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School Improvement Plan Summary 2021 - 2023

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. Our focus for school improvement is on ensuring the continuity of outstanding provision across the school as well as on building upon our successes. We will adapt and complete the work outlined in the previous plan when enforced closure meant that some actions have not been completed.

The ongoing work on curriculum design and outcomes (intent, implementation and impact) will embed best practice 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 Vision and Values

*"We respect each other and we are a caring, sharing school."
Thomas Buxton pupil*



OUR CURRICULUM VISION (Intent, Implementation, Impact)

CURRICULUM VISION AND DRIVERS

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

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

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

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

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

CURRICULUM IMPLEMENTATION

OUR SEVEN PRINCIPLES OF TEACHING & LEARNING

Participation

Praise

Pace

Perseverance

Progress

Purpose

Passion

Behaviour and Safety

Challenge and Expectations

Engagement and Enthusiasm

Resources and Time

Assessment

Progress and Standards

HOW WE IMPLEMENT THE CURRICULUM

- Curriculum coverage is mapped carefully across year groups and phases to ensure that all National Curriculum objectives are taught.
- Medium Term plans are adapted half termly to ensure concepts and objectives are revisited as needed by each class.
- Year group themes (termly or half termly) allow for meaningful links to be made across curriculum subjects.
- Knowledge Organisers for each theme provide children with the correctly pitched subject knowledge for their year group.
- Enrichment opportunities are used effectively to deepen and broaden the curriculum offer for children and to engage families.
- Subjects are taught discretely.
- English and Maths are taught in the morning and foundation subjects are taught in the afternoon.
- Core subjects, Science, MFL and P.E. are taught weekly. Other National Curriculum subjects are taught over a week or two week block.
- Key Stage Two classes are taught by a specialist Spanish teacher once a fortnight. Year 3 and Year 4 have weekly recorder lessons.
- Lesson aims and success criteria are shared with the children so they know what they are learning and why.
- Activities are differentiated and assessment is used throughout the lesson to scaffold or challenge as needed.
- Teaching points are modelled and children are given the opportunity to work independently.
- Teachers work with individuals and groups to ensure all children can access learning from their own starting point.
- Misconceptions are identified in planning and addressed in lessons. Prior learning is discussed with the children.
- There is an effective balance between teacher and pupil talk.
- Read, Write Inc Phonics is taught from Nursery through Key Stage One.
- Each class carries out three P4C enquiries each half term.

CURRICULUM IMPACT

Impact on Children

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

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Impact on Attainment and Progress

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

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

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

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

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

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

Evaluation of our Curriculum

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

Reading and language development is embedded across all subjects.

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

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

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

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

Evaluation of our Impact on our World

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

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

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

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

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



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 2021—2023

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

1. Quality of Education

Difference is valued and nurtured whilst commonalities are identified and celebrated.

2. Behaviour and Attitudes

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

3. Personal Development 4. Leadership and Management

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



A place of learning,
laughter and friendship



Thomas Buxton
Primary School
Learning Together

Context for School Improvement Plan (SIP) 2021 - 2023

The starting point for this plan was a review of the previous School Improvement Plan 2020 - 2021 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) wider consultation was not possible in the last school year. The SIP consists of a detailed Action Plan for the current financial year 2021 - 2022 alongside the school years 2021 - 2023. We are able to plan ahead for the financial year and align the budget to the current school goals.

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

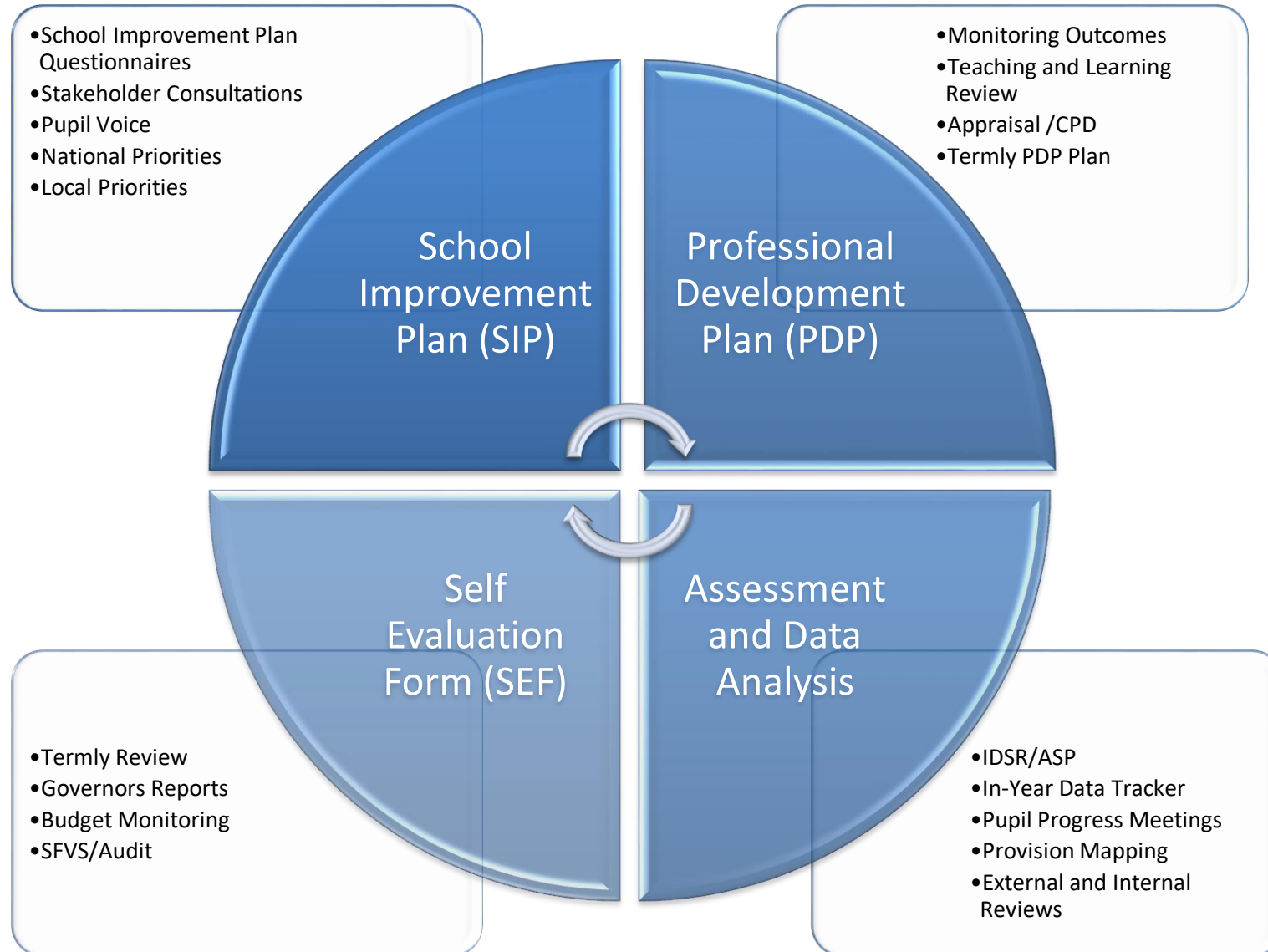
This plan sets out the strategic direction for school improvement work during this school year. However, it is considered within the context of the previous year's plan and may refer to planned actions in the next school year and beyond. The plan will be reviewed in January and November of each year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

Timeline	Event	Action
January 2021	Budget Review	Analyse Financial Monitoring 2020/21 against SIP 2020/21 Consult through School Improvement Plan Questionnaires 2021
April 2021	Budget Setting	Analyse Financial Planning 2021/22 against SIP 2020/21
September 2021	School Goals Setting	SIP 2020/21 evaluated and used to formulate new school goals for 2021/22. Action Plans created by postholders
November 2021	School Improvement Plan	Agreed by Governors and published for all stakeholders
January 2022	Budget Review	Financial Monitoring 2021/22 against SIP 2021/22 School Improvement Plan Questionnaires
April 2022	Budget Setting	Analyse Financial Planning 2022/23 against SIP 2021/22 and agree budget for 2022/23

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 (Not available 2020/21)
- ◆ Analysis of ASP 2018/19 (Not available 2020/21)
- ◆ 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%

Overview of Outcomes for Pupils – EYFS & KS1					
	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%*		

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

School Goal 1: Grade Descriptors for the Quality of Education (Ofsted Section 5 Inspection Handbook Sept 2021)

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. We (Ofsted) intend to review whether these transitional arrangements are still needed in March 2022.

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.

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, and are making any necessary amendments in response to the pandemic.]
- 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, and are making any necessary amendments in response to the pandemic.]
- 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 where this applies, 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, including for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the


pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- 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 and those at the early stages of reading 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 the work pupils produce.
- Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.



School Goal 1 : Quality of Education		Goal Lead : Claire Redpath (DHT)		
<p>Children are equipped with the knowledge and cultural capital to succeed as learners.</p> <p>UNCRC Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> 				
Outcome What? What are we aiming to achieve?	Actions – How? What will happen to achieve the outcome?	Success Criteria What will we see when we have achieved the outcome?	Resources Costs Budget Code CFR	When? Term/Year RAG
<p>a.) The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<p>Rubric – (Questioning/Pace/Knowledge Recall/Flex)</p> <ul style="list-style-type: none"> Review TBP Teaching and Learning Rubric with all groups of staff to ensure consistent understanding of whole school framework. Engage peer to peer support for observation and coaching to adapt rubric according to subject and needs of children. 	<ul style="list-style-type: none"> Teaching is consistently of a high quality. 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. 	<p>THEP SLA £4500</p> <p>CPD budget £10 000 2021 - 2022</p>	<p>Autumn Term 2021/2022 Review Termly PDP</p>
	<p>Planning</p> <ul style="list-style-type: none"> Review systems for planning at all levels (long/medium/short term) to ensure clarity in purpose and effectiveness. Support staff understanding of whole school curriculum mapping across subjects and phases. Postholders to link all subject areas to Early Years Foundation Stage Early Learning Goals to show progression into National Curriculum subject objectives 	<ul style="list-style-type: none"> Pupil have made accelerated progress and gaps from the previous year have been addressed as they arise. Pupils are attaining within their age appropriate expectations. 	<p>THEP SLA £4500</p>	<p>Spring Term 2021 /2022 MTP Half Termly Review</p>
	<p>Knowledge Organisers</p> <ul style="list-style-type: none"> Engage staff in research model trialling of effective use of Kos to improve recall of key knowledge in subjects. Adapt Knowledge Organisers according to subject needs where appropriate. Develop use of curriculum building language across all groups in the school. (See John Thomsett framework). 	<ul style="list-style-type: none"> Children's knowledge is built up over time allowing them to apply this in a range of ways to develop their skills. 	<p>Leadership and Management Time (Enhanced PPA Offer)</p>	<p>Autumn Term Implementation 2021/2022 Summer Term Review 2021/2022 Termly PDP Review</p>
	<p>Differentiation (Groupings/HA/Post Covid Classroom)</p> <ul style="list-style-type: none"> Ensure that planning supports teaching and learning at all levels within the classroom. Use Teaching and Learning review opportunities to support professional development for all groups of staff to support effective differentiation. 	<ul style="list-style-type: none"> Outcomes over time across the curriculum are of a high quality and progression across year groups and subjects across school is evident. 	<p>Enhanced PPA Offer (£40K Supply Budget)</p>	<p>Autumn Term 2021/2022 Review Termly PDP</p>
	<p>Basic Skills (Mapping out and Implementing)</p> <ul style="list-style-type: none"> Identify core subject knowledge in each subject area and ensure that coverage across year groups and phases is accurate. Review spiral curriculum coverage and review of core subject knowledge and adapt mapping accordingly. 	<ul style="list-style-type: none"> Outcomes over time across the curriculum are of a high quality and progression across year groups and subjects across school is evident. Children build on previous learning and make connections both within and across the curriculum. 	<p>Chris Quigley Curriculum Mapping £1000</p>	<p>Spring Term 2021/2022 MTP Half Termly Review</p>
	<p>Outcomes – (Pitch and Expectation)</p> <ul style="list-style-type: none"> Subject Leads to update subject portfolios showing Age Related Expectations for outcomes at each point in the school. Engage with external moderation to ensure that expectations are pitched correctly at each point in the school (allowing for Covid closure gaps where appropriate). Ensure that teaching is pitched correctly for all groups of children within the classroom including those ready for challenge within Greater Depth. 	<ul style="list-style-type: none"> 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. Monitoring evidences the outstanding grade descriptors from the Ofsted Framework. The quality of education across school is moderated through external and independent reviews. 	<p>THEP SLA £4500</p>	<p>Summer Term 2021/2022 Termly PDP Review</p>

b.) Assessment in all forms is used purposefully to close gaps and accelerate progress	<u>PiXL (Closing the Gaps)</u> <ul style="list-style-type: none"> PiXL systems are used fully to inform and adapt short term planning as part of teachers' ongoing assessment for learning tools. Review and streamline systems for recording assessment information so that staff workload reflects what is most effective in planning at all levels (short/medium/long term). 	<ul style="list-style-type: none"> PiXL supports staff in identifying and closing gaps responsively . The 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. 	PiXL SLA £2500	Autumn Term 2021/2022 Review Termly PDP
	<u>Covid Catch Up</u> <ul style="list-style-type: none"> Ensure that Covid Catch Up Premium resources are accurately identified and utilised across all stages of the school. Teachers to link assessment at each point in the term to children's prior year group curriculum to identify gaps in understanding. 	<ul style="list-style-type: none"> Gaps closed in children's understanding and skills between assessment points according to their starting points. There is accelerated progress where children have fallen behind in learning due to Covid closures. 	School Based Tutoring for 2021/2022	Autumn Term 2021/2022 Review Termly PDP
	<u>Statutory Assessment</u> <ul style="list-style-type: none"> Support Phase Leader and teachers to prepare for statutory assessments <ul style="list-style-type: none"> EYFS Reception Baseline Assessment Year 1 Phonics Year 2 Phonics (Nov 2021) Year 2 SATS Year 4 MTC tests Year 6 SATS Develop teachers' knowledge of statutory assessment expectations and assessing against the relevant (interim or final) frameworks and descriptors. 	<ul style="list-style-type: none"> The statutory assessments in EYFS, Year 1, Year 2, Year 4 and Year 6 are carried out in line with Government and Local Authority requirements. 	Assessment budget £500	Autumn Term 2021/2022 Review Termly PDP
	<u>Assessment Tracking System (Switch from SIMS to another system)</u> <ul style="list-style-type: none"> Prepare and implement the migration from SIMS as an assessment tool to Arbour (Spring Term 2022) Review the cycle of assessment across the term and the year to ensure teaching is responsive and closes any identified gaps. 	<ul style="list-style-type: none"> Assessment systems are purposeful and support teaching and learning at all points in the term and school year. Information is used effectively by class teachers to inform pupil progress meetings as well as for preparing for all key transition points, 	£5000 MIS Migration Arbour (3 Year Plan)	Spring Term 2021 /2022
	<u>Teacher Assessment</u> <ul style="list-style-type: none"> Audit understanding of Assessment for Learning across teaching and support staff. Link to work on retrieval and curriculum mapping across all subject areas. Create and update TBP Assessment Policy to reflect changes to school systems and consistency in practice across the school. Support SENDCO in reviewing integration of updated SEND assessment framework with school systems. 	<ul style="list-style-type: none"> There is a clear progression of discipline specific skills Gaps in teacher knowledge and skills are addressed. Curriculum Leaders have a clear picture of standards in their subject area(s) Staff are using assessment information responsively to inform teaching 		Autumn Term 2021/2022 Review Termly PPM Termly Monitoring Plan

School Goal 2: Grade Descriptors for Behaviour and Attitudes (Ofsted Section 5 Inspection Handbook Sept 2021)

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, fair and highly effective action to support them to succeed in their education.

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 pupils' behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Fixed-term 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 (see [statutory guidance on school exclusion](#)).
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.



School Goal 2 : Behaviour and Attitudes		Goal Lead : Dave Ash (PL and Pupil Voice) and Stefan Marseglia		
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.				
Outcome What? What are we aiming to achieve?	Actions – How? What will happen to achieve the outcome?	Success Criteria What will we see when we have achieved the outcome?	Resources Costs Budget Code CFR	When? Term/Year RAG
a.) The curriculum provides children with experiences of the wider world to help them to understand their city the world they in and their place within it.	Global Learning Project <ul style="list-style-type: none"> Develop Global Learning within the whole-school setting by taking part in a programme of events with an overseas school in Iraq and establish links with another UK school in a different context. Review previous Global Teacher Award programme participants to support in embedding Global Learning into the wider-school curriculum. All Subject Leaders to ensure that a global and local perspectives are included within the curriculum. 	<ul style="list-style-type: none"> Children’s knowledge of the Sustainable Development Goals will deepen. Children will become more confident in articulating these goals, as evidenced through pupil voice. Planning will show that teachers and Subject Leads have an understanding of these goals and how they link to different curriculum areas. The school has achieved the International Schools Award Staff have achieved the Global Teacher Award Level 2 	CPD Budget £10 000 Global Teacher Award International Schools Award	Summer Term 2021/2022 Termly Review and PDP planning
	Enrichment Offer <ul style="list-style-type: none"> Curriculum mapping at all levels to identify high quality enrichment offer through outcomes and links to National Curriculum objectives. DHT and Postholders to review the current offer and opportunities to respond to new resources as they arise are implemented effectively. Review Enrichment Passports. Support staff in planning opportunities to access year groups expectations. To create a SEND enrichment offer. Identify opportunities across the Borough and beyond. Support staff in using the school’s outdoor learning resources to support curriculum enrichment. Audit and evaluate the current OOSHL (Out of School Hours Learning) offer. Identify resources to develop provision. Phase Leaders to review and update the Year Group records of enrichment opportunities to evidence SMSC across the curriculum and pastoral provision Re-establish links with Business Partners as they adjust working arrangements. Implement the offer from the Children’s University as part of the EEF Trial 	<ul style="list-style-type: none"> 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. There is an enhanced offer for all children at TBP. Pupils will be provided a rich variety of different experiences and trips which provide them with equal opportunities as their peers to succeed in life. 	Pupil Premium Grant Sports Premium Grant SEND Costed Provision Map OOSHL Budgetting £300	Autumn Term 2021/2022 Review Spring Term 2021/2022 Implementation
b.) Teaching promotes independence and creativity which empowers children to take greater control of their learning	LORIC (PiXL) – Character Development Implementation <ul style="list-style-type: none"> Implement PiXL’s “Character Development” scheme (LORIC) across the whole-school to support with effective character development for all children. Map links with PHSE/RE and P4C. Review and update the current reflection materials and make clearer links to PHSE/Character Development long term planning. Ensure that UNCRC Articles are updated and relevant to the content for weekly use. 	<ul style="list-style-type: none"> In class and around the school children will be able to demonstrate their Leadership, Organisation, Resilience, Independence and Communication. Staff are using the reflection materials effectively. The school is able to demonstrate its duty to provide a daily act of collective worship which is appropriate to our community. 	PiXL SLA £2500	Autumn Term 2021/2022 Planning Spring Term 2021/2022 Implementation



	<p>Pupil Voice</p> <ul style="list-style-type: none"> • Re-establish the routines for encouraging active pupil participation in all aspects of school life. (School Ambassadors/Circle Assemblies/P4C) • Further embed opportunities for pupil voice to be included at all levels of school planning. (Governors/Strategy Day/SLT/LMT Meetings) • Ensure the calendar for consultation of all groups is updated and implemented within strategic termly planning. • Monitor the prominence and opportunity for independence in daily lessons and ensure that teachers plan explicit opportunities to develop independence. 	<ul style="list-style-type: none"> • Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. • Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. 	<p>Autumn Term 2021/2022</p>
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School Goal 3: Grade Descriptors for Personal Development (Ofsted Section 5 Inspection Handbook Sept 2021)

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, and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Secondary schools prepare pupils for future success in education, employment or training. They use the [Gatsby Benchmarks](#), a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of the Baker Clause. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

School Goal 3 : Personal Development		Goal Leads : Zinath Begum (AHT) and Amelia Chau (LKS2 PL)		
<p>A wide, rich set of experiences for personal development is beyond the expected and of exceptional quality.</p> <p>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</p>				
				
Outcome What? What are we aiming to achieve?	Actions – How? What will happen to achieve the outcome?	Success Criteria What will we see when we have achieved the outcome?	Resources Costs Budget Code CFR	When? Term/Year RAG
<p>a) To become an accredited Mentally Healthy School</p>	<p><u>Mentally Healthy Schools Award</u></p> <ul style="list-style-type: none"> Assign Designated Lead for mental health, draft policy, create improvement plan, identify signposting for community. Engage in Anna Freud Mental Health Lead Training. Developing a school mental health assessment tool. Improve working in collaboration with MH services. Include stakeholders in decision making through links to Consultation Calendar and strategic planning. Re-establish links with THEWS project. Engage support of UPR teachers to contribute to the planning and implementation of the framework. 	<ul style="list-style-type: none"> Mental Health will have a greater profile within the school and pupils will be able to speak about how they feel. Adults will feel empowered to identify mental health needs and how to support others. 	<p>£1000 Accreditation Resources</p>	<p>Summer Term 2021/2022 Accreditation</p>
<p>b) To further increase the range of enrichment opportunities (physical activity, creative and nature based opportunities) which enhance children’s wellbeing.</p>	<p><u>Enrichment Opportunities – (Wellbeing Focus)</u></p> <ul style="list-style-type: none"> Audit current enrichment provision and identify strengths and areas for development. Relaunch Daily Mile and audit provision for children’s Physical Education entitlement. Develop the school grounds to provide further opportunities for Forest School teaching across the curriculum. Focus on active recruitment of girls to sporting events/competitions. Review specialist teaching provision and identify resources for engaging expert teaching. Identify external agencies who can support with pastoral/wellbeing provision at limited or no additional cost. Re-establish connections with local resources (Spitalfields Farm, Rich Mix) to extend the OOSHL offer for children and families. Identify training offer for parents from external agencies or in-school provision to support understanding of child and family wellbeing. Further extend the holiday activity offer through early signposting to LBTH clubs and identifying resources for in-school provision. Monitor the uptake by pupils of the enrichment offer and track through PPM and data reviews. Review and adapt the current pastoral provision map to identify training needs for staff. Link to costed provision map for SEND and pastoral support 	<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. 	<p>Maylim/Selby St Development</p> <p>£30 000 Budget Premises Updates</p>	<p>Autumn Term 2021/2022</p> <p>Spring Term 2021/2022</p> <p>Autumn Term 2021/2022</p>

School Goal 4 Grade Descriptors for Leadership and Management (Ofsted Section 5 Inspection Handbook Sept 2021)

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. This vision has been maintained throughout the pandemic and beyond/during the transitional period.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19 and beyond/during the transitional period.
- 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		Goal 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.				
Outcome What? What are we aiming to achieve?	Actions – How? What will happen to achieve the outcome?	Success Criteria What will we see when we have achieved the outcome?	Resources Costs Budget Code CFR	When? Term/Year RAG
a.) To provide more opportunities for access to formal qualification and accreditation routes across all staff groups	Accredited Training Routes <ul style="list-style-type: none"> Ensure that the school accesses the Apprenticeship Levy to source training at all levels. Encourage teaching staff to apply for funded NPQs. Implement the new ECT training route and support newly qualified teaching staff. Identify funded training routes through the THEP offer and other Local/National Providers. 	<ul style="list-style-type: none"> 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. 	£10 000 CPD Budget £4500 THEP SLA £900 ECT Appropriate Body	Autumn Term 2021/2022
	Support Staff Development <ul style="list-style-type: none"> Review and implement the revised LBTH Support Staff Appraisal Policy Establish peer to peer support for Support Staff Team. Review and amend the Induction Policy to provide more effective support to new staff. Engage NASEN training offer for whole support staff team. Access training support through Business Partners (e.g professional skills/computing/technology/HR support/Business support systems) 	<ul style="list-style-type: none"> 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. 	£350 NASEN Subscription £500 Edukey Subscription £600 THEBP SLA	Spring Term 2021/2022
	Wider Professional Development Offer <ul style="list-style-type: none"> Review and update the CPD offer for all groups of staff to include links to national training routes. Establish tracking of professional development for all groups and link to Equalities Monitoring. Ensure that THEP offer is fully utilised and further develop E1 Schools Partnership subject leads network. Investigate out of Borough provision for network support for curriculum leads. 	<ul style="list-style-type: none"> 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. 	£1000 Publishing and CPD Library	Summer Term 2021/2022

<p>b.) To further improve wellbeing for all parts of the school community, including consideration of workload.</p>	<p><u>Wellbeing Charter</u></p> <ul style="list-style-type: none"> • Commit to implementing the DfE Wellbeing charter. • Establish review of current support provision for staff and workload considerations. • Identify any priorities for work stream review and establish the impact on the quality of education in developing practice. • Identify management policies for review and update accordingly. Ensure that all LBTH Locally Agreed Policies are reviewed and implemented as they are released. • Use DfE publications and Local Authority guidance to ensure all staff are clear on job description and expectations of their role. • Review and update policies related to professional development including the CPD framework. • Support all staff groups using the GROW Model to structure meetings, professional dialogue for target setting, reviewing actions and providing challenge. • Ensure Induction for all new staff is carried out so they are aware of policies, schemes and expectations. Review and update the Induction Policy. • Organise external support to ensure subject and phase leaders are confident facilitating feedback and challenging expectations. 	<ul style="list-style-type: none"> • Staff consistently report high levels of support for well-being issues. • 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 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. 	<p>£10 000 CPD Budget</p> <p>£40 000 Enhanced PPA Offer</p> <p>£500 Communicati ons Updates</p> <p>£1500 Coaching Offer</p>	<p>Autumn Term 2021/2022</p>
	<p><u>Consultation</u></p> <ul style="list-style-type: none"> • Review and adapt the Consultation Calendar to further clarify how all stakeholders are engaged in the decision making processes across the school. 	<ul style="list-style-type: none"> • Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive. 	<p>£3000 Marketing and Branding</p>	<p>Spring Term 2021/2022</p>
	<p><u>Wider Wellbeing Work</u></p> <ul style="list-style-type: none"> • Commission an external Safeguarding Review. Ensure that Governors are fully engaged with the process and understanding the outcomes • Complete the Equaliteach Review and implement recommendations, celebrate the aspects of excellent practice as identified during the review. 	<ul style="list-style-type: none"> • Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. • 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. 	<p>£2000 Safeguarding Training and Review</p>	<p>Spring Term 2021/2022</p>


Leadership and Management - Leadership Team Actions by all Postholders				
Outcome – What? What are we aiming to achieve?	Actions – How? What will happen to achieve the outcome?	When? Term/Year	Resources Costs Budget Code CFR	Success Criteria and Evaluation What will we see when we have achieved the outcome?
<p>School Goal 4 – Leadership and Management</p> <p>Exceptional leadership and management ensures that staff are well-supported so that high expectations of all pupils are realised. (Article 29)</p> 	<p>Model of excellence</p> <ul style="list-style-type: none"> As a school leader, partnership teaching with teaching and support staff is carried out to model good or outstanding lessons for colleagues Model teaching strategies to colleagues – consistently and effectively Ensure that all points for development as identified in feedback are actioned. Develop knowledge of coaching and mentoring as part of partnership teaching work Carry out observations of teaching and learning through teaching and learning review days Maintain awareness through informal day to day dialogue with staff of success and challenges in teaching and learning Ensure that school leaders are a model of excellence by demonstrating all the qualities in the document “Expectations of School Leaders” 	Termly as identified in the PDP	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> 100% of all lessons graded as good or better for all staff Development observations (e.g. new members of staff , NQTs, ITT Students) demonstrate improvement over time 100% of planning meets the needs of all pupils –; opportunities for shared reading, writing; use of writing frames; high quality talk and drama are used regularly; accurate AFL and clear differentiation so that the needs of all learners are met 100% of planning supports all staff within the setting / year group. Planning, teaching and learning is consistent
	<p>Monitoring and Accountability</p> <ul style="list-style-type: none"> Monitor children’s outcomes and provide effective feedback which highlights strengths and areas for development Monitor planning and provide effective feedback that highlights strengths and areas for development: Monitor learning environments Ensure that all points for development as identified in feedback are actioned. Monitor data termly - SIMs data and (ASP/Data Dashboard) Underperforming groups are identified and actions for curriculum and additional support put in place. 	Termly as identified in the PDP	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> 100% of all books / profiles are deemed to be good or outstanding. Books show excellent progress over time Marking is consistently of a very high quality: focussed, diagnostic questioning that aids improvement Work is presented to a high standard/children share teachers high standards 100% of teachers adhere to the learning environment policy: consistently organised to enable children to operate independently
	<p>Financial Planning</p> <ul style="list-style-type: none"> Submit budget bids which link to School Improvement Plan actions. Ensure that finance requests are realistic and meet the needs of children and their learning. Read and understand the school’s Financial Procedures Manual. Review budget spending regularly, checking that all allocations are made against the correct headings. 	<p>Termly as identified in the PDP</p> <p>Feb/October</p>	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> School money is used effectively and meets the needs of children All school procedures for ordering and spending are adhered to. Resources are purchased, used and maintained efficiently. There is no waste or discarding of resources which may be recycled or redistributed.
	<p>CPD and Induction</p> <ul style="list-style-type: none"> Audit of teaching and support staff CPD needs and identify training opportunities both from external providers and internal expertise. Lead CPD through PDM or INSET days for teaching and support staff as identified in PDP 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	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> 100% of staff understand best practise in subject/area of responsibility and demonstrate the skills required to teach effectively New staff are able to meet school expectations quickly Staff are set appropriate targets and provided with appropriate support in order to raise standards of attainment and achievement

	<p>Strategic Planning</p> <ul style="list-style-type: none"> Appraisal discussions / School Improvement Plan Reviews to focus on national standards for career progression and provide CPD opportunities to support those developments for all staff Contribute to school improvement systems such as 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				
<p>Outcome – What? <i>What are we aiming to achieve?</i></p>	<p>Actions – How? <i>What will happen to achieve the outcome?</i></p>	<p>When? <i>Term/Year</i></p>	<p>Resources Costs Budget Code CFR</p>	<p>Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i></p>
<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>
<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"> • 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 Early Years Education in Schools (Ofsted Section 5 Inspection Handbook Sept 2021)

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.

335. 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 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. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the [‘Statutory framework for the early years foundation stage \(applies from 1 September 2021\)’](#), which set out the personal, social and emotional development (PSED) area of learning). 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’s 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 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially 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 7 areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.
- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.



Subject/Area of Responsibility: EYFS Phase Leader		Postholder : Fiona Measures		
<p>Early Year s Vision Statement</p> <p><i>Through the thorough teaching of the Maths curriculum, pupils will become secure and confident Mathematicians and concepts will be built on over time using a solid foundation of knowledge embedded in long-term memory. Pupils will also be able to articulate themselves using mathematical language and reasoning. Teachers will be confident in teaching the Maths curriculum and understand the rationale behind the structure of the curriculum and will feel supported by the Maths Lead as well as by the detailed overviews, resources and support with planning.</i></p> 				
Outcome What? What are we aiming to achieve?	Actions – How? What will happen to achieve the outcome?	Success Criteria What will we see when we have achieved the outcome?	Resources Costs Budget Code CFR	When? Term/Year RAG
<p>School Goal 1: Quality of Education</p> <p>Children are equipped with the knowledge and cultural capital to succeed as learners.</p> <p>UNCRC Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> 				
<p>a.) The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge</p>	<ul style="list-style-type: none"> Work with postholders to ensure that there is clear understanding of the links and progression from Early Years to all National Curriculum subject areas. Focus on oracy skills-use of targeted ‘talking time’ sessions in small groups. All teachers/TAs trained in this by FM. Implement and develop assessment for learning tool Tapestry improving our assessment for learning. Ensure that teaching and planning is responsive to children’s needs. Support teachers in implementing new framework, through carefully designed and planned professional development meetings. Monitor the planning of EYFS to ensure that the implementation of the curriculum is clear so that the impact is visible in pupil outcomes. Release teachers so that they can participate in team teaching across the phase and school to share and observe good practice. Engage with the Tower Hamlets EYFS Leaders and Network meetings to stay abreast with subject, pedagogical and pedagogical subject knowledge. Support maths lead in Implementing th NCETM Mastering Number Programme in Reception 	<ul style="list-style-type: none"> 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. The curriculum and care practices promote and support children’s emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the ‘Statutory framework for the early years foundation stage (applies from 1 September 2021)’, which set out the personal, social and emotional development (PSED) area of learning). Leaders and staff are particularly attentive to the youngest children’s needs. 	<p>£4000 EY Curriculum Budget</p>	<p>Spring Term 2021 /2022 MTP Half Termly Review</p>
<p>b.) Assessment in all forms is used purposefully to close gaps and accelerate progress</p>	<ul style="list-style-type: none"> Develop assessment for EYFS in line with new framework. Embed and develop the use of Tapestry to ensure that staff knowledge of the children is accurate, Moderation meetings (Internal and External) with EYFS staff to ensure consistency Ensure that EYFS assessment is fully integrated into the main MIS transition in Spring Term 2022. 	<ul style="list-style-type: none"> Pupil have made accelerated progress and gaps from the previous year have been addressed as they arise. Pupils are attaining within their age appropriate expectations. Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency. Staff provide information for parents about their children’s progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child’s learning at home, including detail about the school’s method of teaching reading and how to help their children learn to read. 	<p>£4000 EY Curriculum Budget</p>	<p>Autumn Term 2021/2022 Review Termly PDP</p>



School Goal 2 : Behaviour and Attitudes

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.

Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Success Criteria <i>What will we see when we have achieved the outcome?</i>	Resources Costs Budget Code CFR	When? Term/Year RAG
<p>a.) The curriculum provides children with experiences of the wider world to help them understand their city, the world they live in and their place within it</p>	<ul style="list-style-type: none"> Develop Forest School sessions for EYFS/KS1 Make contact with local scout group-promote ‘squirrels group’ Develop Global Learning within the whole-school setting by taking part in a programme of events with an overseas school in Iraq and establish links with another UK school in a different context. Review previous Global Teacher Award programme participants to support in embedding Global Learning into the wider-school curriculum. 	<ul style="list-style-type: none"> 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. There is increased engagement in learning across all areas of the EYFS curriculum. 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. 	<p>£4000 EY Curriculum Budget</p>	<p>Spring term October</p>
<p>b.) Teaching promotes independence and creativity which empowers children to take greater control of their learning</p>	<ul style="list-style-type: none"> Utilise current research evidence for effective use of the Outdoor Area to promote independent learning in the EYFS. Support other year groups in promoting independence and creativity-join in with MTP and weekly planning meetings in other phases. Make links with PiXL (LORIC) Character Development so that the language is familiar to staff and children at the right time. 	<ul style="list-style-type: none"> Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. 	<p>£4000 EY Curriculum Budget</p>	<p>Half termly As required</p>





School Goal 3: Personal Development.

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

Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Success Criteria <i>What will we see when we have achieved the outcome?</i>	Resources Costs Budget Code CFR	When? Term/Year RAG
a.) To achieve the Mentally Healthy Schools Award	<ul style="list-style-type: none"> Assign Designated Lead for mental health, draft policy, create improvement plan, identify signposting for community. Engage in Anna Freud Mental Health Lead Training. Developing a school mental health assessment tool. Improve working in collaboration with MH services. Include stakeholders in decision making through links to Consultation Calendar and strategic planning. Re-establish links with THEWS project. Engage support of UPR teachers to contribute to the planning and implementation of the framework. Complete 'Museum of Happiness' facilitator training. Plan staff training o promote staff wellbeing and 'happiness' Support teachers in incorporating wellbeing in the curriculum . 	<ul style="list-style-type: none"> Mental Health will have a greater profile within the school and pupils will be able to speak about how they feel. Adults will feel empowered to identify mental health needs and how to support others. 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. 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. 	£1000 Accreditation Resources	Summer Term 2021/2022 Accreditation
b.) To further increase the range of enrichment opportunities (physical activity, creative and nature based opportunities) which enhance children's wellbeing	<ul style="list-style-type: none"> Continue to develop outdoor learning opportunities across the school –include these in MTPs Further develop use of the City Farm provision for regular trips/sessions with EYFS. Identify external agencies who can support with pastoral/wellbeing provision at limited or no additional cost. Identify training offer for parents from external agencies or in-school provision to support understanding of child and family wellbeing. Further extend the holiday activity offer through early signposting to LBTH clubs and identifying resources for in-school provision. 	<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. 	Maylim/Selby St Development £30 000 Budget Premises Updates	Autumn Term 2021/2022 Spring Term 2021/2022 Autumn Term 2021/2022

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.

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.



Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	Success Criteria <i>What will we see when we have achieved the outcome?</i>	Resources Costs Budget Code CFR	When? <i>Term/Year</i> RAG
<p>a.) To provide more opportunities for access to formal qualification and accreditation routes across all staff groups</p>	<p><u>Wider Professional Development Offer</u></p> <ul style="list-style-type: none"> Review and update the CPD offer for all groups of staff to include links to national training routes. Establish tracking of professional development for all groups and link to Equalities Monitoring. Ensure that THEP offer is fully utilised and further develop E1 Schools Partnership subject leads network. Investigate out of Borough provision for network support for curriculum leads. 	<ul style="list-style-type: none"> 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. 	<p>£10 000 CPD Budget</p>	<p>Autumn Term 2021/2022 Implementation</p> <p>Summer Term 2021/2022 Review</p>
<p>b.) To further improve wellbeing for all parts of the school community, including consideration of workload</p>	<p><u>Wellbeing Charter</u></p> <ul style="list-style-type: none"> Commit to implementing the DfE Wellbeing charter. Establish review of current support provision for staff and workload considerations. Identify any priorities for work stream review and establish the impact on the quality of education in developing practice. Identify management policies for review and update accordingly. Ensure that all LBTH Locally Agreed Policies are reviewed and implemented as they are released. Use DfE publications and Local Authority guidance to ensure all staff are clear on job description and expectations of their role. Review and update policies related to professional development including the CPD framework. Support all staff groups using the GROW Model to structure meetings, professional dialogue for target setting, reviewing actions and providing challenge. Ensure Induction for all new staff is carried out so they are aware of policies, schemes and expectations. Review and update the Induction Policy. Organise external support to ensure subject and phase leaders are confident facilitating feedback and challenging expectations. 	<ul style="list-style-type: none"> Staff consistently report high levels of support for well-being issues. 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 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. 	<p>£10 000 CPD Budget</p> <p>£40 000 Enhanced PPA Offer</p> <p>£500 Communications Updates</p> <p>£1500 Coaching Offer</p>	<p>Autumn Term 2021/2022</p>

Evaluation of Progress			
SIP Area of Focus	School Priority	Evaluation of Impact (strengths)	Future Actions
Quality of Education			
Behaviour and Attitudes			
Personal Development			
Leadership and Management			
Early Years			

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

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

<p>What Children say they like about our school: (Questionnaires 2019)</p> <ul style="list-style-type: none"> • 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. 	<p>What Parents and Carers say about our school (Questionnaires 2019)</p> <ul style="list-style-type: none"> • 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 <p>Questionnaires 2019</p> <ul style="list-style-type: none"> • 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
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Vision without action is merely a dream.
Action without vision just passes the time.
Vision with action can change the world.
(Barker 1991)

