i>	Resources <i>Costs Budget Code CFR</i>	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
<p>a.) To consistently build on the subject, pedagogical and pedagogical subject knowledge of all staff over time.</p>	<ul style="list-style-type: none"> • Review and develop CPD tracker for all groups of staff so that there is consistency in CPD offer for all. Ensure that all CPD matches school needs as well as the professional interests of staff. • Review model for staff training through PDMs so that there is greater continuity in the training offer to whole staff team. Ensure that training plan for EYFS/KS1 & 2 as well as all support staff is planned to match school and staff development needs. • Implement full range of resources on PiXL for teaching and support staff. • Implement Chris Quigley curriculum design principles so that all staff are aware of the curriculum drivers for intent, implementation and impact. • Ensure that knowledge organisers are used effectively by children and staff. • Ensure that opportunities for partnership teaching and peer to peer support are embedded throughout the Termly PDP and Teaching/Learning Review Days. • Develop engagement in the THEP External Review (Peer to Peer) model by all staff in the school as well as SLT. • All postholders to audit subject knowledge and subject pedagogy confidence amongst all staff groups across the school. Liaise with CPD lead to coordinate development opportunities. • Review and update staff handbook and induction policy to ensure 	<p>DHT SBM SENCO Spring Term 2019/20</p> <p>DHT/Postholders Autumn 1 2019/20</p> <p>Postholders Spring Term 2019/20</p> <p>DHT/Postholders Autumn Term 2019/20</p> <p>Termly monitoring</p> <p>Termly PDP And Strategy Day</p> <p>Spring Term 1 2019/20</p> <p>Summer Term 2 2019/20</p>	<p>THEP Bronze Support Package £4500 £10000 CPD budget.</p> <p>£3000 PiXL subscription</p> <p>PPA and Leadership Time</p> <p>£300 printing for Autumn 2020/21</p>	<ul style="list-style-type: none"> • Teaching is of a consistently high quality. • Leaders ensure that teachers receive focused and highly effective professional development. Teachers’ subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. • Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. • Monitoring evidences outstanding grade descriptors from the Ofsted Framework. • Areas for development in the quality of education are identified swiftly and interventions are put in place to address needs. • Staff are supported to improve practice through mentoring and encourage to take ownership through coaching. • Judgements about the quality of education across the school are moderated and validated through external and independent reviews.


<p>b.) To further improve wellbeing for all parts of the school community, including consideration of workload.</p>	<ul style="list-style-type: none"> Consult with staff, children and parents about our school vision statement. Identify what elements have been achieved and what future aspirations we may hold for our school. HT and DHT to synthesise all responses to create a succinct Vision 2025 statement which captures the diversity of views. Further strengthen the language of coaching to support conversations within the appraisal and professional development processes. Implement Empowering Leadership through Coaching strategies. Investigate staff sickness absence insurance scheme and wellbeing support package (medical and wellbeing services) Establish a working party with a range of staff to put together an action plan of specific strategies to trial throughout the Autumn and Spring Term 2019/20. Conduct audit of current wellbeing provision for all stakeholders (children, staff and parents). Survey all groups to ascertain current perceptions of school wellbeing and what ideas for further developing awareness and provision the school can implement. Create Wellbeing Policy to outline how the school will promote wellbeing for stakeholders. Include the outcomes of consultation within the policy where relevant. Measure impact of workload reduction with tailored staff, children and parent surveys (SIP Surveys 2019/20) Postholders to consider workload impact when introducing new initiatives and reviewing/updating teaching and learning practice and policy. Use DfE publications and Local Authority guidance to ensure all staff are clear on job description and expectations of their role. To work on further projects with Healthy Schools London to maintain a Gold status for our school. Ensure that PHSE curriculum review encompasses developing children’s mental health and physical wellbeing. Engage parents and carers in the process. 	<p>HT/CoG Summer 2018/19</p> <p>HT Autumn 2 2019/20</p> <p>HT/DHT Autumn 2 and termly 2019/20</p> <p>SBM/HR Autumn 1 2019/20</p> <p>HT Spring 1 2019/20</p> <p>HT Spring 1 2019/20</p> <p>HT Summer 2 2019/20</p> <p>Spring 2 and Summer 2 2019/20</p> <p>LMT Termly review</p> <p>SBM/HR/HT Summer 2 2019/20</p> <p>PE Lead Termly</p> <p>AHT Inclusion Summer Term 2019/20</p>	<p>£4500 for revised Vision/Value Statements materials</p> <p>Estimate £10 000</p> <p>£1500 Sports Premium 2020/21</p>	<ul style="list-style-type: none"> All parts of the school community are clear about our shared goal for our school. It is articulated through direct understanding of the vision and throughout all work in the school. Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. Staff consistently report high levels of support for well-being issues. The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. Parents are engaged in opportunities in school develop their own wellbeing and in support of their children.
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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?
School Goal 4 – Leadership and Management Exceptional leadership and management ensures that staff are well-supported so that high expectations of all pupils are realised. (Article 29)	Model of excellence <ul style="list-style-type: none"> As a school leader, partnership teaching with teaching and support staff is carried out to model good or outstanding lessons for colleagues Model teaching strategies to colleagues – consistently and effectively Ensure that all points for development as identified in feedback are actioned. Develop knowledge of coaching and mentoring as part of partnership teaching work Carry out observations of teaching and learning through teaching and learning review days Maintain awareness through informal day to day dialogue with staff of success and challenges in teaching and learning Ensure that school leaders are a model of excellence by demonstrating all the qualities in the document “Expectations of School Leaders” 	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	<ul style="list-style-type: none"> 100% of all lessons graded as good or better for all staff Development observations (e.g. new members of staff, NQTs, ITT Students) demonstrate improvement over time 100% of planning meets the needs of all pupils –; opportunities for shared reading, writing; use of writing frames; high quality talk and drama are used regularly; accurate AFL and clear differentiation so that the needs of all learners are met 100% of planning supports all staff within the setting / year group. Planning, teaching and learning is consistent
	Monitoring and Accountability <ul style="list-style-type: none"> Monitor children’s outcomes and provide effective feedback which highlights strengths and areas for development Monitor planning and provide effective feedback that highlights strengths and areas for development: Monitor learning environments Ensure that all points for development as identified in feedback are actioned. Monitor data termly - SIMs data and (ASP/Data Dashboard) Underperforming groups are identified and actions for curriculum and additional support put in place. 	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	<ul style="list-style-type: none"> 100% of all books / profiles are deemed to be good or outstanding. Books show excellent progress over time Marking is consistently of a very high quality: focussed, diagnostic questioning that aids improvement Work is presented to a high standard/children share teachers high standards 100% of teachers adhere to the learning environment policy: consistently organised to enable children to operate independently
	Financial Planning <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. 	Termly as identified in the PDP Feb/October	Leadership and Management Time * Additional Cover as requested £180 per day.	<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.
	CPD and Induction <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. 	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	<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 SIP and contribute to school self-evaluation (SEF) 	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	<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 	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	<ul style="list-style-type: none"> School leaders are aware of changes in education and understanding in pedagogy which occur at a national and global level School improvement work is based on accurate research evidence on effectiveness from national and international sources. Staff are willing to try new approaches but remain evidence focussed in terms of measuring impact
	<p>Consultation (Staff and Pupil Voice) separate section for Parental Engagement</p> <ul style="list-style-type: none"> Review and agree subject/teaching and learning policy document so that all staff and parents are clear about the expectations and procedures within subject/area of responsibility Discussions with children are held as part of teaching and learning review days and other pupil voice opportunities 	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	<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.

Governors - Leadership Team Actions by all Postholders				
Outcome – What? What are we aiming to achieve?	Actions – How? What will happen to achieve the outcome?	When? Term/Year	Resources Costs Budget Code CFR	Success Criteria and Evaluation What will we see when we have achieved the outcome?
<p>School Goal 4 – Leadership and Management</p> <p>Exceptional leadership and management ensures that staff are well-supported so that high expectations of all pupils are realised. (Article 29)</p>	<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 	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	<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

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 Goal 4 – Leadership and Management Exceptional leadership and management ensures that staff are well-supported so that high expectations of all pupils are realised. (Article 29) 	<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 Goal 4 – Leadership and Management</p> <p>Exceptional leadership and management ensures that staff are well-supported so that high expectations of all pupils are realised. (Article 29)</p> 	<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

Grade Descriptors for Inspection of Early Years education in Schools (Ofsted Section 5 Inspection Handbook Sept 2019)

Grade descriptors

Outstanding (1)

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

In addition, the following apply:

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

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
- The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
- The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

Implementation

- Children benefit from meaningful learning across the curriculum.
- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember

long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.

- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children’s needs and promote learning.
- The curriculum and care practices promote and support children’s emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children’s needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child’s learning at home, including detail about the school’s method of teaching reading and how to help their children learn to read.

Impact

- Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.
- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

EYFS Development Plan				
School Goal 1 - Quality of Education			Lead: Jos Harvey	
Our curriculum ensures that children are equipped with the knowledge and cultural capital to succeed as learners.				
<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>Objectives</p> <p>a.) To clarify the curriculum intent, implementation and impact so that children’s knowledge and skills are built upon over time.</p> <p>b.) To further develop children’s cultural capital.</p>				
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>a.) To clarify the curriculum intent, implementation and impact so that children’s knowledge and skills are built upon over time.</p>	<ul style="list-style-type: none"> The EYFS curriculum intent is driven by our understanding of the unique needs of the children in our setting. The vast majority of children in our school have below age-expected communication skills. All new staff members working in EYFS attend will ‘Every Tower Hamlets Child A Talker’ training. Collaborate with UCL on a research project called ‘Talking Time which will involve staff training on oral language development and a communication intervention. Assess children’s wellbeing and involvement using the Leuven Scales. Implement the assessment for learning tool Eexat. 	Summer 2020	£225 (EYFS)	<ul style="list-style-type: none"> Children make rapid progress within the areas of communication and language. Observations show evidence of skilful interaction between adults and children. Children identified through baseline assessment as having low levels of communication and language make accelerated progress. Interventions in place to support children who are assessed as having low wellbeing or involvement. Children who present as happy, well and deeply absorbed in their learning. Assessments which show children’s wellbeing and involvement have been raised. Teachers are able to use Eexat to talk about children’s attainment and progress, their next steps and any gaps in learning which need to be addressed The EYFS setting facilitates best practise for children’s learning and development.
		Autumn 2 2019-20	£0	
		Autumn 2020	£0	
		Summer 2019 – 2020	£850 EYFS (paid)	
		Spring 2019 – 2020	£30 000 (Capital and Revenue)	
	Resources are audited and organised so that all areas of learning in the EYFS are effectively established		£50000	

<p>b.) To further develop children’s cultural capital.</p>	<ul style="list-style-type: none"> • Build the EYFS enrichment offer based around a ‘spiral curriculum,’ understanding that children need to return to experiences again and again to deepen their learning each time and build Characteristics of Effective Learning. • In Nursery classes children will visit the farm every half term and the beach at the end of the year. In Reception, children will visit 3 museums or galleries. They will visit the Soanes Centre once per term. • In Reception classes, children will attend Forest School once per week for half a term each. • We aim to engage parents in our enrichment offer with the intention of making experiences that build cultural capital sustainable beyond our setting. • Many of our children in Nursery attend school part-time. We will work with parents to ensure they know about learning opportunities in the outside area through workshops, links with the Children’s Centre and trips to educational places in the local area. 	<p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the year.</p> <p>Throughout the year.</p> <p>Throughout the year.</p>	<p>£500 (EYFS)</p> <p>£0</p> <p>£0</p> <p>£0</p>	<ul style="list-style-type: none"> • Children gain confidence and curiosity when they visit new settings such as the farm, forest or beach and this in turn develops their Characteristics of Effective Learning and their Understanding of the World. This will be evidenced through the Foundation Stage Profile and end-of-year reports. • Children will have experienced two different settings ‘in depth’ and are able to draw from these experiences through their play. • Children will show strong characteristics of effective learning and meet or exceed the ELG for Understanding the World. • Pick and mix exhibitions as well as interactions with parents indicate an increase in rich experiences being offered to children outside of school. • Parents will complete a survey at the beginning and end of the year which indicate what activities their children take part in when they are not in Nursery.
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School Goal 2 – Behaviour and Attitudes Throughout the school community, difference is valued and nurtured whilst commonalities are identified and celebrated. (Article 29)				
a.) To broaden children’s understanding of the differences within our school and the wider community.	<ul style="list-style-type: none"> In Reception classes , children will learn about a wide variety of different religious and cultural festivals. Their parents and carers will be invited to join in with several. This will build their understanding of different religions and cultures. 	Throughout the year	£0	<ul style="list-style-type: none"> Children indicate an understanding of different religions and cultures – they are aware that different people have different beliefs.
	<ul style="list-style-type: none"> Children gain an understanding that people have different preferences and viewpoints through our Philosophy for Children curriculum. 	Throughout the year	£0	<ul style="list-style-type: none"> Children are able to express their own preferences and viewpoints and begin to explain why. They develop an understanding of their peers preferences and views and both tolerate and celebrate them.
	<ul style="list-style-type: none"> Each day classrooms will have a philosophical ‘big question’ to vote on. Parents and carers will be able to take part too. 	Autumn 2019	£0	
b.) To develop greater resilience in children when faced with challenges in their learning.	<ul style="list-style-type: none"> Children develop Characteristics of Effective Learning such as the motivation to keep on trying, the motivation to complete a task and the ability to focus on an activity through enabling environments and successful interactions with adults. 	Throughout the year.	£0	<ul style="list-style-type: none"> Learning stories and observations show children gradually engaging in longer, extended play ‘projects’ such as building something over hours or days or maintaining a deep interest in something for extended time.
	<ul style="list-style-type: none"> Audit the extent to which challenge is provided through each area of continuous provision and ensure that equipment allows children to challenge themselves, for example, in the ‘bike’ area. 	Autumn 2019	£TBC EYFS	<ul style="list-style-type: none"> Observations show that children are enabled to challenge themselves independently using the resources available.

School Goal 3 - Personal Development				
Access to a wide, rich set of experiences for personal development is beyond the expected and of exceptional quality. (Article 24)				
<p>a.) To develop children’s understanding about positive relationships and respect for others.</p>	<ul style="list-style-type: none"> Teaching about Unicef Rights and frequent reference to children’s rights through our interactions underpin rules and expectations about how we treat other people. Through teaching about children’s right to be safe, children are aware of how they and people in their homes should be treated. They know what to do if they are worried. A ‘Zones of Regulation’ check-in station in each classroom allows all children to non-verbally express how they are feeling. 	<p>Throughout the year</p> <p>Throughout the year</p> <p>Autumn 2019</p>	<p>£0</p> <p>£0</p> <p>£0</p>	<ul style="list-style-type: none"> Children can explain or show through their actions an awareness of how to treat their peers with respect. Children are confident to tell an adult if they are worried about something and they can express their needs. All children, regardless of their speech and language skills, have a way to express their emotions and needs to their key person.
<p>b.) Ensure that the enrichment offer is effective in supporting character development for all children.</p>	<ul style="list-style-type: none"> The intent of the enrichment offer in Early Years is inspired by a spiral curriculum which allows children to revisit different settings and experiences such as the forest, beach, museums or farm and develop Characteristics of Effective Learning such as ‘curiosity,’ the willingness to try new things and the ability to make links. In Reception, children will attend Forest School once per week for half a term each. 	<p>Throughout the year</p> <p>Throughout the year</p>	<p>£500</p> <p>£0</p>	<ul style="list-style-type: none"> Children make accelerated progress in: Characteristics of Effective Learning, Personal Social and Emotional Development and Understanding of the World. Children will show strong characteristics of effective learning and meet or exceed the ELG for Understanding the World.
School Goal 4 – Leadership and Management				
Exceptional leadership and management ensures that staff are well-supported so that high expectations of all pupils are realised. (Article 29)				
<p>a.) To consistently build on the subject, pedagogical and pedagogical subject knowledge of all staff over time.</p>	<ul style="list-style-type: none"> All EYFS Professional Development meetings begin with sharing research literature around EYFS pedagogy. Staff engage in regular discussion about EYFS pedagogy which allows us to be regularly reflecting on our practice and improving it. All staff new to Early Years attend Every Tower Hamlets Child A Talker training. EY Phase Leader to attend EYFS Co-ordinator Forum termly to share best practice and all staff to attend E1 moderation meetings. 	<p>Throughout the year</p> <p>Autumn</p> <p>Throughout the year</p>	<p>£0</p> <p>£225 (EYFS)</p> <p>£0</p>	<ul style="list-style-type: none"> Staff can talk about why different strategies and approaches are implemented and feel confident reflecting on their own practice. Observations show effective interactions between adults and children which develop children’s communication and language skills and move their learning forward. Updates to the EY curriculum and assessment are quickly established in our practice.
<p>b.) To further improve wellbeing for all parts of the school community, including consideration of workload.</p>	<ul style="list-style-type: none"> Assessment tool Eexat improves staff workload by cutting inefficient uses of their time such as printing, cutting and gluing observations into books. Staff maintain a culture of respect by being careful to speak to and about each other professionally at all times. Phase Leader has an awareness that our practice is built on effective interactions with children and these are most frequent and successful when staff are well. Any changes to practice are considered and managed with wellbeing in mind. 	<p>Autumn 2019</p> <p>Throughout the year</p> <p>Throughout the year</p>	<p>£850 EYFS Paid</p> <p>£0</p> <p>£0</p>	<ul style="list-style-type: none"> Staff feel that their time is spent on activities which impact children. We maintain our culture of professional respect. Staff are able to focus on actions which impact children.

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

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

What Children say they like about our school: (Questionnaires 2019)

- They take care of behaviour and make sure we learn.
- They make sure everyone is safe.
- This school does things well like letting us go on trips and take part in fun activities.
- We are one big family.
- Our school is outstanding.

What Parents and Carers say about our school (Questionnaires 2019)

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

Questionnaires 2019

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



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

