

Primrose Hill Primary School



School Improvement Plan 2015 – 2016

What the parents & carers say about Primrose Hill Primary School

'a diverse school with fabulous teachers, imagination and high standards.'

'Everyone involved in the school takes pride in the school.'

'My child is happy – that is the most important thing'

'The effort made to include parents in school activities and suggestions for how we can help learning at home.'

'The sense of community.'

'The school offers enhanced learning opportunities.'

'The adults care for the children and help them feel safe and supported.'

'My child is making very good progress.'

'I can talk to the school if there is a problem.'

'The staff respond to the interests of the children and convert them to learning opportunities.'

'The children are so polite and well-mannered.'

'There is rich diversity in our staff and parent community.'

'It is vibrant, happy and creative.'

'Well integrated curriculum opportunities plus PE, Music and Art.'



What our children say.....

'It's the best school because everyone is happy and smiling.'

'We love school because it's fun and we learn new and interesting things.'

'All the teachers are supportive and always help us.'

'We are well prepared for secondary schools because of the hard work and support we have been given.'

'Everyone is always smiling.'

'We know what to do or who to speak to if we need help.'

'There are lots of opportunities to do fun things.'

'My teacher helps me understand what I need to do to improve my work.'

'I like building and making.'

Primrose Hill Primary School



School Improvement Plan 2015 – 2016

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Primrose Hill Primary School

The School Improvement Plan Process 2015 – 2016



Each year the staff, children and governors review the progress we have made in teaching and learning and school improvement and identify areas of focus for continued improvement for the future. This self-review and evaluation is part of our ongoing school self-review and improvement cycle and helps us to devise the 'School Improvement Plan' or SIP.

The SIP runs in with the academic year from September 2015 – July 2016. Throughout the year there will be updates about our progress in the School Improvement Plan and it is very important that all members of the school community have the opportunity to contribute towards this plan. All parents, staff and school governors are asked to contribute as of course, are the children, who are asked for their views through School Council.

The plan has been formulated using information gathered from our stakeholders including staff, governors, parents and carers and children. The purpose of the school improvement plan is to review and evaluate the impact of the previous year's developments, identify key areas for school improvement and to outline the action to be taken in key areas. The school budget is matched to the priorities for the School Improvement Plan.

Governors and the School Improvement Plan

The monitoring of the School Improvement Plan is delegated to Governing Body committees:

The Head Teacher met with the chairs of each committee to share the planning stages of this document, their ideas and developments were included at this point.

The Curriculum and Pupil Welfare committee monitors curriculum matters. Leaders of Learning *in key development areas* make presentations to the committee and the termly Curriculum report updates governors on the progress made in key development areas. There are governors with areas of responsibility for English, Maths, Inclusion and Safeguarding. These governors are asked to make a visit to the school to meet with the Leaders of Learning and to present a short report about their visit to the committee.

The Finance and Premises committee monitors the Budget and Premises Development Plan. Funding for development is agreed in the budget setting process and given formal approval when the Governing Body ratifies the budget recommended by the Finance and Premises committee. Expenditure is monitored at termly meetings. Finance and Premises, in their monitoring of all budget expenditure are monitoring the financial aspects in other areas of the School Improvement Plan.

The Staffing, Leadership & Performance Committee, monitors Staffing and personnel decisions. They review the links between School Improvement, CPD, Teaching and Learning and pay as part of a rigorous appraisal circle.

Primrose Hill Primary School



School Improvement Planning 2015 – 16

Task	Start Date	Person Responsible	Consultation process	Completion Date
Steering overall process	April-June 2015	Jo Davey	Staff Meetings Senior Leadership Meetings	June 2015
Collating information for planning of SIP	May 2015	Robin Warren Jo Davey	School Self Review Process Leadership Team Meetings	4 th July 2015
Deciding priorities and aims within SIP	June 2015	Senior Leadership Team Staff	Questionnaires to staff, parents and carers, governors and children	May 2015
Drawing up 1 year action plans	Mid June 2015	All Staff	Staff Meetings	End June 2015
Meet with committee chairs	June	Robin Warren David Adams Niels Bryan-Low Tania Wilkinson Ophelia Field		July 2015
Formulate detailed 1 year action plans for school improvement 2015- 2016	June 2015	Robin Warren		June 2015
Draft Editing	End June 2015	Robin Warren Jo Davey	Senior Leadership Team	15 th July 2015
SIP discussed with Curriculum & Pupil Welfare Committee and Monitoring Planned	Autumn / Spring Term	Curriculum & Pupil Welfare Committee	Curriculum & Pupil Welfare Committee	Autumn / Spring Term
Producing and circulating written plan to staff and governors	Autumn 2015	Robin Warren	Staff INSET GB Meeting	September 2015
Feedback letter to parents/carers	Autumn 2015	Robin Warren	HT	Sept 2015
SIP Newsletter	December 2015	Mireille Alwan Laura Smith		Jan 2015



Whole School Priority Targets and Leadership Targets

This document is split into two sections. The first, *Whole School Priority Targets*, sets out three broad key targets for whole school improvement, and the actions to achieve them. These WSPTs are allocated INSET time and are the focus of whole school monitoring during the year. The four WSPTs for the academic year 2015 - 2016 are:

- Following review of the first year of the National Curriculum, to implement the new framework across key stages 1 and 2.
- To implement new Assessment systems linked to the new National Curriculum.
- To raise the profile of Reading in the school. (See English)
- To ensure high standards of presentation in children's work.

The second section, *Leadership Targets*, sets out targets defined by individual leaders from across the school to manage teaching and learning within their area of responsibility. These targets ensure that improvement is ongoing, providing continuity for past priority targets and inspiration for future.

English

- Revision of the approach to Phonics teaching
- Writing Development
- Guided Reading development
- Personal Reading & Talk for Reading
- Assessment
- Development of Library
- Use of Core Books
- Themed Days
- Poetry Week
- Book Corners

RE, Humanities & MFL

- Creation of a rich assembly plan for a two year cycle
- Induction of new Leader of Learning
- Implementation of new Scheme of Work
- Purposeful context
- Develop links with other organisations
- MFL Development
- Humanities Resourcing

Computing

- Google Classroom Next Stage
- Progress in Computing
- Cyber Café
- Subject knowledge development
- Home Learning
- Music Studio

School Improvement On A Page

PSHE

- Bringing the 'outside' in to Y1 Learning
- Healthy Eating – Ongoing Development of School Lunches and Packed Lunch
- Development of the Primrose Hill Passport
- Outside development in Reception
- Promotion of SRE

Creative Development

- Art Projects
- Links with other organisations
- Club development
- Enrichment

Physical Development

- Induction of new Leaders of Learning
- Implementation of handwriting approach across the school
- 'Take 5'
- Sports Events
- Participation linked to PE Premium
- Physical Development in EYFS & KS1

Leadership & Management

- Induction of new staff
- Ongoing focus on communication for all
- Project Primrose!
- The development of Teaching Assistants
- National Curriculum
- Assessment
- Presentation and handwriting
- Transition into Y1
- Class Names
- Ongoing focus on parental involvement
- Baseline in EYFS

Maths

- Mental Calculation
- Approaches to Maths at Key Stage 1
- Assessment
- Problem Solving Opportunities
- Training for Teaching Assistants
- Profile of Mathematical Development in EYFS

Science & STEAM

- Induction of New Leaders
- Resourcing
- Vocabulary Development
- Community Links
- STEM Club

Who is Who and Who Does What?



*Leader of Learning for
English*
Marianne Mattinson

Leader of Learning for RE
Tracy Maberly

Senior Leadership Team

Robin Warren
Liz Ghamar
Rita Brassington
Mireille Alwan
Laura Smith

*Leader of Learning for
Maths*
Laura Smith

Leader of Learning for PE
Mitchell Collymore

*Leader of Learning for
Science & STEM*
Attie Feitsma & Lauren Healy

*Leader of Learning for
Physical Development*
Danielle Bowmaker

Phase Leadership

Richard McLelland
Rhiannon Beeton
Paul Baron-Thompson
Hannah Wright

*Leader of Learning for
Computing*
Paul Beeton

*Leader of Learning for
Creative Art*
Kate Hopewell

Leader of Learning for Parents & Community

Edina Saadi

*Leader of Learning for
History & Geography*
Mary Deavin

Leader of Learning for Music
Katie Teague

Leader of Learning for Behaviour

Amanda Aplicano

*Leader of Learning for
PHSE*
Jill Hayman

Leader of Learning for SEN
Syra Sowe/Emma Wregg

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School Review and Self Evaluation Cycle 2015 - 2016

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Assessment & Pupil Progress Meetings	Pupil Progress Data Updated for new classes (key issues discussed with Liz individual meetings) Review support	Y1 Pupil Progress Review Meetings On Entry Baselines YR completed Parent Consultations	Pupil Progress Review Meetings Assessment Deadline	Self assessment & targets home Identify Support for Spring term EYFS forecast	YR Forecasting Completed & Analysed	Y1 Pupil Progress Review Meetings SATS Planning YR Moderation	Self assessment & targets home Assessment Deadline Parent Consultations	Identify support for Summer term SATS/TA YR Moderation	SATS/TA Assessment Tasks Completed SATS pre-submission moderation Review support Final EYFSP Review	Self assessment & targets home Data to LA Assessment Deadline Pupil Progress Review Meetings	Identify Support for Autumn Term
Performance data	Check Integris Data is correct Pupil Premium Data given to Teachers SATS analysis EYFS analysis	Analysis of YR baseline on entry data	RaiseOnline Case Studies	Analysis of teacher assessments Phonics data Data Forecasting	Review of Autumn for Governing Body		Analysis of teacher assessments & targets	EYFSP Profile Scrutiny before submission Phonics data	Year to Year comparison analysis	SATS Data to LA EYFSP Submission Phonics Screening Check	Analysis of teacher assessments EYFSP Analysis Phonics data KS1 & 2 Data
SLT CLT Leaders of Learning	Lesson Observations/ Learning Walks SIP Published SEF Updated Year on Year Analysis/Trends Order KS1/Phonics Papers	Monitoring of work – writing/ Handwriting & presentation HT Subject Leader meetings SEF Review	Monitoring of Assessment RK Learning Walks	Subject Leader Monitoring of work for Curriculum Team Mtgs	Lesson Observations/ Learning Walks SATS extra time/papers request	Monitoring of work – Maths SIP Review Subject Leader meetings	Monitoring of Assessment & RK Learning Walks Subject Leader Reports	HT & SLT Informal Monitoring – focus driven Subject Leader Monitoring of work	Lesson Observations/ Learning Walks Subject Leader meetings	Monitoring of Assessment RK Peer Observations	Subject Leader Reports for Curriculum Team Mtgs
Scrutiny of Work LT	Planning Sample	Sample Books - Presentation	Sample Books - Presentation	Phonics	Sample Books EYFS Profile/2BAP	Sample Books Phonics	Sample Books	Sample Books EYFS Profile/2BAP	STEM	All books	Sub Leader Reports
SIP, Review & evaluation	School Self Review Process	Self Review → Appraisal Meetings	SLT evaluation Professional Reviews	SIP Complete Health Checks	SIP review → Subject Leaders Self Review	Budget setting	SIP Draft Budget setting	Budget setting SIP Published	Curriculum Budget setting	Appraisal Reviews Professional Reviews	
Events	Curriculum Day Art - Big Draw	World Maths Day	Everybody Writes Day	E-Safety & Bullying Week	500 Words		World Book Day	Science Week	International Food Day		
Inclusion	Intro Inclusion Meetings	RK Monitoring	Pupil Progress Reviews			RK Monitoring	Pupil Progress Review				
Community	Curriculum Evening for Parents			Transition to EYFS Workshops	Applications for YN, YR & Y7 Support						

Primrose Hill Primary School



INSET PLAN 2014 – 2015

Area	Autumn Term 2015	Spring Term 2016	Summer 2016
Leadership & Management	'Support & Supervision' Marking Presentation Expectations Data Headlines Assessment	Introduction to Coaching Presentation Good Practice Pupil Premium Mapping	
Communication, Language and English	Assessment Promoting reading incl Guided Reading Phonics EYFS Phonics KS1 Book Corners – Good Practice	Assessment Love of Reading & Talk for Reading Moderation of Writing	
Maths	Maths Assessment Progression from EYFS to Y2 Progression From Y3 to Y6	Maths Assessment Methods of Recording Moderation	Maths Assessment Moderation Mental Calculations
Science & STEM	Science & Stem Sort out Session	Vocabulary Learning Walk Spring Term	Assessments in Science
Curriculum Development	Moderation of work samples x 1 English and x 1 Maths Schools group Cluster	Moderation of work samples x 1 English and x 1 Maths Schools group Cluster	Moderation of work samples x 1 English and x 1 Maths Schools group Cluster
EYFS	New to the EYFS Assessing Learning Baseline Phonics	Recording Observations Demonstrating Outside Learning in EYFS & Y1	
Creative Development	Art techniques	Progression from EYFS to KS2	tbc
Physical Development	Handwriting	Activities to Support Take 5 Handwriting	Handwriting
Inclusion & Behaviour	Strategies for Autism	1 to 5 Scale	
PSMSC	Circle Time Training Healthy Living – Packed Lunch Passport	SRE Passport	
Computing	Setting up the Google Classroom and Google Drive	Revisiting Google So Far E Safety Online resources e.g. Purple Mash	
Humanities / RE / MfL	French Teaching RE Scheme	French Teaching	
INSET DAYS	Speed Dating (2) English – The Journey	Safeguarding AM Assessment in English PM	

2015-2016 INSET Days

Autumn	Spring	Summer
Tuesday 1 st September 2015 Monday 2 nd November 2015	Monday 4 th January 2016	Monday 11 th April 2016 Monday 6 th June 2016

Training Suggestions for Support Staff

1 to 5 Scale

The Role of the Teaching Assistant

Physical Development Activities for Intervention & handwriting

Core Books

Computing Training

Outside Learning (EYFS)

Davis Orientation

Early Morning Work

Presentation of Work

Healthy Lunches

Indigo Training

Passport

SPAG

IWB & Ipads

Makaton

Primrose Hill Primary School



Action Plans

Whole School Priority Targets & Leadership Targets 2015 - 2016

Primrose Hill Primary School
School Improvement Plan September 2015 – July 2016
Senior Leadership Team Objectives

Action:	Actions- if required	Implications (staffing, time, costs, CPD)	Evaluation
Implementation of the revised National Curriculum	See WSPT Objective 1		
Implementation of new Assessment Framework	See WSPT Objective 2		
Develop standards of presentation	See WSPT Objective 3		
Promote a 'love of reading'	See WSPT and Leadership Objectives for English		
Ensure communication to stakeholders remains a priority	Update school website Migration to Google Classroom Weekly newsletter / SIP Newsletter published three times a year Half termly parent coffee sessions Promotion of National Leader of Education and National Support Status	Website upgrade £2,500 Income associated with NLE work	
Evaluate, review and promote parental involvement at the school	Promote importance of involving parents and carers in learning Encourage 'working parties' for Project Primrose Revamp of parent consultation meetings Create school guidelines and run parent induction sessions for 'helping in school'. Create opportunities for parents and carers to see children's work e.g. 'drop in sessions', 'stay and play', workshops etc. Implement 'soft start' and Playground liaison sessions Reception practice into Y1 transition	Promotion of events Links with local community groups Parent coffee mornings Liaison with GB and Friends of Primrose Hill Questionnaires Link to C&PW Comm	
Induct new staff to Primrose Hill	Three new teaching staff and one Acting Assistant Head Teacher need clear expectations for their roles. In addition, several new Leaders for Learning and Phase Leaders in place, plus a newly non-class based Assistant Head Teacher. School Council to create an induction pack for new children.	Induction schedule planned	
Review financial management practices in light of decreasing school budgets	Creation of 3-5 year budget plan Mid year update of the Pupil Premium Plan and mapping of Pupil Premium standards/enrichment Evaluation of the Sports Premium Implementation of Business recovery Plan Development of school inventory Development of Financial Management Policy / Lettings Policy Formulation of termly Health & Safety Plan including Risk Assessment Generating additional funding	Financial Management Policy in place Recovery Plan in place Pupil Premium & Sports Premium review in termly GB Committees	

Focus on the Pupil Premium – expenditure and impact review	Develop a Pupil Premium Provision Map to show pupils eligible, the provision they receive and how this impacts on standards. An audit of this will be developed in line with the 2016/2017 expenditure plan	Presentation to SLT and GB	
Review the staffing structure at Primrose Hill; any implementation due by September 2016.	Gather views from staffing arrangements for the next three years – assess need for current SLT model, admin team, inclusion team, non-class based staff, specialist teaching. This is dependent on varying factors - in light of returning full time staff (x 3 in 2016/2017), reducing cases (x 1 in September 2016), potential gains in terms of 2 Year Old Provision, reductions in base funding etc.	Staff Meetings and consultations Budget figures for 16/17, 17/18 Liaison with Camden re 2 Year Old Provision	
Develop the role of the Teaching Assistant	On-going program of training and development Observations of good practice and ongoing feedback linked to new staff appraisal/professional reviews.	CPD Costs Timetabling	
Implementation of Class Names	In Autumn Term, children to determine the theme/approach for class names. Final decision to be made and implemented from January with the name followed by the 1K, 2L etc. until community is familiar. Logo things and develop class identities.	Consultations Promotion within staff and school community	
SLT Attainment Review process	Create analysis of EYFS, Phonics, KS1, KS2 and ongoing assessment data (Nov 2015) Fischer Family Trust work to target set and review pupil outcomes. Raise Online Analysis to stakeholders School Data Dashboard produced on website	SLT Time Autumn Term Report to GB Leadership, Staffing and Performance Committee	
Launch Project Primrose	See Project Primrose Summary – end of the SIP.		

Primrose Hill Primary School

Data Indicators

(including 2015 Cohort & Camden Analysis)

EYFS	Phonics	Key Stage 1	Key Stage 2
<p>Data shows children enter Reception 'at expected' which means they should make more progress – level of challenge?</p> <ul style="list-style-type: none"> •Reduce gap between lowest and highest attainers •Ensure boys achievement increases •Increase Pupil Premium eligible pupils' attainment •Increase % of children exceeding in any area •Raise % of children achieving expected in Reading and Writing. •Ensure by aspect of learning achieved is increased at least in line or higher than Camden. •Focus on Phonics acquisition 	<p>See EYFS & English Objective re Phonics</p> <ul style="list-style-type: none"> •This is related to overall SIP Reading Target – actions already identified •Increase overall phonics attainment •Increase boys performance in Phonics <p>Ensure support in place to develop Phonics in Y2</p>	<ul style="list-style-type: none"> •SATS preparation needs to begin in Spring Term •Aiming for approx. third + of the cohort to be exceeding in any area. •Increase attainment at the higher level of equivalent in Writing •Narrow the gap between girls and boys •Balance gender achievement in Maths •Narrow gap between girls and boys in Science •Moderate exceeding writers at EYFSP to ensure they achieve at the higher levels in KS1 •Science TA needs to be compiled throughout the year culminating in a Science Week in Summer Term to make firm TA's. This will tighten the process for 15/16 cohort. •S&L TA is possibly woolly and needs tightening. •Some over ambitious assessment in Writing for the 2013 YR cohort v level of challenge throughout KS1? Aim for 100% of children to attain 'expected' or 2C equivalent at end of Y2 2016 especially in writing where the dip is slightly larger. Aim for the majority of children to achieve 'expected' or 2b equivalent in R, W and M at the end of Y2 2016. Aim for approximately 1/3 of the cohort to exceed expectations in R, W and M; the biggest gap being in Writing at the higher 'levels' 	<ul style="list-style-type: none"> •There was a dip in standards at Level 5; this is possibly a casualty of a disrupted year, plus the Y6 teachers out of class a lot for Lesson Study, leadership etc. •Important to note questioned some results but only two were upheld, not significantly changing our data. •SPAG % shouldn't be higher than Writing scores, meaning less discrete teaching and more focus on composition •Focus on conversion of L5 equivalent to higher level 5 equivalent •Moderation advised school to provide more evidence for higher attainers and focused writing stimulus to develop more genre of writing •SIP target on guided reading will also help Increase the % of children achieving at the higher levels or equivalent in Reading and Writing

See Attainment Analysis Booklet 2015 Cohort for further breakdown. This will be followed by RaiseOnline in November 2015

Primrose Hill Primary School

School Improvement Plan September 2015 – July 2016

Whole School Priority Targets:

- Following review of the first year of the National Curriculum, to implement the new framework across key stages 1 and 2.

Staff Responsible SLT CLT PLT	Reason for priority and previous achievements The Leadership and Management focus for this year will be to induct new Teachers and other new staff. It is imperative that continuity of high standards and provision is maintained across the school and their understanding of the NC requirements and how it is taught across the school is secure. We are proud of the work undertaken so far with the National Curriculum and our review this term has sharpened and refined our practice and ironed out issues identified in the first year of implementation. The document will be streamlined and more user friendly. The new requirements of the curriculum content will need us to constantly evaluate to ensure the children are experiencing the range and challenge they need.
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Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Curriculum Maps Revised featuring all summary areas for learning	Curriculum Map is up to date and outlines a broad, balanced and relevant curriculum. Update Curriculum content into a 'year' curriculum map to include educational visits, enrichment, equality and British Values. Separate curriculum maps for PE, Music and MfL.	September 2015 CLT impact termly	CLT Meetings	
Communicate Curriculum Content to Parents & Carers	Map information provides information to parents and carers about coverage and breadth. Curriculum Maps/Information communicated to parents and carers on the website. Signposted in termly Overviews sent from teachers.	Autumn 2015 Feedback from parents and carers as information is posted.	CLT Meetings	
Ensure plenty of time and support given for planning in and across Year groups (INSET at the beginning of each term.	Planning is completed to a high standard at the beginning of each term. Phase Leaders to model required standard. Designated SLT members attached to each phase to support this. Planning is monitored at regular intervals and feedback given	Planning filed in 'Shared' half-termly / weekly (Autumn) Mireille & Laura will monitor this half termly and provide feedback.	Leadership Time half termly to monitor planning and feedback. In built PPA time.	
Use of INSET and Training to embed skills	Staff in all groups are equipped to lead the requirements of the NC. New Teaching staff well supported to deliver the requirements Training identified linked to Appraisal priorities into CPD Overview for 2015/2016.	Monitoring records and minutes of subsequent meetings (Aut/Spr/Sum) Mentoring Programme CPD planner	LT Groups Time allocation for NQT Mentor	
Update Teaching & Learning Policy to reflect current provision	Teaching & Learning policy clearly reflects the school curriculum and our provision. Updated Teaching and learning policy incorporating all subjects will be shared with SLT and staff, parents & governors.	Mireille & Laura to lead this. Policy to be discussed at Curriculum & Pupil Welfare Meetings (Autumn) Policy saved and uploaded to website. Shared with staff.	Evaluated in monitoring/learning walks	

Primrose Hill Primary School

School Improvement Plan September 2015 – July 2016

Whole School Priority Targets:

- To implement new Assessment systems linked to the new National Curriculum.

Staff Responsible SKT CLT PLT ILT	Reason for priority and previous achievements We are keen to implement the work on assessment undertaken this term. Our new assessment practices will provide information about pupils' attainment and progress related to their age related expectations. They will still involve marking pupils' work and providing written and oral feedback that identifies successes and the next steps for improvement and checking that they have responded to this feedback. We will continue to engage pupils in the whole assessment process by building self-assessment strategies into our teaching. We will provide periodic summaries of attainment and progress through in-class tests, teacher assessment and the formal externally set tests.'
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Action:	Success Criteria <i>Teaching staff are clear about expectations for new assessment framework which leads to measurable progression for pupil outcomes. To enable this:</i>	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Assessment Content outlining expectations for each Year Group in KSI created for Reading, Writing & Maths	Assessment summary will clearly outline expectations for children and staff. Staff understand and are confident with new assessment approach. New assessment document to be created and shared with staff in a series of training. Through this, staff will develop an understanding of the 'expectations' at the end of each Year and how to build the children's progress towards this.	Assessment & Record Keeping (SLT Termly) Features in PPR Meetings Reports to Governing Body Committees (Termly)	INSET Allocated	
Assessment Documentation for Other Subject Areas created	Staff understand and are confident with new assessment approach. New assessment document to be created with CLT.	Mireille & Laura to lead on this with Core Leaders of Learning (Termly)	CLT Meeting Leadership Time for AHT's	
School Tracking system linked to 'age related expectations' and numerical progress system transferred and understood	Tracking system is linked to ongoing provision and practice. It is simple and effective to manipulate data to provide analysis. Assessment system amended as appropriate. Scale system determined in SLT, ILT and CLT. Training provided to staff in terms of progression	Liz to lead on this with the Pupil Tracker company (Aug); Termly data feedback to Curriculum & Pupil Welfare and Staffing, Leadership & Performance Committees (Termly)	Leadership Time Assessment Package amendments cost £19-17 £400	

Create agreed format for Pupil Progress Reviews	Pupil Progress Reviews are purposeful and challenging. Agree format for reviews. PPR should be targeted to individuals and groups of pupils at risk of underachievement. Moderating judgments is key, backed up by a range of evidence against the new assessment criteria. Actions identified and communicated to teachers.	PPR Action Minutes Feedback to C&PW and SL&P Committee Data Reviews termly	Allocation of time for 1.5 hr meetings per class/Year Group per term.	
Age Related Expectations exemplification from Camden used as guidance	Assessment exemplification supports in school development. Work with four other Camden Primary Schools on Assessment Project Use the guidance and exemplification to agree where to assess a child throughout the year up to end of year expectations. Begin to develop own bank of samples to support in school work.	Termly INSET and Support Groups Leaders for Learning led by Mireille & Laura to begin compiling samples. (Termly)	Termly INSET for Reading, Writing and Maths	

Primrose Hill Primary School

School Improvement Plan September 2015 – July 2016

Whole School Priority Targets:

- To ensure high standards of presentation in children's work.

Staff Responsible All Staff PLT CLT	Reason for priority and previous achievements We are an outstanding school and the children receive outstanding learning opportunities. Their output is prolific and varied but we recognize the quality of their presented work at all levels needs attention in terms of consistency, expectation and quality. We aim to develop a consistent approach to expectations and will monitor the standard work accordingly.
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Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Presentation guidelines created and implemented in each Year Group / Phase	Books and children's work will be consistent and appropriate for each year group. Formal written methods in Maths to be set out clearly and consistently in line with Calculation Policy. Books will demonstrate progress and high standards.	Half termly – PLT/SLT Leaders of Learning input Mireille initial draft (Summer 2015)	Leadership Time INSET allocated	
Expectations of marking revisited in Autumn Term to ensure clarity across team	INSET session in Autumn one, following by monitoring of work throughout the year.	Meeting Minutes Scrutiny of work evidence SEF Samples for C&PW Committee	INSET allocated	
Implementation of new system of handwriting	Handwriting guidance to be agreed and developed for the school. This will be led by the Physical development Leader from Autumn 2 onwards. This will include a progression document outlining expectations for each year group/phase.	Scrutiny of work Evidence in display SEF	Training for Leader of Learning for PD INSET for Staff Training for Support Staff Leadership Time	

Primrose Hill Primary School

School Improvement Plan September 2015 – July 2016

Leadership Targets: Inclusion – SEN & SEBN

- To maintain and extend provision with a focus on ASD Provision, interventions and the development of TA's

Staff Responsible Emma Wregg Syra Sowe Mandy Apicano Edina Saadi Maggie Muir Liz Ghamar Robin Warren	Reason for priority and previous achievements The Inclusion Team have had a successful period during Syra's maternity leave, and there has been excellent progress and continuity of standards alongside the leadership transition. The challenge facing the school is mostly financial which puts pressure of maintaining the level of support needed to ensure children thrive and in meeting the needs of a high number of children with either a statement of SEN or an ECHP. Our aim is to develop the provision and broaden our local offer. This includes sharpening our tracking of pupils and the intervention they receive, developing ASD support for more children by using Rainbow creatively, supporting families whose children have ASD as well as developing a sensory space for our children and maintaining the external support we receive such as the Educational Psychology and Speech & Language Therapy Service despite restricted financial capacity.
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Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Monitor the outcomes of all interventions which take place	The baseline and impact of interventions will be recorded at the start and finish of each intervention either half termly or blocks. This will be created electronically to create data information.	Termly monitoring in line with PPR Meetings Observations during Learning Walks Termly	Meeting times	
Develop additional provision for ASD children and those with social communication difficulties in Rainbow in the afternoons	Children with ASD across the school are supported by a bespoke afternoon session(s). This will be developed by the ILT according to phase, need and budget.	ILT Meetings weekly Report to Curriculum & Pupil Welfare Committee in Inclusion report	There are staffing, timetabling and raining costs associated with this which will be developed.	
Develop ASD Parent Network to support those parents and carers with children with ASD	An informal school network to share practice, experiences and knowledge led by the professionals in schools and using additional outside agencies where required. This will be a focus for Governor involvement.	Promotion on school website and in newsletter. Evaluations by attendees.	Timetabling half termly. Liaison with Ophelia Field (Chair of C&PW)	
Develop training with the Support Staff Team in delivering a range of intervention and support	The Support Staff Team's CPD will be based on their needs and the school requirements. A series of tailored sessions will be planned fortnightly and led by in-house and external professionals. This will include support from S&L Service to deliver programs such as <i>Box Clever</i> , <i>Talk Boost</i> , <i>Talk About</i> etc)	Termly CPD Training Plan linked to the SIP and school / pupil needs. Monitoring impact on standards.	Timetabling Monitoring by the SENDCo.	
Continue to develop the bespoke resilience program for Phases 5 & 6	Children in Y5 & Y6 will develop resilience techniques to support their learning. This will be a termly block for each class led by Mandy and the Inclusion Team following a successful trial in Y5 in the Summer Term.	Evaluations of sessions by Mandy Inclusion report termly	Half day timetabling	

Ensure the Educational Psychology Service is delivering what the school needs.	The expectation for how we use the service is clear and how we spread the resources to address the needs of the children.	Inclusion Monitoring ILT Meetings Minutes	E27-12 Ed Psych SLA £7,000 E27-15 EP Consultancy	
Promote National Awareness Dates	Awareness Days will be promoted throughout the school calendar.	Feature in the Assembly Calendar	Liaison with the RE and PSHCE Leaders of Learning	
Implement staff induction pack for teaching staff	ILT to liaise with Liz with regards to the induction pack and the cycle of support available to new staff.	Regular meetings with notes Evaluation by new staff	Liaison between staff.	
Include information about IHP's in YN and YR Transition Information	New children to be identified and IHP's written at home visit. Copies of the 2 Year Health check to be requested during home visit and passed to SEN Team.	Information added to welcome pack and collated by Inclusion Admin Team	Liaison as required with the YR Team.	
Continue to ensure actions and developments against the Safeguarding Audit are in place	School complies with statutory requirements and procedures are clearly communicated to all.	Termly monitoring by ILT and Safeguarding Link Governor.	NA	

Primrose Hill Primary School

School Improvement Plan September 2015 – July 2016

Whole School Priority & Leadership Targets: English

- The promotion of reading across the school for children and families leading to high quality outcomes for children.

Staff Responsible Marianne Mattinson	Reason for priority and previous achievements The English Curriculum is rich with content and this is underpinned by reading for enjoyment. This is an area we are passionate about and believe can be promoted in a varied and exciting way, which supports our teaching, the children's learning and parents and carers reading at home. This will be a key WSPT and be woven throughout the year. There will be a constant focus on reading for enjoyment and in developing our skills as English practitioners. There will also be a focus on writing, in particular in ensuring increased outcomes at the higher levels compared to Reading and Writing (EYFS, KS1 and KS2 Data 2015)
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Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Developing the teaching and learning of Phonics	<p>Phonics teaching and learning should be practical, multisensory and appropriate to children's developmental capacity.</p> <p>Revisit the Phonics Policy at Primrose Hill including the approach to planning; assess the resources available to deliver each phase – Revisit, Review, Teach and Practice – and how this will look and be taught in practical terms across EYFS, Key Stage 1 and into Support for Spelling in Y2.</p> <p>Phonics teaching and learning should be practical, multisensory and appropriate to children's developmental capacity. This should be a mixture of direct teaching, whole class, group, individual and individual opportunities to apply.</p>	<p>Outcomes for Phonics on track in terms of ongoing tracking (Termly)</p> <p>Outcomes for Y1 and Y2 Phonics Checks show improvements (Summer)</p> <p>Learning Walk in Phonics (Autumn 2 with Richard/Robin for EYFS, Monitoring of planning – Leader of Learning for EYFS and English.</p> <p>Presentation of 'Phonics at Primrose Hill' to parents/Governing Body etc. (Spr)</p>	<p>CLPE Training</p> <p>Camden Led Partnership Support</p> <p>Phonics consultancy as required.</p> <p>Resources as required.</p>	
Increase the % of children 'exceeding expectations' in Writing at end of EYFS, KS1 and KS2	The children working at a higher level 'exceed expectations' in Writing; there will be greater comparability between Reading and Maths.	<p>Book Scrutiny</p> <p>Writing tracking of key groups and individuals</p> <p>Support Sessions.</p>	<p>Leader for Learning support</p> <p>Training as required.</p>	

Development of the Classroom Book Corners	Book corners will be high quality and varied, offering a range of resources and be comfortable environment for the children. This will include well organised and categorised books. BK themed - such as Super heroes, using budgets allocated from FOPH	Learning Environment Walks Good Practice INSET (Autumn)		
Implementation of new assessment documents and procedures	See Whole School Priority Target 2			
Development of the Library	The library will be a well-resourced, well-used resource offering a range of opportunities for the children. Library use tracked. Lesson format for library use to develop children's choice making. Investment in books, resources and layout	Weekly library session for each class Timetabled library support Leader of Learning monitoring (Termly)	INSET Premises Development Books	
Revisit with staff the expectation and procedures for Guided Reading incl. development of the Reading Buddy session	Guided reading revisited and staff clear with expectations and outcomes for children All KS1 and KS2 children will have a Reading buddy for a term. and includes review of the carousel, the Core book boxes, author studies and talk for reading.	Ongoing monitoring of provision Planning ½ termly Termly monitoring reports	INSET Leadership Time Training	
Promote Home Reading systems with children, staff and parents and carers	Home reading tightened up with clearer, monitored procedures. Reading Journals in KS2 with the highest quality reading journals to be rewarded with trips to the bookshop to stock book corners with children's choices. Workshops for parents and Reading Breakfasts / Teas each term linked to Parent consultation evenings. Neill Griffiths to run and Inset and Parent workshop on supporting home reading.	Scrutiny of books Achievement assembly	INSET Information to parents Reading Diary creation Neil Griffith Workshop £600	
Develop a termly themed day including a Poetry Week per term.	Poetry coverage addressed through themed day/week. Termly events: Extreme Reading, World Book Day, and a visiting illustrator / author / poet. Everybody Writes Event in early October	Impact on website and in newsletter (Termly)	Preparation for the day	

Primrose Hill Primary School

School Improvement Plan September 2015 – July 2016

Leadership Targets: EYFS

- Implementation of the National Baseline Assessment; refining provision for Phonics, Outside independent learning and Maths; develop high quality parental engagement into Y1.

Staff Responsible Richard McLelland EYFS Staff Y1 Staff SLT CLT	Reason for priority and previous achievements <p>The children have had a high quality start to their learning experience. The good practice generated by the team work and key worker approach in the EYFS which is based on a curriculum, which provides children with opportunities across a wider range of subject strands, must now continue into Y1. This includes the liaison and work with parents who must have opportunities to be as involved as they have been in Nursery and Reception, especially during the transition. For YN and YR, the focus will be on implementing the EE Baseline, focusing on the teaching and learning of phonics, the quality of the children's outdoor learning experiences and in ensuring Maths is high profile across the EYFS. In Y1, new classroom environments created to bring 'outside' in and to keep the good practice of the EYFS into Y1 and Y2.</p>
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Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Induction of new teaching staff to the EYFS Team	Teacher's area clear about their role and the expectations of them. New Teacher to Reception in September, and two new to Nursery teachers in Autumn and Spring to receive regular induction and support; this will include relevant targets and training to enable them to fulfill their roles.	Induction schedule in place (Sept) Feedback to line managers. Learning Walk will show staff clear about expectations and teaching is good. (Aut)	New to YR Training with CSLP	
Implementation of the Early Excellence Baseline across EYFS	Baseline will be used to create uniform baseline for children entering YN and YR. Baseline to be incorporated into the school tracking system. Integrate the Leuven Scales into the process. Planning from the outcomes of the EE Baseline into the provision provided for the children. (Also SEN/SEBN area)	EYFS Team to lead this. Meeting with RW in October to present findings which will be communicated wider.	Initial training £500 for two delegated and materials. E19-17 Assessment.	
Developing the teaching and learning of Phonics	Phonics teaching and learning should be practical, multisensory and appropriate to children's developmental capacity. Revisit the Phonics Policy at Primrose Hill including the approach to planning; assess the resources available to deliver each phase – Revisit, Review, Teach and Practice – and how this will look and be taught in practical terms. This should be a mixture of direct teaching, whole class, group, individual and individual opportunities to apply.	Learning Walk in Phonics (Autumn 2 with Richard) Monitoring of planning – Leader of Learning for EYFS and English. Presentation of 'Phonics at Primrose Hill' to parents/Governing Body etc.	CLPE Training Camden Led Partnership Support Phonics consultancy 'Helen Cheung' September booked. Resources as required.	

Develop EYFS Practice into Y1	Children will have a settled transition into Y1; this will be based on similar expectations and procedures as in EYFS. There will be a focus on bringing the outside in and in giving children opportunities to work on adult led guided tasks and independent well differentiated activities.	Learning Walk Y1 Autumn 1 – focus on transition	Phase Budget E19-09A £2,500 Additional resource as required. Membership of Scrap Project £400	
Develop parental engagement/involvement for children in Y1 building on good practice from EYFS	Parents engage with the YN and YR class routine each morning. This must be facilitated with Y1 at the beginning of the year with adaptations made as the term progresses; perhaps with a weekly stay and chat session on a Friday morning. Create series of 'calendar' dates and sessions throughout the Autumn and rest of the year ensuring parental involvement and engagement remains high.	YR and Y1 staff to work together to ensure systems in place for September. The SLT will monitor impact and feedback of this.	Ensuring timetable adapted to facilitate parental links.	
Develop the profile of Maths throughout the EYFS	The profile of Maths will be even compared to other curriculum aspects. Planning to make Maths prominent; Ensure continuous provision in Maths has equal status to the other aspects of the curriculum; ensure there are adequate resources; continue with Pinterest projects for Maths and Outside Learning.	EYFS Learning Walk Spring Term. Scrutiny of Maths evidence.	Phase budget E19-05 £2,500 Funding contribution from Friends of Primrose Hill for named items. Membership of Scrap Project £400	
Developing use of the outdoor learning environment in terms of self-initiated learning	The outdoor environment provides an exciting, purposeful and high quality experience for the children. Planning and liaison with staff members to make Outdoor Learning as high quality as it can be. Richard and Team to evaluate provision and create development list of resources/works to be done to improve quality of provision. Continue with individual staff being responsible for key areas; Pinterest projects for Maths and Outside Learning.	EYFS Learning Walks/Autumn and Spring Environment Walk with SLT/Richard	Creation of items for Premises Development plan Phase Budget E19-05 £2,500 Funding contribution from Friends of Primrose Hill for named items. Membership of Scrap Project £400	

Primrose Hill Primary School

School Improvement Plan September 2015 – July 2016

Leadership Targets: Maths

- Ensure maths curriculum is delivered with a focus on reasoning, problem solving and fluency.

Staff Responsible Laura Smith	Reason for priority and previous achievements After introducing the Maths curriculum this year we have had a focus on the 3 main principles of reasoning, problem solving and fluency though training and parent workshops. These three main principles will need to be a priority for staff to ensure it is embedded. The Maths curriculum is challenging in terms of previous content; planning and provision will need to be monitored to ensure children are accessing what they need to, and support facilitated to achieve this.
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Action: SLT	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Embed reasoning and problem solving and fluency	Staff are confident in teaching this aspect of Maths and this is a priority for provision within classrooms. Implement lesson study or type model in the school to engage with this. Year group Training at EP providing training in these key areas.	Feedback to SLT (Termly) Impact case Studies (Termly)	Work with Eleanor Palmer Release Time for Leader of Learning INSET E19-24 Maths Budget	
Ensure approaches to mathematical learning are appropriate for all stages of development	Calculation Policy is revised; where gaps are identified, training should be tailored to addressing this. Training Session on developmental progression in Maths	Classroom environment walk (Termly) Activities and resources matched to need	Training INSET	
Develop staff subject knowledge for new staff and teaching assistants.	Support staff feel confident in the progression of the curriculum and approaches to teaching and learning. Develop exemplification of recorded methods	Observation of Session Feedback evaluation	INSET Training	
Develop the profile of Maths throughout the EYFS	The profile of Maths will be even compared to other curriculum aspects. Planning to make Maths prominent; Ensure continuous provision in Maths has equal status to the other aspects of the curriculum; ensure there are adequate resources; continue with Pinterest projects for Maths and Outside Learning.	EYFS Learning Walk Spring Term. Scrutiny of Maths evidence.	Phase budget E19-05 £2,500 Funding contribution from Friends of Primrose Hill for named items. Membership of Scrap Project £400	
Implementation of new assessment materials	See WSPT 2	Termly assessments	Staff training and INSET	

Primrose Hill Primary School

School Improvement Plan September 2015 – July 2016

Leadership Targets: Science & DT / STEM

- To ensure Science has core curriculum status within the school and is promoted within the curriculum offer.

Staff Responsible Attie Feitsma Lauren Healy	Reason for priority and previous achievements There will be two new Leaders for Learning sharing Science, DT & STEM. The focus this year is on raising the profile of Science in the Curriculum, embedding the new National Curriculum, developing their skills as leaders and working towards Science being a Priority Area for 2016 onwards. This will gather momentum in the Summer Term
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Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Develop and implement monitoring of Science Teaching & Learning and Assessment	There are clear guidelines for assessing learning in Science. Plan monitoring of Science & STEM Work Create realistic assessment materials which can adequately show progress in this area.	Termly Planning and Work Scrutiny. Learning Walk in Science Week (Spring Term)	Leadership Time E19-29 Science Budget	
Ensure the school is equipped with adequate STEM Resources	STEM resources available for teachers to deliver the curriculum. Organising and cataloging of resources as part of staff INSET. These are cross reference to curriculum so teachers know what is available and how it links to their teaching requirements.	Audit Published (Autumn)	INSET Allocation Autumn Term Involvement of Teaching Assistants	
Development and understanding of Science Vocabulary	Children to be able to demonstrate understanding of Science vocabulary. Each class to have set of Science Dictionaries which are used throughout the year, and with specific taught skills. Appropriate recording books identified.	Leaders for Learning ensure this is covered in Curriculum Map and monitored in planning/children's work (Autumn)	Leadership Time E19-29 Science Budget	
Develop links with organisations to support delivery of the curriculum	Links will be made with organisations such as Crick Institute; further adaptations made to Curriculum Map where learning can be enhanced by partnerships with others.	Feedback in Monitoring Reports		
Launch a STEM Club	Leaders for Learning run / organize a STEM Club from Spring Term onwards.	Evaluation by children	Support from SLT	

Primrose Hill Primary School

School Improvement Plan September 2015 – July 2016

Leadership Targets: Computing

- Ensure all children have experiences of the computing curriculum with a focus on computational thinking, safety and digital citizenship.

Staff Responsible Paul Beeton Katie Teague Robin Warren	Reason for priority and previous achievements As programming monopolises the Computing curriculum, this area should be a priority for our SIP; Y5 and Y6 teachers have struggled with KS2 curriculum this year due to the complexity of the demands on the children. Y2/Y3 and Y4 have all completed Programming units. Will Y5 and Y6 be ready to meet the demands of their progression? Continue to develop our work with Google Classroom enabling Primrose Hill to be a flagship school. See also Music Objective re the Recording Studio.
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Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Ensure there is a range of evidence to demonstrate impact and progress in Computing	There is a range of evidence to document pupil progress in Computing. Agree School Policy for Google Classroom Use of website, Google Drive and physical evidence of computing across the school show impact of teaching and learning and progress.	Presentation to Governing Body (Spr) Outward facing work to parents & Carers Leader of Learning Monitoring (Termly)	Leadership Time E20-02 Computing Budget	
Development of the Google Model	Google Work continues to be a high priority and driven by all leaders. INSET promoting use of Google Classroom and Google Drive to all stakeholders	Meeting Minutes (Termly) Ongoing information circulated to the Governing Body	Leadership Time Liaison with Google	
Promote Digital Citizenship	Staff, children and parents are clear about the expectations of home learning and access. Home School Agreements discussed and distributed to all. Embed expectations across all year groups through class teaching, assemblies, workshops and special themed days/weeks. Implementation of Hapora software. Focus on 'keeping children safe on-line' security.	Letter to parents and carers explaining home/school agreement (Autumn) Timetabling of events.	Workshops Leadership Allocation	
Ensure teachers and support staff are skilled to deliver all aspects of curriculum	Teachers have support in delivering the Computing Curriculum. The CLC should be used to facilitate units where teachers have had difficulty (highlighted in Curriculum review). Leader of Learning to lead 'key projects' to support classes/teachers. INSET time is also required to allow teachers to re-engage with the On Line resources we pay for at Primrose Hill: Purple Mash; Brainpop; Espresso; Igfl etc.	Feedback from Session	Allocation of budget E27-04 CLC Budget	
Establish Home Learning Club for children and parents who do not have access	All children have access and support to accessing 'home learning' opportunities. Installation of Cyber Café and Home Learning Club Links with Computers4Schools	Audit of provision	Cost of adult led support £3,000 est	
Development of a School Inventory System	Ensure all equipment is added to an inventory with purchase date, serial number, location etc.	Liaison with Technical Support Termly Monitoring Feedback to F&P committee		

Primrose Hill Primary School

School Improvement Plan September 2015 – July 2016

Leadership Targets: Humanities

Establish a Humanities Team to deliver the requirements of a meaningful curriculum. This will be well integrated across the curriculum and linked to topics.

Staff Responsible Mary Deavin Tracy Maberly Mireille Alwan	Reason for priority and previous achievements We are establishing a team to deliver the NC requirements for History, Geography, RE & MfL. This will be an evolving group to ensure a framework for resources, expertise and support is available.
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Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
History & Geography				
Establish Humanities Team with RE & MfL	An effective team will be established led by the CLT. This will comprise the Leaders of Learning for subjects	Termly meetings Joint monitoring reports (Termly)		
Ensure resources and support available to deliver revised curriculum	Resources will support T&L in Humanities. Topic Boxes sorted and distributed INSET to outline curriculum expectations Audit of staff skills	Meeting minutes	Humanities Resources E19-23 £400	
RE				
Implementation of RE Scheme of Work	RE will have status within the school. Promotion with Staff, children and Governing Body; Purchases resources and support linked to this to make T&L of RE manageable and meaningful	Presentation to Governing Body (Summer)	Training for Leader of Learning CSLP Links with Camden RE Service Leadership Time E19-28 RE Budget	
With PSHCE Leader create a two year cycle of Assembly themes as a framework	The cycle for assemblies will reflect the school community and our needs. Linking aspects of RE, relevant festivals, PHSE and SEAL plus equality and British Values into a two-year assembly cycle.	Published on website, Google Classroom and presentations to GB as required	Leadership Time	
MfL				
Evaluating class teaching of MfL without specialism and planning next steps for development	Establish Acting MfL Leader Staff Training led by current leader of learning as consultant Use of resources and Camden SOW Purchase next stage of software to aid delivery Use parent volunteers to support delivery Cost part-time MfL teacher/assistant/ part-time teacher	Learning Walks initially by Mireille and Laura (Aut/Spr)	Training for Leader of Learning CSLP Links with Camden RE Service Leadership Time E19-28 RE Budget	

Primrose Hill Primary School

School Improvement Plan September 2015 – July 2016

Leadership Targets: PSHCE (includes Citizenship)

- To ensure PCSHE is woven throughout the curriculum with a focus on equalities and British Values.

Staff Responsible Jill Hayman SLT	Reason for priority and previous achievements PSHCE is key for children in giving children the skills they need to be reflective, curious, broad-minded and emotionally intelligent individuals. We have identified some priority areas within PSHCE which will be woven throughout the curriculum. This include: <i>British Values, equalities, Science, The Primrose Hill Passports, Circle Time</i> and most importantly the breadth of coverage and avoiding repetition.
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Action: SLT	Success Criteria	How will this be monitored & reported and when??	Implications (staffing, time, costs, CPD)	Evaluation
Ensure Healthy Living is linked across the Curriculum	Healthy Living is woven through the curriculum and receives high status. This should be embedded across all aspects of the school and receive regular promotion PSHSE Display updated half termly in communal area on the ground floor (tbc) Curriculum Map clearly linked with signposts	Termly monitoring report	Links with Camden PSHCE Service Leadership Time E19-27 PSHCE Budget	
Achieve Silver Award for Healthy Schools	We have addressed all criteria for next level of this award. Create action plan and evidence towards our work in this area	Healthy School Award achieved Spring 2016	Healthy School Award costs as required	
Implement 'outside' learning to Y1 incorporating the growing curriculum.	Children's transition into Y1 is meaningful and sensitive to their needs. As part of Y1 transition, the planning needs to be creative to ensure the opportunities children receive in the EYFS are transferable inside. The PSHCE leader of learning is crucial in delivering that so the children are happy and secure.	Termly monitoring of T&L	Resources Liaison with Phase Team	
Improve the quality of Packed Lunches	Expectations for healthy packed lunch clear to the community. Create a model 'packed lunch' and promote amongst school community including assemblies, clubs, website development, workshops etc.	Achieved by beginning of Autumn Term. Website Monitoring Workshops for parents	Workshop timetabled for each phase	

With RE Leader create a two year cycle of Assembly themes as a framework	The cycle for assemblies will reflect the school community and our needs. Linking aspects of RE, relevant festivals, PSHCE and SEAL plus equality and British Values into a two-year assembly cycle and citizenship passports.	Devised and implemented by end September	Work with the Leader of Learning for RE	
Promotion of Sex and relationships education for parents and carers	Content of SRE work is well promoted and stakeholders – children, parents, carers, staff and Governors clear about our stance. Workshop to inform parents about SRE in school during an appropriate time of the year will help support and reinforce the curriculum SRE in the Summer Term	Jill to lead this using external consultancy if required. (Aut)	Rel3ase Time Camden Schools Led Consultancy if available. E19-27 PSHCE £1000 Budget	
Lead training on Circle Time and Circle Expectations for all staff including Teaching Assistants	Staff will feel confident to lead in-class Circle Time sessions focusing on the PSHCE Curriculum and issues related to their own class needs/issues. Support Staff can develop this by leading playtime circle time activities and discussions.	Jill to lead INSET Liaison with Mandy Promotion of Circle Time in Phase / Whole School Assemblies. Monitor playtime activities	Support with class Circle Times as required.	
Ensure a consistent approach to the Primrose Hill Passports	There is consistency in the children and adults use of the Primrose Hill Passports. This will be heavily promoted across the school and monitored accordingly. This can link to rights and responsibility rather than just behavior.	Half termly monitoring	Passport costs Liaison with Paul Gibson. Half termly assemblies	
Regular Assemblies and sessions for children on 'how to keep safe' with regards to Digital Citizenship & Safeguarding.	Termly sessions for children on ensuring school procedures are understood and they know what to do if there is a problem; this will include a termly briefing for all staff. New staff to complete Safeguarding Training.	Assembly Plan Planning Diary		

Primrose Hill Primary School

School Improvement Plan September 2015 – July 2016

Leadership Targets: Creative Arts

- Specialist subjects are fed back to ensure a broad and balanced curriculum

Staff Responsible Kate Hopewell Alice Farrell Katie Teague Music Leader tbc	Reason for priority and previous achievements The Music Leader of Learning is leaving at the end of the Autumn Term. The recruitment process for this post will be key in continuing high standards and giving priority to the arts. This is an opportunity to appoint a practitioner who can develop the technological aspect of music and our broader aims within the Creative Arts Team. After achieving the Arts Mark Gold 14/15, the provision needs to be sustained and evidenced accordingly. We are proud of how the teaching staff use a creative approach to broaden the children's experiences ensuring a cultural capital within the community. Our next steps are to do what we do but better.
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Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Art				
Increasing the type and capacity of clubs	There will be a consistent and fair approach to enrichment. This will be clear in terms of cost, how it is led, the standards within and what the impact is. Look at sustainable ways of developing our provision for the children offering a range of activities linked to their interests and needs.	Working with the relevant staff to ensure a consistent and fair approach to enrichment (Autumn Term)	Release Time for Leaders of Learning INSET E19-17 Art Budget	
Develop partnerships with other local and national organisations to support creative arts projects in school looking to create Camden Festival.	The school will benefit from loose and firm partnerships with other agencies. We will be able to make use of resources, expertise and strategies to strengthen our provision and make our work a key feature of the school.	Termly monitoring Liaison with CLT / SLT	Meeting arrangements Support from SLT as required	
Ensuring class teacher confidence in teaching art is ongoing:	Curriculum review will ensure relevance per year group. INSET in the Autumn term that will allow class teachers to explore art techniques and levels Create progression of skills document from EYFS onwards	INSET (Termly) Termly Monitoring reports Skills document used to monitor standards	INSET allocated	

Ensuring that art is taught in line with the curriculum	Work sampling and school walk rounds are evidencing that this is taking place. New curriculum review will ensure relevance to class topics/areas of study. Good practice shared on public working wall.	Sketch books should be used to record all sketches/planning. Termly monitoring reports		
Accurate assessment of and planning for progress is ongoing.	Working with class teachers to assist in levelling and identifying areas for progress	Agreed with CLT	INSET	
Music				
Develop and monitor the Kodaly method in school in line with the NC.	Ensure coverage by using provision map 15/16 Develop opportunities for projects with Camden Music Hub to enrich the music curriculum in line with National Curriculum objectives.	Termly monitoring Regular feedback on website/newsletters	Release Time for Leaders of Learning INSET E19-25 Music Budget	
Further integrate the recording studio into Music Practice. Timetable.	Timetabled sessions and management of this by Leader of Learning Training for Y5 children in using equipment to support projects One key recording event per term moving towards a significant focus for 16/17	One key outcome per term	Timetabling Sessions being planned and interwoven into the curriculum across the school and where appropriate	
Ensure progress for arts Mark Gold provision across all subjects	Maintain and develop club provision using external providers and parents where applicable Ensure coverage by using Arts Mark Criteria Ensure the Arts Percentage is timetabled to remain at a minimum of 12% across the school curriculum. Evidence on school website making sure that subjects are tagged when uploading (drama, art, music, dance)	Termly monitoring Reports to relevant GB Committee	Liaison time between Kate and Katie and other relevant personnel INSET to encourage staff to continue the creative approach to lessons.	

Primrose Hill Primary School

School Improvement Plan September 2015 – July 2016

Leadership Targets: Physical Education & Physical Development

- To maintain high standards in PE and Physical development leading to excellent outcomes for PE and Writing.

Staff Responsible Mitch Collymore Danielle Bowmaker Laura Smith	Reason for priority and previous achievements This year begins a new era for PE. There is a new HLTA Leading PE as Leader of Learning, alongside a new subject Physical Development. Both will work together to lead this area of school improvement. There will be a focus on maintaining standards in PE, developing outcomes related to the PE Premium and developing children's physical development including handwriting.
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Action: SLT	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Integrate and establish the new PE team for the next school year.	A new team will be established to lead these aspects of the curriculum. The team will work effectively together to establish a new team, maintain a high profile of PE and begin implementing new actions points. There will be delivery of good quality PE lessons. Continue to improve on the success of CSSA events.	Liaison with SLT Induction CLT Meetings PD Monitoring Reports	INSET Leadership Time PE Budget E19-26 £2,000	
Re-launch the School House System	The House System will be re-launched. Children and staff will be clear on how they can earn house points for good work in PE and other curriculum areas, as well as their conduct and participation. This will need ongoing promotion and leading.	House promotion statistics, promotion in newsletter and achievement assembly; house news etc.	Half termly assembly led by Team	
Improve the levels of participation in before and after school sport.	An increased number of children will participate in extra-curricular PE activities. This will be auditable in terms of provision and outcomes.	Termly report and liaison with Laura	Costs associated with this. See PE Budget.	
Enhance the role of the Year 6 Sports leaders	The Y6 Sports Leaders act as role models for younger children and demonstrate aspiration. To get them to engage and lead sports activities for the younger age groups. The leaders will need to be managed and taught how to lead games and activities for KSI.	Leader's evaluation in monitoring. Actual data.	Leadership Time.	
Implementation of a handwriting approach	The sequence for teaching handwriting begins in the EYFS and is developmental. Initially, most year groups will need to start at the same point. Intervention allocated for children requiring support. INSET Led by Robin and Danielle.	INSET led by Robin (Aut)	Training for Leadership Time E19-26 PE Budget or new stream if required. Inclusion budget	
Using resources and ideas from the EYFS across the school to develop Physical Development and improving outcomes in presentation	A clear progress of learning from EYFS to fluent cursive writers is in place. There are resources to support this; intervention training to support children with poor fine motor control. Outcomes for children's handwriting will be dramatically improved.	Work scrutiny termly Learning Walks		

Primrose Hill Primary School
School Improvement Plan September 2015 – July 2016
Monitoring & Evaluation Questions

Objective	Questions for Evaluation	Objective	Questions for Evaluation
Whole School Objective 1: Curriculum	Is the curriculum delivering broad and balanced opportunities for the children? Are we making effective curriculum links between subjects to create more integrated learning? Does home learning support children's learning? Are curriculum areas being promoted on Google Classroom and the school website?	Leadership: Maths	Is problem solving, reasoning and fluency embedded? Are staff skilled in delivering this? Does Mathematical development have prominence in the EYFS? Are assessment expectations clear? Are we able to show measureable progress against teacher judgment?
Whole School Objective 2: Assessment	Is time given at INSET to ensure expectations are clear? Are processes manageable for teaching professionals? Are staff clear about 'mastery' and 'coverage'? Can we show visible progress of learning? Is learning measureable? What are 'age related expectations' always at forefront of communication about assessment to parents?	Leadership: Science	Do resources support teaching and learning? Is the children's understanding of Scientific vocabulary measureable and working effectively? How can the wider world enhance the children's understanding in this area? Is Science high profile? If not, how can it be so it could be a SIP priority in 2016?
Whole School Objective 3: Presentation	Expectations for each year group & phase to be created and communicated to staff, parents and children? Is good practice promoted so children know the standard?	Leadership: Computing	Are staff skilled to deliver range of curriculum expectations? Is there consistency with our delivery? Are all children and families engaged with our Google vision?
Whole School & Leadership Objective: English	Is reading for enjoyment what people talk about as a key feature of Primrose Hill? Do we have a reading culture? Are we adequately resourced? Does the library develop reading skills? What does a reading area look like? Is phonics taught in a meaningful and exciting way, especially to the benefit of EAL and less able learners?	Leadership: Humanities, RE & MfL	The school is diverse and rich. Does our Humanities and RE curriculum reflect the importance of this and the opportunities they receive in school?
Leadership: EYFS	Is the baseline evidence incorporated into planning? Is phonics teaching practical and multisensory? Do children access varied, independent outside learning opportunities purposefully? What is the profile of Maths?	Leadership: PCHCE	Are British Values and Equalities given weight in the curriculum? Is PHSCE a key area? Is SRE promoted? Are passports used consistently and what is their impact?
Leadership: PE	Are the team established? Are PE standards maintained? Are levels of participation measureable and showing improvements? Are handwriting expectations clear and supported by resources and teaching?	Leadership: Creative Arts	Is enrichment cohesive? Are large-scale projects inclusive and cost effective? Are community links adding value to the children's learning?



Project Primrose



Large Scale Enrichment Projects for our Community

Cyber Café

Using the lobby, develop into a 'waiting' area which includes information, refreshments and access to a computer bar.

Soft Play Room

Sometimes you just need a space to flop out, climb, roll and explore. Doing this can improve children's moods and support 'transitions' within the school day.

Canal Classroom

A locally moored barge belonging to Primrose Hill used as a mobile learning space to develop the Science Curriculum, the children's knowledge of the local environment and their involvement in a local community transport network.

Installations & Art

Creation of some permanent 'Banksy' inspired Art and some 3D sculpture installations such as musical instruments or a 'tree'.

Primrose Hill TV

Audio & Visual equipment in communal areas, stairwells and corridors to promote the children's digital work so it can be a priority for 2016/2017: Radio Primrose and Primrose Hill TV.

Sensory Lodge

An outside 'lodge' within the grounds which is a Sensory Space for our children. Access to this equipment will improve attitudes to learning and pupil outcomes dramatically.

Appendices

Curriculum Expenditure

Premises Development Plan

Computing Resources and Hardware Development Plan

Parents & Carers Questionnaire

Children's comments

Primrose Hill Primary School

Curriculum, School Improvement & Departmental Expenditure 2015 2016

Curriculum Area	Budget Holder	Code	15/16		Curriculum Area	Budget Holder	Code	15/16
Leadership Priorities	Robin Warren		£5,000		Assessment	Liz Ghamar	E19-17	£400
Phase Budget EYFS	Richard McLelland	E19-05	£2,500		Art	Kate Hopewell	E19-18	£3,000
Phase Budget I&2	Rhiannon Beeton	E19-09A	£2,500		PE	Mitch Collymore Danielle Bowmaker	E19-26	£2,000
Phase Budget Y3 & Y4	Paul Baron-Thompson	E19-09B	£2,500		Music	Katie Teague New Subject Leader tbc	E19-25	£2,500
Phase Budget Y5 & Y6	Hannah Wright	E19-09C	£2,500		EAL	Maggie Muir	E19-14	£250
English	Marianne Mattinson	E19-20	£15,000		Maths	Laura Smith	E19-24	£2,500
Humanities	Mary Deavin	E19-23	£700		PCHCE	Jill Hayman	E19-27	£1,000

RE	Tracy Maberly	E19-28	£500		Gardening	Jill Hayman	E19-27A	£350
MfL	Mireille Alwan	E19-36	£1000		School Council	Mireille Alwan	E19-37	£200
Science	Attie Feitsma Lauren Healy	E19-29	£1,500		Computing	Paul Beeton	E2--02	£25,000
Playground Equipment	Robin Warren	E19-34	£1,000		Rainbow Resources	Mandy Aplicano	E19-31	£1,500
Inclusion	Syra Sowe Emma Wregg	E19-16	£2,250		Parents & Community	Edina Saadi	E19-41	£1,200
Necessitous Pupils	SLT / ILT	E19-41	£2,000					

Primrose Hill Primary School

Three Year Projection

2015-2016	2016-2017	2017-2018
<p>Budget already set with reductions of 2014-2015 budgets.</p> <p>Increase contingency by reviewing overall expenditure and income</p> <p>Reduce staffing costs</p> <p>Review Pupil Premium expenditure</p> <p>Feasibility of Two-Year Old Nursery provision</p>	<p>Decrease by one class – a reduction of approximately £100k school funding</p> <p>Assume 1.5% Pension On Cost</p> <p>Assume 1.5% Support Staff pay award April 2016 and further 0.5% increase in employer's pension costs.</p> <p>Schools block reduction of £700k overall to impact on schools</p> <p>Repayment of pension back-funding to be calculated</p> <p>Increase in NIC's of 3.4% and therefore employees contribution will increase by 1.4%</p> <p>Implementation of revised Staffing Structure</p> <p>Appointment of SLT Admin Assistant</p> <p>Appointment or shared acquisition of MfL Teacher/Equivalent</p> <p>Appointment of Non-Class Based Cover/Intervention Teacher</p> <p>Abolish use of supply and agency staff</p> <p>Replacement of IVB Phase I</p>	<p>Assume 2% Pension On Cost</p> <p>Assume 2% Support Staff pay award April 2017 and further 0.5% increase in employer's pension costs.</p> <p>Schools block reduction of £500k overall to impact on schools</p>

Primrose Hill Primary School

Part One: Capital Budget

2015 / 2016 Budget / 2016 / 2017 Budget / 2017 / 2018 Budget

2015

	CAPITAL BUDGET CE02	PRIORITY LEVEL	ESTIMATE £	ACTUAL £	FUNDING SOURCES	BUDGET YEAR	BENEFIT
1	Electric Playground Gates	1	£15K	£14K	E12 R&M Capital Contribution	15/16	Access to school Reduction in noise for local residents
2	Permanent Canopy to Reception Classrooms	2	£25K		Access Early Years Funding Friends of Primrose Hill contribution E12 R&M	15/16	Access for children and staff Weatheribility
3	Investigate permanent shade areas in top and bottom playground	1	£20K		E12 R&M Capital Contribution	15/16	Access for children and staff Weatheribility H&S
3	Replace Arches children's toilets	3	£60k		Capital Funding Camden Funding Revenue budget contribution	17/18	Aesthetics for the children
4	Replace visitors toilet – main Reception	3	£15K		Capital Funding Camden Funding Revenue budget contribution	17/18	Aesthetics Valuing staff and visitors High standards
5	Replace Staff toilet – by Main Offices into a Disable Toilet/Wet Room	3	£25K		Capital Funding Camden Funding Revenue budget contribution	17/18	Aesthetics Meeting DDA Standards Valuing staff and visitors High standards

	CAPITAL BUDGET CE02	PRIORITY LEVEL	ESTIMATE £	ACTUAL £	FUNDING SOURCES	BUDGET YEAR	BENEFIT
6	School Window Replacement – carbon neutral project	1	Camden Funded		Camden Capital project	15/16	H&S Energy Efficiency
7	Replacement of Nursery Roof tiles	2	Camden Funded		Camden Capital project Capital Budget	16/17	
8	Development of EPOC Shed	2	tbc		Capital Funding Nursery Funding	15/16 16/17	
9	Sound Project – speakers around school	2	£15-£20k		Capital	15/16/17	Enrichment Aesthetics

Primrose Hill Primary School

Part Two: Revenue Budget

2015 / 2016 Budget / 2016 / 2017 Budget / 2017 / 2018 Budget

Smaller projects – see Health & Safety Inspection Document Summer 2015 Update

2015

	REVENUE BUDGET E12 15/16	PRIORITY LEVEL	ESTIMATE £	ACTUAL £	FUNDING SOURCES	BUDGET YEAR	BENEFIT
	Repair Reception Outside area flooring	1	Within warranty		N/A	15/16	H&S
	Sink & locks replaced on Arches Girls and Boys Toilets	1	£250		E12 R&M	15/16	H&S
	Replace doorstep in Ground Floor Boys Toilet Block	1	£30		E12 R&M	15/16	Aesthetics H&S
	Repair leak in Community Room sink area and make good	1	£100		E12 R&M	15/16	Prevent further damage
	Replace cracked window in staffroom	4	£200		E12 R&M	End FY 15/16 or 16/17	H&S
	Air Con or fan installed in Recording Studio	2	£500		E12 R&M	16/17	H&S
	Add additional plug sockets to current 6J (will become 6T) and 6S (will become 6L)	1	£500		E12 R&M	15/16	Curriculum Use

[illegible]

Primrose Hill Primary School

Computing Resources & Hardware Development Plan: 2015 – 2018

ICT Area	Action (What)	Responsibility (By whom)	Timescale (When)	Funding	Cost Estimate	Status
Teaching & Learning						
Security						
Inclusion						
Infrastructure						
Admin						
Leadership & Management						

Primrose Hill Primary School

Parent & Carer Questionnaire Feedback (Spring 2015)

	Agree %	Don't Know %	Disagree %
1. My child is happy at school	96.79	2.14	1.07
2. My child feels safe in school	96.26	2.67	1.07
3. My child makes good progress at school	95.19	5.35	0.00
4. My child is well looked after at school	90.37	6.95	0.53
5. My child is taught well at this school	90.37	5.35	0.00
6. My child enjoys home learning	79.68	10.70	7.49
7. The school makes sure pupils are well behaved	75.40	14.97	2.14
8. The school recognises the seriousness of bullying and responds	77.01	19.79	1.60
9. The school is well led and managed	85.56	18.18	1.07
10. The school responds well to any concerns I raise	81.82	12.30	2.14
11. I receive valuable information about my child's progress	93.58	3.74	1.60
12. I would recommend this school to another parent	93.58	5.35	0.53

