

# School Improvement Plan 2023-2024

Purple – review 2 ; Green – review 3 ; Blue – review 4

1) Ofsted Category: Quality of Education			
<p><b>Target1: Building on knowledge and applying new skills throughout a real world context. Building a child’s sense of purpose, meaning, belongingness and desire to make a contribution to society.</b></p> <p><b>Target 2: To ensure clear progression of knowledge and skills in foundation subjects, from EYFS to KS2</b></p>			
<p><b>UN Convention of the Rights of the Child:</b>            Article 29: Education must develop every child’s personality, talents and abilities to the full.            Article 13: Children have the right to share freely with others what they learn think and feel.            Article 3: Best interests of a child.</p>		<p><b>Strategic Leads:</b>            Lauren Potter, Kat Winskill</p>	<p><b>Estimated budget costs:</b></p>
<p><b>Developed through the Sail to Success Foundations.</b></p>			
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Children take ownership of their IPC learning and become advocates for change</li> <li>Children’s books show clear progression of skills in foundation subjects across the school</li> <li>Children demonstrate a deep understanding of scientific enquiry skills</li> </ul>			
Targets	Actions	Monitoring	
<p>To ensure that the children continue to be involved in designing the curriculum and acting as advocates for change supported by The Six Global Competencies: Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking</p>	<p>Change Leaders reviewing IPC themes and projects developed in 2022-23 and updated these for academic year 2023-24.</p> <p>Children taking ownership of their learning in IPC and becoming advocates for change.</p>	<p>Regular opportunities for Change Leaders to review progress. What went well and Even better if. End projects should show evidence of children becoming advocates for change. Project delivery and outcomes Which could include elements such as:</p> <ul style="list-style-type: none"> <li>Letter writing</li> <li>Campaigning</li> <li>Visits</li> <li>Interviews</li> </ul>	
<p>To ensure clear progression of skills and knowledge in IPC subjects: Art, Music, Computing, MFL and RE</p>	<p>Update and embed the knowledge and skills progression maps to ensure that previous knowledge and skills are built upon in each new academic year.</p>	<p>Child conferencing and books show clear progression of knowledge, skills and vocabulary in the foundation subjects.</p>	

	<p>Update and embed the vocabulary ladders, related to each subject and monitor the display and use of this vocabulary throughout the school.</p> <p>Ensure children are aware of discrete subjects and skills, within IPC lessons</p>		
<p>To ensure that Scientific Enquiry 'working scientifically' is fully embedded within Science lessons</p>	<p>Deliver INSET to staff ensuring that children have plenty of opportunity to work scientifically, within each Science topic.</p>	<p>Children use key vocabulary from National Curriculum 'working scientifically' sections and OGPS vocabulary ladders.</p>	

## 2) Ofsted Category: The Quality of Education

**Target: To improve levels of attainment in core subjects**

<b>UN Convention of the Rights of the Child:</b> Article 28: All children have a right to an education	<b>Strategic Lead:</b> Lauren Potter, Narjis Trabelsi and Louisa Ball	<b>Estimated budget costs:</b>
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<b>Outcomes:</b> <ul style="list-style-type: none"> <li>To increase the number of children passing the phonics screening check so that it becomes in line with National 79%</li> <li>The majority of children without EHCPs to pass the Year 2 phonics re-sit</li> <li>To increase the attainment level in KS2 SATs to in line with National (EHCP children removed)</li> </ul>
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Targets	Actions	Monitoring	
To ensure quality of teaching and learning in Phonics continues to be very good.	Set up Phonics interventions from Spring 1 to target those who may not pass the phonics Continued focus on effectively using existing assessment data to plug gaps Regular formative assessment Targeted use of adults during core teaching time SSSG to support identified teachers to ensure their planning meets the needs of all 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 ensure quality of teaching and learning in Maths continues to be very good.	Maths leader to lead CPD around differentiation and other areas that are flagged through monitoring. Maths leader to monitor books and support teachers who need it.	Termly data and pupil progress meetings show all children making at least good progress.  Monitoring twice a half term to look at progress and planning	

### 3) Ofsted Category: Quality of Education

**Target 1: To ensure the Curriculum at Oxford Gardens is fully Inclusive**

**Target 2: To develop the ASD unit to allow more children to remain in mainstream provision and access specialist teaching.**

<p><b>UN Convention of the Rights of the Child:</b>  <b>Article 2 (non-discrimination)</b> 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.  <b>Article 30 (children from minority or indigenous groups)</b> 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><b>Strategic Lead:</b>                  Lauren Potter, Colette Keane, Kat Winskill</p>	<p><b>Estimated budget costs:</b></p>
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**Outcomes:**

1. To ensure all SEND children make appropriate progress across the year
2. To develop the ASD unit to allow more children to remain in mainstream provision and access specialist teaching.

<b>Targets</b>	<b>Actions</b>	<b>Monitoring</b>	
Continue to develop subject knowledge and teaching for children with SEND in a mainstream class	Work with external professionals effectively on training and targets Provide whole school CPD training Ensure SEN staff attend bespoke training to meet the needs of individual children Meet regularly with the SENCO to discuss how children are progressing and to look at any potential challenges to learning	CPD feedback Feedback from external professionals Team/individual meetings with staff Learning walks Children's progress	
To provide extended provision to meet the needs of the community	Ensure all children have opportunity to attend at least one extended day activity Ensure children have appropriate support	Attendance at extended provision Feedback from parents and staff Learning walks	
Develop the two classes in the newly refurbished ASD provision	Ensure a smooth transition into the new building Ensure ASD provision is appropriately resourced Provide training and support to new staff and existing staff Ensure all new children successfully transition Ensure good communication links with parents Work with outside agencies to secure the best possible outcomes for children	CPD feedback Staff feedback Parent feedback Team/individual meetings with staff Learning walks Children's progress Establishing relationships with local schools	

	Offer support to mainstream teachers at OGPS and other local schools		
Leaders have a clear vision for anti-racism, equity, inclusion and diversity.	<p>Leaders to continue self-reflection. 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.</p> <p>Leaders encourage regular reading/listening to articles around anti-racism, equity, inclusion and diversity and provide time for discussion during staff meetings.</p> <p>Take regular feedback from the children (via Change Leaders) and staff on the diversity of the curriculum.</p> <p>Use Jigsaw resources to expose children to the variety of different families living in modern Britain</p>	<p>Record of articles read and discussed kept by KW.</p> <p>Evidence of SLT and Middle Leaders incorporating anti-racism, equity, inclusion and diversity CPD within their INSET sessions</p> <p>Children are able to discuss different types of family make-ups.</p>	

#### 4) Ofsted Category: Behaviour and Attitudes

**Target: To further improve attendance**

<b>UN Convention of the Rights of the Child:</b> Article 28: All children have a right to an education Article 19: Ensure that children are safe and protected from harm	<b>Strategic Lead:</b> Lauren Potter & Annabelle	<b>Estimated budget costs:</b>
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<b>Outcomes:</b> <ul style="list-style-type: none"> <li>Percentage attendance for school to be at least 96%</li> <li>PPG attendance to be increased</li> <li>Targeted groups: Children who identify as Traveller of Irish Heritage and children with SEND</li> </ul>
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**Attendance Figures for Whole School (R- Yr6): 2022-2023**  
**Autumn 1 = 91.84% Autumn 2 = 90.43% Spring 1 = 90.23% Spring 2 = 90.76% Summer 1 = 90.30% Summer 2 = 90.63%**  
**Without PNAs (R-Yr 6)= 94.74%**

Targets	Actions	Monitoring		
Reduce the number of children classified as Persistent Absentee (PA is under 90%)	Where absence escalates and pupils miss 10% or more of school (equivalent to 1 day or more a fortnight across a full school year), we will put additional targeted support in place to remove any barriers to attendance and reengage these pupils  We identify pupils who have an attendance figure of less than 90% making them a PA. If children 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  Weekly attendance meetings to action concerns arising from attendance data		
Reduce the gap in attendance of pupils who are eligible for PPG.	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 Scooter run and Walking Buses to collect children who are persistently late, or have low attendance	Weekly class PPG notes to include info about absences - these are followed up by AO  Attendance data analysis for PPG children		

	<p>Free breakfast club places to PA and PL children</p> <p>Support strategies for children with attendance less than 90%.</p> <p>Target identified families through the North Kensington Inclusion Pilot Project</p>	<p>Weekly attendance meetings to action concerns arising from attendance data</p>		
<p>Improve the attendance of targeted groups of children- Travellers and SEND</p>	<p>Monitor reasons for absence for these groups of pupils.</p> <p>Where patterns are evident work on strategies to address these.</p> <p>Key families targeted through WLZ.</p> <p>Traveller Learning Mentor to support children who identify as Traveller of Irish Heritage</p> <p>Support strategies for children with attendance less than 90%.</p> <p>Target identified families through the North Kensington Inclusion Pilot Project</p> <p>School nurse to support</p> <p>Workshops to support parents</p> <p>Signposting families to relevant external services to support if needed</p>	<p>Attendance data analysis for identified groups</p> <p>Weekly attendance meetings to action concerns arising from attendance data</p>		
<p>To further develop relationships with parents of children who are classed as PA.</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>Attendance data analysis.</p> <p>Feedback from parents – questionnaires/conversations etc.</p>		

## 5) Ofsted Category: Leadership & Management

**Target 1: Further develop a whole school approach to emotional well-being and mental health**

**Target 2: To ensure a smooth transition within the SLT**

<p><b>UN Convention of the Rights of the Child:</b>          Article 3: To ensure the best interest of the child is a top priority          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          Article 19: Ensure that children are safe and protected from harm          Article 29: Education must develop every child's personality, talents and abilities to the full          Article 31: Every child has the right to relax, play and take part in a range of cultural and artistic activities</p>	<p><b>Strategic Lead:</b>          Lauren Potter, Colette Keane</p>	<p><b>Estimated budget costs:</b></p>
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<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Further develop a whole school approach to promoting good mental health.</li> <li>To ensure a smooth transition within the senior leadership team</li> <li>Support the community with the implementation of the new Structure.</li> </ul>
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Targets	Actions	Monitoring	
To ensure staff well-being remains a priority	To embed the Staff Well-Being and staff stress management policies. Inset day on the 4 <sup>th</sup> September 2023- morning team building activity to start the new year Well-being time for all staff Well-being calendar of events	Feedback from staff. Staff questionnaires Attendance at staff events	
To ensure pupil well-being remains a priority.	Play therapy, art therapy, CAMHS to continue to support identified children. WLZ delivers bespoke packages of support to target families.	Feedback from children Feedback from families	
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 North Kensington Inclusion pilot to continue to support the school.	Monitoring of behaviour incidents for affected children Progress data	
To ensure a smooth transition within the SLT and Staff Team	Recruit Head Teacher. Implementing the new structure. Support the community with the implementation of the new Staff Structure. Put timeframe in place for handover and shared vision.		