

School Improvement Plan 2021-2022

Red – review 1; Purple – review 2 (); Green – review 3 (); Blue – review 4 ()

1) Ofsted Category: Quality of Education			
Target: Building on knowledge and applying new skills throughout a real world context.			
UN Convention of the Rights of the Child: Article 29: Education must develop every child’s personality, talents and abilities to the full		Strategic Leads: Sarah Cooper, Leila Kent, Kat Winskill, Sally Clare, Lauren Potter	Estimated budget costs:
Outcomes:			
<ul style="list-style-type: none"> Children show a deeper knowledge and understanding of their IPC projects Community and business links to be fully embedded within children’s learning 			
Targets	Actions	Monitoring	Evaluation
Exciting ‘hooks’ to engage the pupils for IPC Project entry points.	Staff meeting time is allocated for teachers to prepare the entry points. Entry point planning format developed to help focus ideas. Staff meetings used to share ideas between staff team.	IPC Learning Journeys will have evidence of the entry points. Pupil conferencing. Web posts.	
Exit points for IPC Project that showcase pupils’ learning to an audience.	Audiences to be selected at start of project – this is reflected in medium term plans. Meaningful events planned to showcase the knowledge, including to the local community and relevant businesses. Staff meeting time is allocated for teachers to prepare the entry points.	IPC Learning Journeys will have evidence of the exit points. Pupil conferencing. Web posts. Broadcasting events	
Create beautiful work that has real value beyond the classroom.	Planning thoroughly linked to the desired outcomes. Published book to go home; on line film	Learning journeys with evidence. Outcomes shared at exit points using a variety of media.	
Continue to create more contextualised writing within literacy lessons that are focused around IPC projects.	Writing planning linked more closely to IPC units. Increase in no. of personal responses – these can be done in Writing lessons & presented in Lit books. More published pieces of writing.	Writing monitoring Evidence of published writing around the school for community audience.	

	Magazines – investigate the production of a magazine to showcase writing. Children become advocates for change on topics linked to IPC projects.		
Ensure that the IPC curriculum is further developed so that it prepares the children to play an active part in the local community and beyond.	Develop further community links Use the new community space within the school to effectively support children to be an active part of the local community Primary Futures links to be further developed.	Links created within the local community. MTPs to show relevant links School website to show relevant links	

2) Ofsted Category: Behaviour and Attitudes

Target: To further improve attendance

UN Convention of the Rights of the Child: Article 28: All children have a right to an education Article 19: Ensure that children are safe and protected from harm	Strategic Lead: Sarah Cooper & Eileen Keogan	Estimated budget costs:
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Outcomes: <ul style="list-style-type: none"> Percentage attendance for school to be at least 96% PPG attendance to be increased Targeted groups: Children who identify as Traveller of Irish Heritage, Moroccan and children with SEND
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Attendance Figures for Whole School (N- Yr6):
 Autumn 1 = Autumn 2 = Spring 1 = NA Spring 2 = Summer 1 = Summer 2 =

Targets	Actions	Monitoring	Evaluation	
Reduce the number of children classified as Persistent Absentee (PA is under 90%)	Absence categories used to identify pupils who have an attendance figure of less than 90% making them a PA. B = educated off site I = illness (including a positive Covid test) X= linked to Coronavirus - symptoms & self-isolating (before Covid test) C= exceptional circumstances (bereavement, family emergency, emergency of other type). N=no reason yet. (Has to be changed to other code once reason has been identified.) If ch become a PA: 1) Contact made with parent by Pastoral DH, HT 2) Support from school offered. 3) Where needed, referral to external services for support if needed.	Attendance data analysis for PA	Review whole year 2020-2021 N-Yr 6 = 69chn YR- 6 = 51chn	
Reduce the gap in attendance of pupils who are eligible for PPG. 2019-20 (Sep-6 March) PPG (R-Y6) = 94.67% Non PPG (R-Y6) =96.13% 2020-21 Whole Year PPG (R-6)= 92.70% Non PPG(R-Y6)= 95.52%	Monitor reasons for absence for PPG pupils. Where patterns are evident work on strategies to address these. Key families targeted through WLZ. Traveller Learning Mentor to support children who identify as Traveller of Irish Heritage Support strategies for children with attendance less than 90%. Target identified families through the North Kensington Inclusion Pilot Project	H-T report of attendance figures of children who are PPG and non-PPG. Weekly class PPG notes to include info about absences - these are followed up by AO	Review whole year 2020-2021 R-Y6 PPG 92.70% R-Y6 Non PPG 95.52% Gap: 2.82	

Engaging hard to reach parents	<p>Developing parent workshops</p> <p>Utilising the community room to engage hard to reach parents</p> <p>WLZ working with parents and providing support.</p> <p>Community days to further develop relationships with parents.</p> <p>Supporting parents with accessing Seesaw and other online education tools.</p> <p>Signposting families to relevant external services to support if needed</p> <p>Joint working with other agencies to support families</p> <p>Audit current communication with parents and carers</p> <p>Develop a planner of communications with parents</p>	<p>Attendance data analysis.</p> <p>Feedback from parents – questionnaires/conversations etc.</p>		

3) Ofsted Category: The Quality of Education

Target: To improve levels of attainment in core subjects

UN Convention of the Rights of the Child: Article 28: All children have a right to an education	Strategic Lead: Leila Kent, Sarah Cooper, Lauren Potter, Sally Clare, Eileen Keogan	Estimated budget costs:
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Outcomes: <ul style="list-style-type: none"> Levels of attainment in Reading, Writing and Maths will increase across the school, in order to address the increased inequality created by the COVID-19 pandemic To ensure the identified group of children affected by Grenfell, are supported to make accelerated progress, particularly with COVID recovery, the ongoing impact of the Grenfell tower inquiry and decisions about the future of the tower.
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Targets	Actions	Monitoring	Evaluation
To increase attainment levels in R,W and M in all year groups	Staff CPD on effectively using existing assessment data to plug gaps Regular formative assessment Target setting meeting in week 3 with DHT; 4 pupil progress meetings throughout the year Targeted use of adults during core teaching time, Maths catch up interventions twice a week in Years 2-6; phonics interventions in Years 1-2, additional HLTA in Incredible Years to support small group teaching in core subjects. Regular focus groups in the Incredible Years SSSG to support identified teachers to ensure their planning meets the needs of all children Focus on how the delivery of teaching and learning supports boys' progress. See PPG report for how money is spent to support PPG children Continue to provide technology to identified families, to support all children with online Home Learning	Termly data and pupil progress meetings show all children making at least good progress. Middle leaders and SLT to monitor planning and books to ensure they show at least good progress.	
To use catch up/school based tutoring grant money effectively to plug gaps	See Catch Up document for more information about how the money was spent last academic year. Amount of money TBC. This will be spent on the following areas: <ul style="list-style-type: none"> A part time teacher delivering small group tutoring in Years 1,2 and 5 An additional teacher in Year 6 	Data shows increased levels of attainment for targeted children.	

To ensure that the Grenfell tracked group of children are making at least good progress	Tracked children make accelerated progress to ensure they are fully prepared for the next stage in their education. These children are identified for therapeutic and academic interventions SDQ to measure progress		
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4) Ofsted Category: The Quality of Education

Target: To ensure the curriculum at Oxford Gardens is fully inclusive

<p>UN Convention of the Rights of the Child: Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background. Article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</p>	<p>Strategic Leads: Kat Winskill, Sally Clare, Lauren Potter & Sarah Cooper</p>	<p>Estimated budget costs:</p>
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Outcomes:

- To develop an anti-racist and fully inclusive ethos.
- To gain a picture of the school in terms of racism and attitudes to equity, inclusion and diversity in order to inform next steps for becoming an anti-racist school.

Targets	Actions	Monitoring	Evaluation
Leaders have a clear vision for anti-racism, equity, inclusion and diversity.	Leaders undertake a self-reflection process before beginning organisational change. They consider what beliefs and experiences have impacted who they are, and their role as a teacher and their students. They consider how race plays a role in who they are, and understand the process of socialisation. Leaders then carry out a similar process as a group.		
To position the school as anti-racist and fully inclusive	Carry out a self-audit.	Self -audit outcomes.	

<p>to all members of the school community</p>	<p>Develop/ review/ update school racial equality policy.</p> <p>Develop/review / create relevant policies such as Ramadan Policy; School Uniform Policy; Behaviour/Wellbeing Policy (which should included of microaggressions); Curriculum Policy; Staff Culture Policy etc</p>	<p>Reviewed policies.</p>	
<p>To gain a picture of the school in terms of racism and attitudes to equity, inclusion and diversity.</p>	<p>Carry out pupil, staff, parent surveys and/or meetings to establish baselines (Belonging, Inclusive Behaviours, Knowledge and Understanding, Curriculum, Psychological Safety)</p>	<p>Pupil/staff/parent survey outcomes.</p>	
<p>The whole school community has racial literacy.</p>	<p>Ensure staff and pupils know and understand the 'language of diversity'.</p> <p>Develop a shared understanding of language within your school community in relation to race (through CPD and staff, pupil and parent consultations).</p> <p>Train governors/staff in terminology and acronyms widely used in the UK, its main benefits and criticisms and how terms change (BAME, Black, People of Colour, PoC, BIPOC, Black, Indigenous, People of Colour).</p> <p>Create an environment where staff feel safe to ask questions and have conversations 'without fear of saying the wrong thing.'</p> <p>Provide lessons to all pupils which teach about the language of diversity.</p>	<p>Staff CPD sessions.</p> <p>Lesson planning.</p>	
<p>The curriculum is inclusive and represents a diverse range of people, cultures, and heritages.</p>	<p>Carry out a review the current curriculum: Does the history curriculum include a diverse range of histories and narratives? (Does it include age-appropriate lessons on the history of</p>	<p>Curriculum maps</p> <p>Self -audits of specific curriculum subjects.</p> <p>Core text lists.</p>	

	<p>Britain, to include enslavement and colonialism; the impact of the British Empire, the contributions of People of Colour throughout history e.g. Commonwealth soldiers)</p> <p>Does the curriculum (across a range of subjects) include the positive contributions of People of Colour through history and in contemporary society?</p> <p>Subject leaders to self-audit specific curriculum subjects;</p> <p>Involve teachers, parents and pupils in reviewing and evaluating curriculum plans, schemes of work and lesson content with the goal of improving their relevance to multicultural Britain.</p> <p>Review the texts that pupils read.</p>		
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5) Ofsted Category: Leadership & Management

Target: Further develop a whole school approach to emotional well-being and mental health

<p>UN Convention of the Rights of the Child: <i>Article 3: To ensure the best interest of the child is a top priority</i> <i>Article 14: Every child has a right to think and believe what they want as long as they are not stopping other people from enjoying their rights</i> <i>Article 19: Ensure that children are safe and protected from harm</i> <i>Article 29: Education must develop every child's personality, talents and abilities to the full</i> <i>Article 31: Every child has the right to relax, play and take part in a range of cultural and artistic activities</i></p>	<p>Strategic Lead: Sarah Cooper, Eileen Keogan & Leila Kent</p>	<p>Estimated budget costs:</p>
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Outcomes:

1. Further develop a whole school approach to promoting good mental health.
2. To support the community to face significant challenges over the academic year, particularly with COVID recovery, the ongoing impact of the Grenfell tower tragedy, enquiry and decisions about the future of the tower.

Targets	Actions	Monitoring	Evaluation
To ensure staff well-being remains a priority	To embed the Staff Well-Being and staff stress management policies. To maintain the yearly planner for 2021/22	Feedback from staff.	
To ensure pupil well-being remains a priority.	Develop whole school art project for September. PSHE Curriculum to be an important element of the weekly timetable. Play therapy, art therapy, CAMHS and Place2Be services to continue to support identified children. WLZ delivers bespoke packages of support to target families.	Feedback from children	
To ensure the well-being of the whole school community, in relation to the impact of Grenfell	Targeted therapeutic interventions Support in emotional regulation and emotional literacy for children Behaviour support for identified children High quality wrap around before and after school, to support well-being SC & EK to work with North Kensington Inclusion pilot	Monitoring of behaviour incidents for affected children Progress data SDQ data for children receiving therapeutic interventions	