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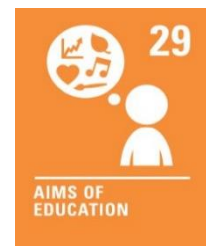
School Improvement Plan Summary 2022 - 2024

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 the continued impact of Covid -19 meant that some actions have not been completed.

The ongoing work on curriculum design and outcomes (intent, implementation and impact) will further 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.

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





Our Vision and Values

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

Our School Vision

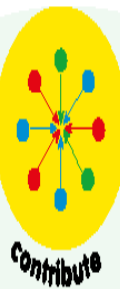
Our community prepares our children for a future that they will create.



create



Thomas Buxton
Primary School
Learning Together



contribute



respect

Our School Values

CREATE

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

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

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

Aspire Aim high to ensure that everyone fulfils their potential.

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

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



enjoy



aspire



enquire



team work

OUR CURRICULUM VISION (Intent, Implementation, Impact)

CURRICULUM VISION AND DRIVERS

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

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

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

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

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

CURRICULUM IMPLEMENTATION

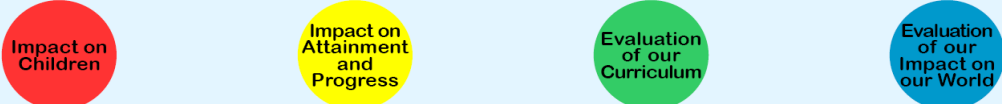
OUR SEVEN PRINCIPLES OF TEACHING & LEARNING



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



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

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

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.

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.

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	2018	2019	2021	Comparison
Number on roll				
School	431	438	438	Well Above Average
National	281	282		
% Free school meal eligibility (FSM6)				
School	42%	38%	35%	Above average
National	24%	23%		
% SEND Support				
School	8.4%	6.8% (13%)	11%	Close To Average
National	12.4%	12.6%		
% SEND EHCP				
School	5.1%	4.1%	5.3%	Well Above Average
National	1.4%	1.6%		
% EAL				
School	92%	85%	71%	Well Above Average
National	21%	21%		
% Stability				
School	86%	86%	81%	Close Average
National	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 2022	
Key aspect	Judgement
Overall Effectiveness	Outstanding
1. Quality of Education	Outstanding
2. Behaviour and Attitudes	Outstanding
3. Personal Development	Outstanding
4. Leadership and Management	Outstanding
5. Quality of Early Years Education	Outstanding

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



Context for School Improvement Plan (SIP) 2022 - 2024

The starting point for this plan was a review of the previous School Improvement Plan 2021 - 2022 which was carried out by the school’s Leadership and Management Team and the Governing Body. The Self-Evaluation Form (SEF) reflects the outcomes of the school review process (listed below). The SIP consists of a detailed Action Plan for the current financial year 2022 – 2023 alongside the school year. We are able to plan ahead for the financial year and align the budget to the current school goals.

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

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

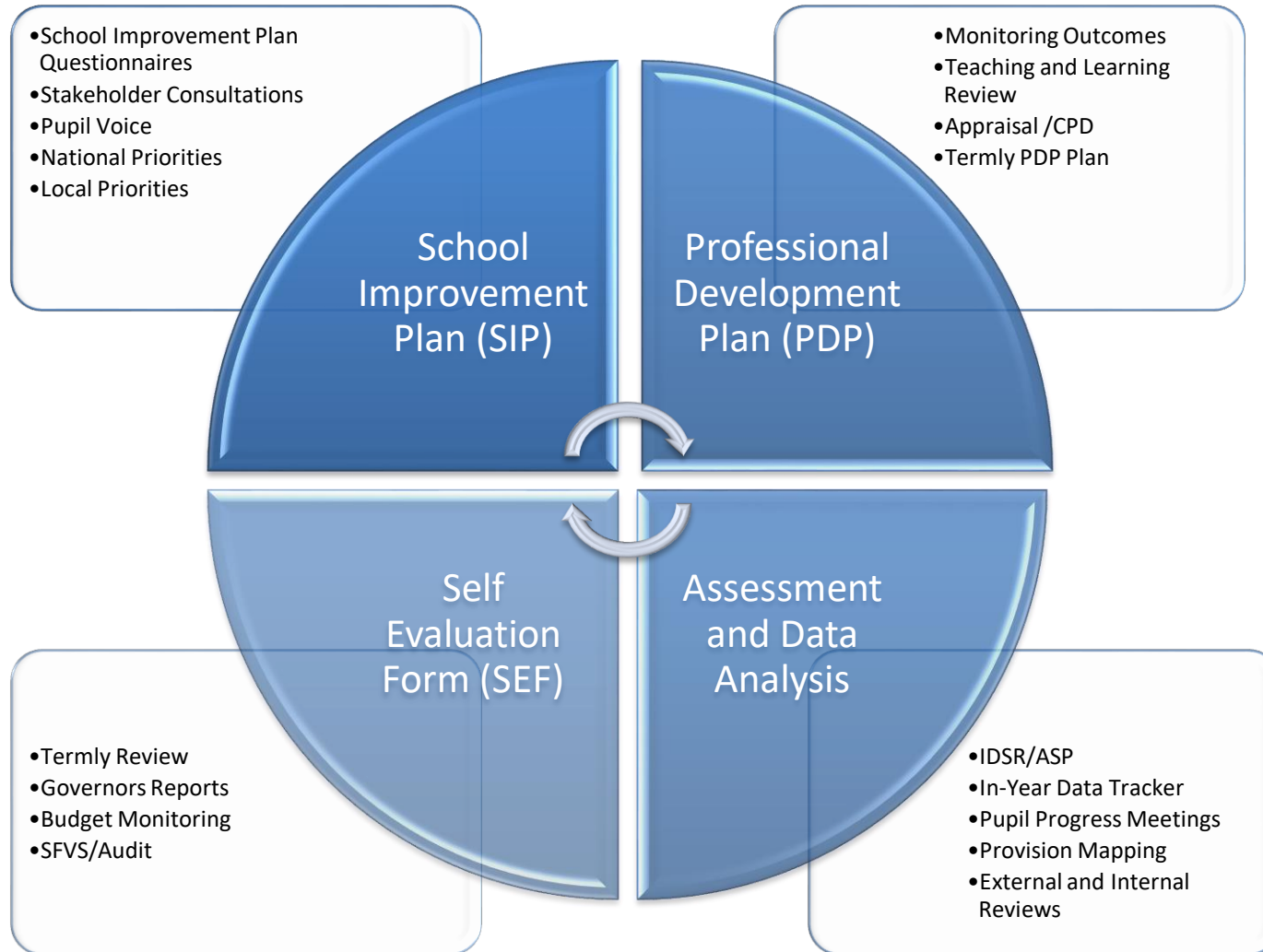
Timeline	Event	Action
January 2022	Budget Review	Analyse Financial Monitoring 2021/22 against SIP 2021/22 Consult through School Improvement Plan Questionnaires 2022
April 2022	Budget Setting	Analyse Financial Planning 2022/23 against SIP 2021/22
September 2022	School Goals Setting	SIP 2021/22 evaluated and used to formulate new school goals for 2021/22. Action Plans created by postholders
November 2022	School Improvement Plan	Agreed by Governors and published for all stakeholders
January 2023	Budget Review	Financial Monitoring 2022/23 against SIP 2022/2024 School Improvement Plan Questionnaires
April 2023	Budget Setting	Analyse Financial Planning 2023/24 against SIP 2022/24 and agree budget for 2023/24



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 (2021/22 not yet available)
- ◆ Analysis of ASP 2018/19 (2021/22 not yet available)
- ◆ Analysis of the Early Years Foundation Stage Data/Learning Journals/Baseline Assessments
- ◆ Targets set for Key Stage 1 and 2
- ◆ Teachers' Appraisal Objectives
- ◆ Support staff Appraisal Objectives
- ◆ Outcomes from Pupil Progress Meetings
- ◆ Outcomes from SEN / Inclusion Reviews
- ◆ Financial Planning Review

Evidence Base and Signposting for School Improvement Planning



KS2 Outcomes		School 2019	National 2019	School 2022	National 2022
Reading	EXS+	77%	73.0%	75%	74.0%
	GDS	32%	27.0%	12%	28.0%
Writing (TA)	EXP+	79%	78.0%	72%	69.0%
	GDS	19%	20.0%	12%	13.0%
Maths	EXS+	83%	79.0%	82%	71.0%
	GDS	33%	27.0%	22%	22.0%
Science		79%	83.0%	78%	79.0%
GPS	EXS+	90%	78.0%	85%	72.0%
	GDS	54%	36.0%	30%	22.0%
Combined R/W/M	EXS+	74%	65.0%	63%	59.0%
	GDS	14%	11.0%	3%	7.0%

Average Progress Measures	School 2019	School 2022
Reading	1.6	-0.1
Writing	0.6	1.4
Maths	2.1	1.8

Average Scaled Scores	School 2019	National 2019	School 2022	National 2022
Reading	106	104	103	105
GPS	110	106	106	105
Maths	106	104	104	104

KS1 Outcomes		School 2019	National 2019	School 2022	National 2022
Reading	EXS+	72%	74.9%	65%	66.9%
	GDS	10%	25.0%	9%	18.0%
Writing	EXS+	65%	69.2%	56%	57.6%
	GDS	10%	15.0%	4%	8.0%
Maths	EXS+	70%	75.6%	63%	67.7%
	GDS	10%	22.0%	9%	15.0%
Science	EXS+	71%	82.3%	68%	77.2%
	GDS				

R/W/M Combined	EXS+	63%	64.9%	54%	53.4%
	GDS	7%	11.0%	2%	6.0%

	School 2019	National 2019	School 2022	National 2022
EYFS GLD	71.0%	71.9%	70.0%	65.2%
Phonics Year 1	77.0%	81.9%	55.0%	75.5%
Phonics Year 2 *Cumulative	83%*	56.0%	89%*	49.0%

<p>Abbreviations used:</p> <p>AfL - Assessment for Learning</p> <p>AHT - Assistant Head</p> <p>AWO - Attendance & Welfare Officer</p> <p>AO - Admin Officer</p> <p>CPD - Continuing Professional Development</p> <p>DHT - Deputy Head</p> <p>DT - Design & Technology</p> <p>EAL - English as an Additional Language</p> <p>EMA - Ethnic Minority Achievement</p> <p>ENGCO - English Leader</p>	<p>EYFS – Early Years (Foundation Stage)</p> <p>FS - Foundation Stage</p> <p>G&T - Gifted & Talented</p> <p>HT - Head Teacher</p> <p>INSET - In Service Training</p> <p>KS1 - Key Stage 1</p> <p>KS2 - Key Stage 2</p> <p>L1 - Level 1</p> <p>LA - Local Authority</p> <p>LBTH - London Borough of Tower Hamlets</p> <p>LT - Leadership Team</p> <p>LMT – Leadership and Management Team</p> <p>NCSL - National College of School Leadership</p> <p>NPQH - National Professional Qualification for Headship</p>	<p>PE - Physical Education</p> <p>PM - Performance Management</p> <p>PM - Premises Manager</p> <p>PSHE - Personal, Social & Health Education</p> <p>RE - Religious Education</p> <p>RRSA – Rights Respecting Schools Award</p> <p>SATs - Standard Attainment Tests</p> <p>SBM - School Business Manager</p> <p>SEF - School Evaluation Form</p> <p>SEN - Special Educational Needs</p> <p>SENDSCO – Special Educational Needs Disabilities Leader</p> <p>SIP - School Improvement Partner or School Improvement Plan</p> <p>SLT - Senior Leadership Team</p> <p>TA - Teaching Assistant</p>
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School Goal 1: Grade Descriptors for the Quality of Education (Ofsted Section 5 Inspection Handbook Sept 2022)

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

Outstanding (1)

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

In addition, the following apply.

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


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

Good (2)

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils study the full curriculum; it is not narrowed:
 - in primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6
 - in secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition where this applies, and good progress has been made towards this ambition.
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.
- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct

feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

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

School Goal 1 : Quality of Education		Goal Lead : Claire Redpath (DHT)		
<p>Pupils develop detailed knowledge and skills across the curriculum and as a result achieve well, this is reflected in the work that the pupils produce.</p> <p>UNCRC Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>				
Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? And Who? <i>What will happen to achieve the outcome?</i>	Success Criteria <i>What will we see when we have achieved the outcome?</i>	Resources Costs Budget Code CFR	When? <i>Term/Year</i> <i>RAG</i>
<p>a.) To further develop oracy skills by broadening the use and understanding of vocabulary.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> Launch PiXL vocabulary development resource 	<ul style="list-style-type: none"> Children are able to clearly articulate their learning and understanding of concepts using ambitious vocabulary accurately. 	<p>PiXL Subscription</p>	<p>Autumn Term 1 2022/23</p>
	<ul style="list-style-type: none"> Implement CUSP vocabulary teaching model in Foundation Subjects (Hist/Geog/Science) and link then to teaching of vocabulary across the wider curriculum. Review and update English unit plans to include CUSP vocabulary teaching model. 	<ul style="list-style-type: none"> Staff have clear understanding of the progression in vocabulary development across subject areas. Children develop their understanding of vocabulary construction and the etymology of words. 	<p>CUSP Subscription</p>	<p>Autumn Term 1 2022/23</p>
	<ul style="list-style-type: none"> Ensure that working walls clearly identify T2 and T3 vocabulary and are used by children. 	<ul style="list-style-type: none"> Pupils use the working walls actively to support and deepen their learning. Pupils gain greater independence through use of the working walls. 	<p>DigiCopy Printing Labels</p>	<p>Autumn Term 2 2022/23</p>
	<p>Oracy Skills</p> <ul style="list-style-type: none"> Participate in THEP Oracy Hub to continue to work with a partnership of schools. Appoint an oracy lead and work towards the oracy award. English and Oracy Lead to embed oracy opportunities into curriculum planning, provided team teaching support and model good practice across school. Use PiXL resources to enhance Oracy progression of skills. PDMS planned in across the year to support staff’s subject knowledge. 	<ul style="list-style-type: none"> Children develop use of a range of language structures to articulate understanding. Staff develop knowledge of a range of strategies to encourage purposeful talk and discussion. 	<p>Noisy Classrooms Project</p>	<p>Autumn Term 2 2022/23</p>
	<ul style="list-style-type: none"> Provide on-going guidance, training and resources for staff to develop high quality talk in the classroom and around the school Embed effective partner talk into all classes across the curriculum. Use progression statements to evaluate progress of skills. 	<ul style="list-style-type: none"> Strategies for using talk to promote learning are clearly visible across the school. 		<p>Spring Term 1 2022/23</p>
	<ul style="list-style-type: none"> Embed Noisy Classroom strategies within English and Humanities lessons so staff have strategies to improve pupil’s ability to speak eloquently, articulate ideas and thoughts through talking, collaborate with peers, and have confidence to express views in formal debates and discussions 	<ul style="list-style-type: none"> The Debating Format is used widely across the school and children are confident in using argument to persuade. 		<p>Spring Term 2 2022/23</p>

b.) To further develop the knowledge curriculum so that children are confident in recalling what they have previously learned.	<p>CUSP Knowledge Curriculum</p> <ul style="list-style-type: none"> Implement and embed the CUSP model for knowledge. Identify framework and systems within the CUSP model and ensure that staff understand and can use confidently to plan learning. Map staff training through INSET and PDM to ensure shared understanding of CUSP model. Review and adapt planning structures to reflect CUSP model. Align CUSP teaching principles with current rubrics and adapt accordingly. 	<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. Children build on previous learning and make connections both within and across the curriculum. There is systematic retrieval practice evidenced throughout each key stage in the school. Gaps in teacher knowledge and skills are addressed. Curriculum Leaders have a clear picture of standards in their subject area(s) 	CUSP Subscription	Autumn Term 1 2022/23
	<p>Pupil Book Study</p> <ul style="list-style-type: none"> Implement and embed the Pupil Book Study model for reviewing children’s understanding and retrieval skills. Children’s interests and aspirations are identified through Pupil Book Study model. 	<ul style="list-style-type: none"> The quality of education across school is moderated through external and independent reviews. Children build on previous learning and make connections both within and across the curriculum. 	Pupil Book Study Copies for all Postholders	Autumn Term 2 2022/23
c.) To ensure that high quality outcomes reflect children’s understanding and learning.	<p>CUSP Knowledge Curriculum</p> <ul style="list-style-type: none"> Units of work are planned in Hist/Geog/Science and children use the resources available through CUSP to record their knowledge and understanding. 	<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. Monitoring accurately reflects children’s understanding and ability to recall previous learning. 		Autumn Term 1 2022/23
	<p>PiXL School of Leadership for New and Established Middle Leaders</p> <ul style="list-style-type: none"> Subject Leaders (English, Maths, Science, EYFS, Pupil Voice) to engage with the PiXL Middle Leader Programme to drive school improvement; leading others and high-performing teams; creating a culture of high support/high challenge and leading change. Subject Leaders undertake a leadership project in school throughout the Spring and Summer terms to put the PiXL Leadership principles into practice. 	<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. 	£99 per person	Spring/ Summer Terms 2023
	<p>THEP Primary Subject Leader</p> <ul style="list-style-type: none"> Subject Leaders (Computing, Wellbeing, Creative Arts and Humanities) to engage with the THEP Subject Leader Programme to support subject knowledge and pedagogy, monitoring, action planning and Ofsted preparation) 	<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. 	£225 per person	Autumn/ Spring Term 2023
	<p>Curriculum Resources</p> <ul style="list-style-type: none"> Postholders to audit resources and link to curriculum maps. Staff are clearly signposted to where resources are stored and organised. Clear signage and systems implemented to support efficient use of resources. Planning is streamlined using the shared online resources already available. Resources are identified to reduce focus on IWB visual overload. 	<ul style="list-style-type: none"> Staff can access curriculum resources quickly. Children have access to a wide range of concrete resources across all curriculum areas. Workload is reduced. 		Autumn 1 2022/23 And Termly updates.
	<p>Books of Wonder</p> <ul style="list-style-type: none"> Re-establish the Books of Wonder as a record of the enrichment and wider opportunities across the curriculum. 	<ul style="list-style-type: none"> SMSC is widely evidenced There is continuity in provision as evidenced through the wide range of opportunities offered to children across the school. 		Autumn Term 1 2022/23 Implementation and Termly updates.

	<p>Assessment</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. • Link impact of CUSP model through monitoring and Pupil Progress Meetings. 	<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>Termly (Assessment Calendar)</p>
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School Goal 2: Grade Descriptors for Behaviour and Attitudes (Ofsted Section 5 Inspection Handbook Sept 2022)

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

Outstanding (1)

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


In addition, the following apply:

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

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

Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, 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.
- Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see [statutory guidance on school exclusion](#)).
- 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 : Stefan Marseglia (KS1 Phase Leader)		
<p>Pupils make a highly positive and tangible contribution to the life of the school and the wider community.</p> <p>UNCRC Article 6: Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.</p>				
				
Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? And Who? <i>What will happen to achieve the outcome?</i>	Success Criteria <i>What will we see when we have achieved the outcome?</i>	Resources Costs Budget Code CFR	When? <i>Term/Year</i> RAG
a.) To develop opportunities for children to understand how they should be kept safe online.	<p><u>Curriculum Mapping</u></p> <ul style="list-style-type: none"> Computing Lead to review the curriculum mapping and link to PHSE curriculum map. Update units of work as required to reflect current guidance. Highlight links to LORIC ensure resources are accessible readily to staff. Identify external specialist resources (e.g. PET and NSPCC to create resource banks) Identify parental engagement support to develop knowledge of online platforms and parental controls. Review and update online safety policy. Clarify procedures and recording of online safety incidents. 	<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. 	PET Team Bronze Package	Complete by Spring Term 1 2022/23
	b.) To further develop the effectiveness of attendance systems.	<p><u>Attendance</u></p> <ul style="list-style-type: none"> Review and update the Attendance Policy in line with DFE guidance for September 2022. Review AWA role and work with PA families. Link attendance to LORIC work Raise profile of attendance rewards and motivation with children, staff and families. Clarify tracking of attendance data and link to PA families. Define programme of Parental Engagement work to improve family understanding of 	<ul style="list-style-type: none"> 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. 	PET Team Bronze Package AWA SLA Pathways Timetable
c.) To develop links with the wider community and globally.	<p><u>Building Local Links</u></p> <ul style="list-style-type: none"> Identify curriculum links with History and Geography SOW where community links are currently made. Link to SG1 Enrichment and highlight where wider community links can be made. Review opportunities for children to develop understanding of London and the links to the area around school and home. Re-establish links with schools in differing parts of the UK (Hibaldstow and Middle Rasen). 	<ul style="list-style-type: none"> Planning will show that teachers and Subject Leads have an understanding of the resources available locally how they link to different curriculum areas. 	HEC Project	Spring Term 1 2022/23
	<p><u>Building Global Links</u></p> <ul style="list-style-type: none"> Continue Global Learning Project. Establish communication and link with school abroad. Link to RRS and UNICEF Charter and Sustainable Development Goals 	<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. The school has achieved the International Schools Award Staff have achieved the Global Teacher Award Level 2 		Summer Term 1 2022/23

<p>d.) To further improve the opportunities for outdoor learning and play.</p>	<p><u>Behaviour</u></p> <ul style="list-style-type: none"> • Develop use of outdoor areas for Forest School Learning. • Sign up to OPAL programme and implement guidance. Identify UPR Leads for embedding and modelling good practice). • Focus on developing skills and confidence in MMS Team and Support Staff in supporting outdoor play and learning. • Establish school therapy dog resource. • Identify and train pupil play leaders and peer mediators. 	<ul style="list-style-type: none"> • 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. 	<p>OPAL Programme</p>	<p>Autumn Term 2 2022/23</p>
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School Goal 3: Grade Descriptors for Personal Development (Ofsted Section 5 Inspection Handbook Sept 2022)

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

Outstanding (1)

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


In addition, the following apply:

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. 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.

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

Good (2)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of section 42B of the Education Act 1997. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

School Goal 3 : Personal Development		Goal Lead: Amelia Chau (UKS2 Phase Leader)		
<p>Rich experiences for children are planned coherently and considerably strengthen the school's offer.</p> <p>UNCRC Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>				
Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? And Who? <i>What will happen to achieve the outcome?</i>	Success Criteria <i>What will we see when we have achieved the outcome?</i>	Resources Costs Budget Code CFR	When? <i>Term/Year</i> RAG
<p>a) To further increase the range of enrichment opportunities (physical activity, creative and nature based opportunities) which enhance children's wellbeing but which also support curriculum learning.</p>	<p>Enrichment</p> <ul style="list-style-type: none"> Postholders to review opportunities within their subject areas and ensure that the curriculum and enrichment offer is rich and varied. Re-establish the Pupil Passport and review as part of Establishing Weeks at the start of term. Link to LORIC. Ensure that the Books of Wonder are kept up to date with record of enrichment offer for subjects and phases. Develop family residential offer – linked to funding bids and fund raising by families. Develop Chess Offer and embed within the curriculum where appropriate. Enhance the Forest Schools offer using resources available within school and the local area (Spitalfields Farm). Identify further funding opportunities to support enrichment offer. 	<ul style="list-style-type: none"> The school provides rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer. The school 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. 	<p>Spitalfields SLA</p>	<p>Autumn Term 2 2022/23</p>
<p>b) To measure and evaluate the impact of the enrichment offer</p>	<p>Tracker</p> <ul style="list-style-type: none"> Develop use of school systems to track engagement and update of out of school and in school enrichment offer. Develop targeting of enrichment offer to PPG children and LAC or where other disadvantage is identified. Link to SG4 Consultation, identify children, staff and families views of enrichment. 	<ul style="list-style-type: none"> There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. 	<p>Arbor Edukey</p>	<p>Summer Term 2 2022/23</p>

School Goal 4 Grade Descriptors for Leadership and Management (Ofsted Section 5 Inspection Handbook Sept 2022)

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

Outstanding (1)

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


In addition, the following apply:

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


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

Good (2)

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.
- 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)		
<p>Leaders ensure that highly effective and meaningful engagement takes place with all groups in the school community.</p> <p>UNCRC Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.</p>				
Outcome What? <i>What are we aiming to achieve?</i>	Actions – How? And Who? <i>What will happen to achieve the outcome?</i>	Success Criteria <i>What will we see when we have achieved the outcome?</i>	Resources Costs Budget Code CFR	When? <i>Term/Year</i> <i>RAG</i>
<p>a.) To ensure that consultation with all parts of the school community is effective.</p>	<p>Consultation</p> <ul style="list-style-type: none"> Use the EEF Implementation Model to manage change when new strategies are considered. Complete Annual Planner with clearly identified schedule for Consultation in all forms. Establish regular Team Meetings across levels of Leadership and groups within the school (kitchen/premises/admin/mms/support staff) Ensure understanding of pupil/staff/parent voice opportunities and encourage participation. Identify all current forms of consultation and review the effectiveness of each. Engage external consultation if sustainable. Develop Governor capacity for undertaking appropriate consultation activities. 	<ul style="list-style-type: none"> Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. 		<p>Autumn Term 1 2022/23</p>
	<p>Parent Communication</p> <ul style="list-style-type: none"> Identify systems for parent communications in the day to day and in looking ahead to events. Identify and implement most effective and cost realistic instant messaging tool. Review WhatsApp Communities Option Investigate all options with Arbor for further parent comms tools. 	<ul style="list-style-type: none"> Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose. 		<p>Autumn Term 2 2022/23</p>
	<p>Governors</p> <ul style="list-style-type: none"> Develop staff awareness of Governors within school. Create termly calendar of events and communicate with Governors. Invite to briefings and PDMs. Engage Governors further in consultation across all groups in the school. Ensure that statutory guidance relating to Governor Training is met. 	<ul style="list-style-type: none"> Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. 		<p>Autumn Term 1 2022/23</p>
<p>b.) To ensure that effective Teaching and learning is supported by reasonable</p>	<p>Workload</p> <ul style="list-style-type: none"> Ensure that consultation continues regarding the DFE Charter and commitment to reducing workload is maintained. Identify UPR responsibilities which have a sustained and substantial contribution to the school. Clarify the evidence which should be collected by those wishing to apply for progression to the UPR. 	<ul style="list-style-type: none"> Staff consistently report high levels of support for well-being issues. 	<p>PPA Costs</p>	<p>Spring Term 1 2022/23</p>


<p>expectations of workload.</p>	<p>Resources</p> <ul style="list-style-type: none"> Review the use of rooms and spaces within the school to ensure that resources are used and maintained carefully. Create consistent labelling and resource management system. 	<ul style="list-style-type: none"> Leaders engage with 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. 	<p>Parago</p>	<p>Spring Term 1 2022/23</p>
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Leadership and Management - 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> 	<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” 	<p>Termly as identified in the PDP</p>	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> 100% of 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. 	<p>Termly as identified in the PDP</p>	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> 100% of 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. 	<p>Termly as identified in the PDP</p>	<p>Leadership and Management Time</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


	<ul style="list-style-type: none"> Review budget spending regularly, checking that all allocations are made against the correct headings. 	Feb/October	* Additional Cover as requested £180 per day.	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	Leadership and Management Time * Additional Cover as requested £180 per day.	<ul style="list-style-type: none"> 100% of staff understand best practise in subject/area of responsibility and demonstrate the skills required to teach effectively New staff are able to meet school expectations quickly Staff are set appropriate targets and provided with appropriate support in order to raise standards of attainment and achievement
	<p>Strategic Planning</p> <ul style="list-style-type: none"> Appraisal discussions / School Improvement Plan Reviews to focus on national standards for career progression and provide CPD opportunities to support those developments for all staff Contribute to school improvement systems such as SIP and contribute to school self-evaluation (SEF) 	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	<ul style="list-style-type: none"> Staff share an understanding of the whole school priorities and what we are doing to achieve them. Staff are aware of the strengths of the school
	<p>National Agenda, International Perspective, Innovation</p> <ul style="list-style-type: none"> Use DFE/Ofsted websites to maintain knowledge of changes to education Identify other opportunities to deepen knowledge of developments in teaching and learning. Share learning with support staff and teaching staff Encourage innovation in subject/area of responsibility 	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	<ul style="list-style-type: none"> School leaders are aware of changes in education and understanding in pedagogy which occur at a national and global level School improvement work is based on accurate research evidence on effectiveness from national and international sources. Staff are willing to try new approaches but remain evidence focussed in terms of measuring impact
	<p>Consultation (Staff and Pupil Voice) <i>separate section for Parental Engagement</i></p> <ul style="list-style-type: none"> Review and agree subject/teaching and learning policy document so that all staff and parents are clear about the expectations and procedures within subject/area of responsibility Discussions with children are held as part of teaching and learning review days and other pupil voice opportunities 	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	<ul style="list-style-type: none"> Children know how well they have done and can confidently discuss what they need to do to sustain good progress. Children feel challenged, motivated and engaged in all lessons. Children are able to identify and explain how they achieve the good standards of English and maths throughout all curriculum areas.

Governors - Leadership Team Actions by all Postholders				
Outcome – What? <i>What are we aiming to achieve?</i>	Actions – How? <i>What will happen to achieve the outcome?</i>	When? <i>Term/Year</i>	Resources Costs Budget Code CFR	Success Criteria and Evaluation <i>What will we see when we have achieved the outcome?</i>
<p>School Goal 4 – Leadership and Management</p> <p>Exceptional leadership and management ensures that staff are well-supported so that high expectations of all pupils are realised. (Article 29)</p>	<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	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> Governors understand and support the aims of the schools Governors are aware of changes and developments in education and are able to bring this understanding to bear in making decisions about the school Class Governors and Link Governors are aware of changes and developments in school Class Governors are informed of events and celebrations in school. Governors can talk confidently about their links and role in school and feed back to the Governing Body Governors are fully informed of postholders’ actions and progress against the school improvement plan

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</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 	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"> Parents feel equipped to support their child’s learning Parents / Community agencies are skilled in supporting children

<p>ensures that staff are well-supported so that high expectations of all pupils are realised. (Article 29)</p> 	<ul style="list-style-type: none"> • 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. 	<p>Termly as identified in the PDP</p>	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p> <p>Curriculum Budget and parental contribution</p> <p>Release costs as per E1 Budget</p>	<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
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Inclusion – Leadership Team Actions by all Postholders

<p>Outcome</p> <p><i>What are we aiming to achieve?</i></p>	<p>Action</p> <p><i>What will happen to achieve the outcome?</i></p>	<p>Timeline</p> <p><i>Term/Year</i></p>	<p>Resources and Costs</p>	<p>Success Criteria and Evaluation</p> <p><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"> • 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</p> <p>* 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 2022)

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

Outstanding (1)

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

In addition, the following apply:

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

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



Good (2)

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly 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.
- Children benefit from meaningful learning across the curriculum.
- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional

literacy (see pages 8 to 9 of the ‘Statutory framework for the early years foundation stage’, which set out the personal, social and emotional development (PSED) area of learning). Leaders and staff are particularly attentive to the youngest children’s needs.

- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children’s progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child’s learning at home, including details about the school’s method of teaching reading and how to help their children learn to read.



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? <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>School Goal 1 : Quality of Education</p> <p>Pupils develop detailed knowledge and skills across the curriculum and as a result achieve well, this is reflected in the work that the pupils produce.</p> <p>UNCRC Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> 				
<p>a.) To further develop oracy skills by broadening the use and understanding of vocabulary.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> Implement RWI ‘Talk through Stories’ in Nursery and Reception 	<ul style="list-style-type: none"> Children understand the words introduced to them and use them in the context of their everyday lives. 	RWI Subscription	Autumn Term 1 2022/23
	<p>Oracy Skills</p> <ul style="list-style-type: none"> All practioners to be trained in ETHCaT to support all children in the setting. 	<ul style="list-style-type: none"> Children develop early language which reflect children’s interests and enable them to become confident and skilled communicators. Staff develop knowledge of a range of strategies to support development of early language 	ETHCaT training at THEP	Spring Term 2022/2023
<p>c.) To ensure that high quality outcomes reflect children’s understanding and learning.</p>	<p><u>Curriculum Resources</u></p> <ul style="list-style-type: none"> EYFS lead to audit resources and link to curriculum maps. Staff are clearly signposted to where resources are stored and organised. Clear signage and systems implemented to support efficient use of resources. 	<ul style="list-style-type: none"> Staff can access curriculum resources quickly. Children have access to a wide range of concrete resources across all curriculum areas. Workload is reduced. 	EYFS Budget	Autumn 1 2022/23 And Termly updates.
	<p><u>Books of Wonder</u></p> <ul style="list-style-type: none"> Re-establish the Books of Wonder as a record of the enrichment and wider opportunities across the curriculum. 	<ul style="list-style-type: none"> SMSC is widely evidenced There is continuity in provision as evidenced through the wide range of opportunities offered to children across the school. 		Autumn Term 1 2022/23 Implementation and Termly updates.

School Goal 2 : Behaviour and Attitudes

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

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



<p>b.) To further develop the effectiveness of attendance systems.</p>	<p><u>Attendance</u></p> <ul style="list-style-type: none"> • Link attendance to LORIC work • Raise profile of attendance rewards and motivation with children, staff and families. • Clarify tracking of attendance data and link to PA families. • Parental workshops to promote engagement in school 	<p>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.</p>	<p>Pathways Timetable</p>	<p>Complete by Spring Term 2 2022/23</p> <p>Review Summer Term 2 2022/23</p>
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School Goal 3 : Personal Development

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

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



<p>a.) To further increase the range of enrichment opportunities (physical activity, creative and nature based opportunities) which enhance children's wellbeing but which also support curriculum learning.</p>	<p><u>Enrichment</u></p> <ul style="list-style-type: none"> • EYFS lead to reestablish links with City Farm. • Ensure that the Books of Wonder are kept up to date with record of enrichment offer for subjects and phases. • All children in Reception to receive six week block of Forest School • Identify further funding opportunities to support enrichment offer linked to EYFS curriculum. • Make links with local scout group to promote Squirrels group for Reception children • After school club offer for EYFS children in the Summer term. 	<ul style="list-style-type: none"> • The school provides rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer. • The school 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. • Support a smooth transition into key stage 1. 	<p>Spitalfields SLA</p>	<p>Autumn Term 2 2022/23</p> <p>Summer Term 1 2022/2023</p>
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School Goal 4: Leadership and Management



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

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

<p>b.) To ensure that effective Teaching and learning is supported by reasonable expectations of workload.</p>	<p><u>Workload</u></p> <ul style="list-style-type: none"> • Ensure that consultation continues regarding the DFE Charter and commitment to reducing workload is maintained. • Identify UPR responsibilities which have a sustained and substantial contribution to the school. 	<p>Staff consistently report high levels of support for well-being issues.</p>	<p>PPA Costs</p>	<p>Spring Term 1 2022/23</p>
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What Ofsted said 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.

Vision without action is merely a dream.

Action without vision just passes the time.

Vision with action can change the world.

(Barker 1991)