

Primrose Hill Primary School



School Improvement Plan
2016 - 2017

What our children say about Primrose Hill...



'I like that we can call the teachers by their first name – it allows us to have mutual respect.'

'I love coming to Primrose Hill because there is no shadow of a doubt that you will have a fun time and there's never a dull moment!'

'I love Primrose Hill because the teachers are fun and nice. I also like all the features of our school – like the soft play room, sensory room and muga.'

'All the adults are very kind and they know how to do to deal with different situations. They are very smiley and approachable.'

'I love learning new things because I can use these skills in my life.'

'I love writing because I use capital letters and full stops. I'm happy every day!'

'I like coming to Primrose Hill because we have reading areas and books in class and in our new library. I love reading'

'I love that we have special things like the talent show.'

'My favourite thing is climbing. My second thing is my teacher because she is kind. I am happy at school.'

'I love writing stories and I get to do this in class.'

'I love making things.'

'I love playing in the playground.'

'I love our school because there are lots of things to draw!'

What our parents & carers say..



'I agree with its ethos, especially its emphasis on the pleasure of learning and respecting diversity.'

'The dedication from all the teachers is wonderful.'

'It is bright and spacious, but more importantly, friendly and cheerful with a good energy and buzz from its enthusiastic, engaged teachers and the diversity of its students/parents.'

'The Head Teacher has done an outstanding job; the majority of teachers are absolutely amazing.'

'My children are happy there and want to go to the school in the morning.'

'The school sets the bar high, but is nurturing and patient. Creativity is encouraged - as is social responsibility. It is economically and socially diverse.'

'There's a good atmosphere and you can see the children smiling everyday'

'My child feels happy and safe, receives a broad all round education and has had the privilege to take part in many wonderful events.'

'It values the students and supports them well.'

What our staff say...



'Happy, enthusiastic children'

'Willing and keen children who love to learn'

'Staff are caring and passionate in their day to day teaching'

'Dedicated teachers and support staff who support children to reach their full potential.'

'The staff are so friendly and welcoming'

'The SLT are very approachable'

'Extremely well managed on a day to day basis.'

'Supportive strong leadership'

'A head – teacher that deals with issues in a calm and professional manner, who has ambitions for excellence and the future!'

'Excellent special needs provision which allows children to learn at a pace suitable to their needs'

'A diverse, inclusive place where children flourish'

'Huge range of exciting opportunities in and outside the classroom'

'Creativity and broad curriculum'

'Lessons are creative, inspiring and fun for the children to learn'

'Investment in enrichment'

'Good communication between school, parents and the local community'

Primrose Hill Primary School



School Improvement Plan 2016 - 2017 Contents

The School Improvement Plan Process

School Improvement Initial Planning Map

School Self Review and Self Evaluation Cycle 2016 - 2017

INSET Plan 2016 - 2017

Action Plans

Appendices:

- Curriculum Expenditure
- Premises Development Plan
- Computing Resources and Hardware Development Plan
- Parents & Carers Questionnaire
- Children's comments

Primrose Hill Primary School

The School Improvement Plan Process 2016 - 2017



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 2016 – July 2017. 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 2016 - 2017

Task	Start Date	Person Responsible	Consultation process	Completion Date
Steering overall process	June 2016	Robin Warren Laura Beeson	Staff Meetings Senior Leadership Meetings	June 2016
Collating information for planning of SIP	May 2016	Robin Warren Laura Beeson	School Self Review Process Leadership Team Meetings	July 2016
Deciding priorities and aims within SIP	June 2016	Senior Leadership Team Staff	Questionnaires to staff, parents and carers, governors and children	June 2016
Drawing up curriculum action plans	Mid June 2016	All Staff	Staff Meetings	End June 2016
Formulate detailed 1 year action plans for school improvement 2016- 2017	June 2016	Laura Beeson		June 2016
Meet with committee chairs	July 2016	Robin Warren David Adams Niels Bryan-Low Tania Wilkinson Ophelia Field		July 2016
Draft Editing	July 2016	Robin Warren Laura Beeson	Senior Leadership Team	July 2016
SIP discussed with Curriculum & Pupil Welfare Committee and Monitoring Planned	Autumn / Spring Term	Curriculum & Pupil Welfare Committee	Curriculum & Pupil Welfare Committee	Autumn / Spring Term 2016
Producing and circulating written plan to staff and governors	Autumn 2016	Robin Warren	Staff INSET GB Meeting	September 2016
Letter to parents/carers	Autumn 2016	Robin Warren	HT	Sept 2016
SIP Newsletter	December 2016	Mireille Alwan Laura Beeson		Jan 2017



Whole School Priority Targets and Leadership Targets

This document is split into two sections. The first, *Whole School Priority Targets*, sets out 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 WSPTs for the academic year 2016 - 2017 are:

- Raise attainment in reading, writing and mathematics
 - *Increase overall attainment in Specific Areas of Learning (EYFS)*
 - *Increase % of children achieving age related expectations at the end of each year, in particular Y2 and Y6.*
 - *Narrow the gap between groups: disadvantaged and non – disadvantaged pupils, White British and boys.*
- Focus on the development of writing across the school
- Implementation of the growth mindset approach
- Implementation of 2 year old provision
- Develop the partnership with the cluster of Camden Schools.

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

- Embed a process of plan, draft, edit and publish
- Update and embed List of Magic for grammar
- Inform and support parents to support children with writing at home
- Refine assessment in writing
- Raise standards in the teaching and learning of spelling
- Books Corners, reading journals & whole school events to sustain a high profile.

Maths

- Implement elements of mastery: variation and models
- Embed problem solving
- Refine assessment in Maths
- Increase parental involvement
- Induction & training of new staff
- Raise profile of times tables

Computing

- Begin to transition to whole school Google environment
- Promote digital citizenship
- Induction & training of new staff
- Outcomes shared on learning platforms
- Establish code club & digital leaders

School Improvement On A Page

PSHCE

- Embed the ethos of the Rights Respecting School and attain the first recognised standard
- Maintain criteria for Healthy Schools Silver Award
- Primrose Hill Passport Posters given higher profile across the school.

Creative Arts

- Develop the existing enrichment offer
- Higher quality performances
- Develop Art Ambassadors role on quality of art

PE & Physical Development

- Establish the new PE teaching team
- Raise profile of the house system
- Develop the existing enrichment offer
- Raise profile of the Year 6 Sports Leaders
- Introduce weekly session in the Nursery
- Focus on handwriting policy

Leadership & Management

- Develop the partnership with the cluster of Camden Schools.
- Implement 2 year old provision
- Develop the role of Phase Leaders
- Implement new Teaching & Learning Policy
- Curriculum – evaluate breadth and standards overall
- Evaluate provision in EYFS and KSI and impact on standards
- Induction and mentoring of new staff

Science & STEM

- Raise the profile of Science across the school
- Develop role of new subject leader
- Establish stronger links with outside agencies
- Launch a STEM club

RE, Humanities & MFL

- Raise the profile of humanities and RE across the school – through International Week
- Whole school assemblies linked to historical events, key religious celebrations and historical figures.
- Further develop links with local organisations, religious leaders etc

Who is Who and Who Does What?



*Leader of Learning for
English*

Marianne Mattinson

*Leader of Learning for
Maths*

Laura Beeson

*Leader of Learning for
Science & STEM*

Niamh Keating

*Leader of Learning for
Computing*

Paul Beeton

*School Improvement
Areas*

Becca Erlich

*Leader of Learning for
PHSCE*

Amanda Aplicano

Senior Leadership Team

Robin Warren

Liz Ghamar

Rita Brassington

Mireille Alwan

Laura Beeson

Phase Leadership

Richard McLelland

Rhiannon Beeton

Paul Baron-Thompson

Mireille Alwan

Leader of Learning for SEN/D

Syra Sowe

*Leader of Learning for
Physical Development & PE*

Danielle Bowmaker

Jordan Lawal

*Leader of Learning for
Creative Art*

Alice Farrell

Leader of Learning for Music

Tom West

*Leader of Learning for
Parents & Community*

Edina Saadi

*Leader of Learning for
Behaviour*

Amanda Aplicano

*Leader of Learning for
Humanities*

Tracy Maberly & Jemma Bourn

Primrose Hill Primary School



School Review and Self Evaluation Cycle 2016 - 2017

	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 2016 - 2017

Area	Autumn Term 2016	Spring Term 2017	Summer 2017
Leadership & Management	Meet The Teacher How to Support Pupil Premium Children in Class Cluster Launch Growth Mindset	Growth Mindset	Growth Mindset
English	Writing moderation Writing process List of Magic Spelling & Word Knowledge Reading Good Practice in Reading	Writing moderation Writing process Assessment in Reading Spelling & Word knowledge revisit	
Maths	Expectations & Assessment Mastery approach to T&L Maths Moderation Lesson study	Number Challenge Calculation Policy Mastery approach to T & L Lesson study	Lesson study Moderation
Science & STEM		Good Practice in Science	STEM Week
Humanities		International Week	
Curriculum Development	Investigate Forest School experiences for y1	Curriculum Working party begins	Curriculum Evaluation Summer 1
EYFS	2 Year Old Introduction Baseline Pre-Pupil Progress Meeting Plan	Assessing children's progress Outside Learning Development	
Creative Arts	Display Expectations	Arts Week Sound Technology Workshop	Sound Technology Workshop
Physical Development	Handwriting	House System re-Launch SRE & new PHSCE curriculum	5 A Day
Inclusion & Behaviour	Expectations Growth Mindset		
PHSCE	Growth Mindset	Rights Respecting Revisit SRE & new PHSCE curriculum	
Computing	Transition to Google Platform Plus Phase Support Digital Citizenship	Purple Mash Work Google Classroom	Coding Good Evaluation
INSET DAYS	Growth Mindset Computing & Literacy	Growth Mindset Literacy	Report Writing

2016 - 2017 INSET Days

Autumn Monday 5th September Monday 31st October English Focus Focus	Spring Tuesday 3rd January	Summer Tuesday 18th April Monday 5th June
--	--	--



Action Plans

Whole School Priority Targets & Leadership Targets 2016 - 2017

Primrose Hill Primary School
School Improvement Plan September 2016 – July 2017
Senior Leadership Team Objectives

Action:	Actions- if required	Implications (staffing, time, costs, CPD)	Evaluation
<ul style="list-style-type: none"> • Raise attainment in reading, writing and mathematics - Increase overall attainment in Specific Areas of Learning (EYFS) - Increase % of children achieving age related expectations at the end of each year, in particular Y2 and Y6. - Narrow the gap between groups: disadvantaged and non – disadvantaged pupils, White British and boys. 	<p>See Maths, English & EYFS action plans</p> <p>Raise profile of key groups disadvantaged children in the classroom</p> <p>Early identification of children in key groups where there is a gap</p> <p>Children in key groups to become tracker children used in Pupil Progress reviews and in moderation across the year.</p> <p>Use of intervention teacher/s to provide targeted intervention.</p> <p>Continue to provide interwoven social and emotional support, wide enrichment opportunities, individualized learning opportunities and high quality teaching and learning.</p>	<p>INSET</p> <p>Pupil progress review meetings</p> <p>Moderation</p> <p>Teaching costs</p>	
<ul style="list-style-type: none"> • Implementation of 2 year old provision 	<p>See EYFS / Inclusion action plan</p>		
<ul style="list-style-type: none"> • Focus on the development of writing across the school 	<p>See English action plan</p>		
<ul style="list-style-type: none"> • Develop the role of our cluster of Camden Schools. 	<p>Head teachers to meet with leadership consultant to plan strategic direction of cluster</p> <p>Launch event at first cluster INSET to focus on school priorities</p> <p>Work together to identify budget savings and effective ways of sharing premises services</p> <p>Data analysis on cluster attainment and broker relevant support from the</p>	<p>Cluster budget</p> <p>Leadership time</p> <p>Funded support from Camden</p> <p>INSET</p>	

	local authority.		
<ul style="list-style-type: none"> Develop the role of Phase Leaders 	Feedback from the Collaborative Review suggested that phase leaders from across the school take part in the termly Pupil Progress Meetings alongside members of the SLT in order that they can play a more strategic role in supporting and challenging colleagues with more accurate understanding of the progress made by individuals and groups of children.	Training	
<ul style="list-style-type: none"> Implement new Teaching & Learning Policy 	Review and update the teaching and learning policy. Expectations shared with staff through INSET in September.	INSET	
<ul style="list-style-type: none"> Induction and mentoring of new staff 	Four new teaching staff joining the school and a new teaching assistant. New staff need clear guidance, support and expectations of their roles at Primrose Hill. In addition to this, there are new subject leaders in place.	Clear induction process Mentoring and buddy scheme established	

Primrose Hill Primary School

School Improvement Plan September 2016 – July 2017

Leadership Targets: Inclusion

Staff Responsible ILT SEN/DCo	Reason for priority and previous achievements Since the release of the new SEN/D CoP 2014, the school's SEN systems have moved apace with legislative requirements. Now that the expectations of the new curriculum changes are more fully embedded, it is a good opportunity to further focus on the changes to SEN/D framework and to develop staff expertise in SEN/D. Staffing levels have reduced and therefore interventions must now be streamlined and independent working encouraged through a process of Growth Mindset and target setting. Staff have an overview of high incidence SEN/Ds (ASD, SEMH)
--	---

Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Develop independent learning skills and growth mindset of SEN/D pupils (growth mindset approach, ethos, materials as outlined in adjoining SIP)	<ul style="list-style-type: none"> Children will be more involved in the development of SMART targets All staff will feel confident collaborating with SEN/D children to identify SMART targets Individual targets will be more visible in classrooms/books Targets will show regular pupil/peer/adult assessment and impact will be evident in pupil outcomes Support staff will feel more confident facilitating independent learning skills through growth mindset scripts Research/evaluation will show next steps relating to ability groupings vs. small groups 	<ul style="list-style-type: none"> Growth mindset pupil questionnaire Research proposal for ability groupings Growth mindset INSETs and support staff training Learning walks Display photos 	Becca and ILT SLT and ILT	
All staff will develop their knowledge and understanding of SEN/Ds,	<ul style="list-style-type: none"> Staff will have greater understanding of 4 broad areas of SEN/D Staff will develop expertise in one category of SEN/D and be able to draw on the expertise of other staff to support SEN/D pupils ILT and SLT will have a stronger understanding of individual SEN/D pupil's learning journeys For support staff one performance management target will be based on chosen area of expertise Each staff member will have a better grasp of online and shared resources and outside agency expertise to 	<ul style="list-style-type: none"> Spring Term Map of staff expertise showing each area is covered staff INSETs INSET Launch – Overall SEN/D, categories, self-evaluation, area of discipline (with whole school map to ensure coverage) 	OT, EP, SaLT SLT ILT Phase Leaders	

	support SEN/D needs (e.g. Shared drive, or www resources such as SEN/D Gateway, Dyslexia SpLD trust, Autism Education Trust etc.)	<ul style="list-style-type: none"> • Learning Journeys (SLT/ILT to track key SEN/D children through day) • Performance Management • Records of training • INSET – staff meeting • 4 INSETs (one for each broad area of SEN/D) based on feedback in areas of expertise along with outside agency support • Outside agency teachers’ surgeries • Shared Inclusion drive 		
Set up model of effective SEN/D identification and support for 2 year old provision	<ul style="list-style-type: none"> • 2YO staff will carry out age-appropriate interventions and approaches for high incidence SEN/Ds (Portage? Early years family intervention) drawn from evidence of what works e.g. The Wave Trust Report • Ensure effective transition through information transfer, including a home visit with tailored induction materials (e.g. Red Book and immunization check, antenatal records) • Improve liaison with children’s centre hub (Regent’s Park children’s centre & services team base) and use of their services and expertise • Ensure outside agency support for 2YO provision is seamless through pathway through school (if not through the expansion of existing core allocation services, then ensuring effective liaison between the two) • Clear system of identification for at risk siblings to prioritise for place in 2YO scheme • Develop parental support of 2YOs through schemes of Family Learning such as Terrific Talkers 	<ul style="list-style-type: none"> • Staff Visits • INSETs TBC • SEN/D Policy • Parental workshop/course records • Staff visits to Regent’s Pk • Admissions pack • Transition records (red book, immunisations, antenatal • Outside agency timetable, referrals) • PPR/Inclusion Surgeries 	SLT ILT 2YO staffing	
Continue to develop school’s ability to support high needs SEN/D pupils	<ul style="list-style-type: none"> • Continue conversation with EP service about core allocation • Streamline EHCP transfer service • Streamline IPM/Meeting process to reduce workload on SEN/D Co (provide opportunities for teachers to develop IPMs and 	<ul style="list-style-type: none"> • SEN/D Co/Teacher surgery • PPR records 	Teachers released for surgery times with SEN/D Co ILT	

	<ul style="list-style-type: none">• Complete EHCP requests / planning for majority of children requiring 1:1• KS2 Nurture and Life Skills provision			
--	--	--	--	--

Primrose Hill Primary School

School Improvement Plan September 2016 – July 2017

Leadership Targets: Growth Mindset

Staff Responsible Rebecca Ehrlich Syra Sowe Mandy Aplicano SLT	Reason for priority and previous achievements Research shows that the embedding of the growth mindset concept in teaching has significant positive impact on children’s wellbeing and attainment. The growth mindset approach supports the new PSHE Mental Health Guidance and the Future in Mind research on children’s mental health and emotional resilience. At a time when there is a national picture of de facto budget cuts and therefore a probability of staffing reduction, growth mindset encourages independent learning. In addition, the use of growth mindset places personalized pupil planning at the centre of teaching and learning (in line with the new SENDCoP).
---	---

Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
All staff should have an understanding of the theory and merit of growth mindset	<ul style="list-style-type: none"> • Whole staff INSETs delivered (feedback/follow up in October and end of Autumn term) • Support Staff Training delivered on growth mindset and Independent Learning (also utilizing research from DISS project) • Growth mindset toolkit of scripts (phrases, captions, buzz words, resource links) displayed in shared areas • Growth mindset page on website • User-friendly staff leaflets on growth mindset toolkit 	<ul style="list-style-type: none"> • INSET 1hr 15th September • Support Staff training x5 • Learning walks Autumn 2 • Photos of displays • Website 	Becca & ILT	
Growth mindset should be embedded into teaching and learning practice	<ul style="list-style-type: none"> • 10 week introductory teaching scheme • Learning walk growth mindset and independent learning focus • 10 week series of whole school and phase assemblies growth mindset displays • Growth mindset will be evident in staff and pupil interactions • Individualised pupil targets will be in use and visible across all classes • Children will be able to identify their own targets and progress within a growth mindset 	<ul style="list-style-type: none"> • Planning monitoring • Book monitoring • Learning walk feedback • Assembly plans • Questionnaire data analysis • Home learning display photos • Growth mindset 	Becca, ILT, PLT, SLT	

	<p>perspective</p> <ul style="list-style-type: none"> • Information around growth mindset evident in Teaching and Learning policy & PSHE and Behaviour policies • Growth mindset reference in Induction packs • Growth mindset assembly to introduce concept, videos and competition • Achievement STOW to have a challenge/perseverance reward regardless of outcome • 10 week teaching scheme including Class Dojo videos, activities and expectations • Pupil questionnaire at beginning and end of term show progress in growth mindset attitudes 	<p>display photos</p> <ul style="list-style-type: none"> • Policies 		
<p>Parents, carers and family should have an understanding of growth mindset and be able to support their child's home learning using a growth mindset approach</p>	<ul style="list-style-type: none"> • Parent user-friendly leaflet on home learning • WOW cards to be shared between home and school to praise perseverance and challenge • Parent coffee morning with growth mindset focus • Small introduction and distribution of leaflets at curriculum meetings in each year group • Growth mindset blurb in home/school agreement 	<ul style="list-style-type: none"> • Parent leaflet • Coffee morning evaluation • Home/school agreement 	Becca, ILT	

Primrose Hill Primary School

School Improvement Plan September 2016 – July 2017

Leadership Targets: EYFS

Raise attainment in specific areas of learning

Staff Responsible EYFS Lead SLT	Reason for priority and previous achievements Despite high quality provision, attainment across the early learning goals needs to improve. New staff and guidance in place this year to ensure consistency. The EYFS leader is best placed to focus on the 2 year old provision.
--	--

Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Support the implementation of the 2 Year Old Provision at Primrose Hill	<ul style="list-style-type: none"> All of EYFS team trained in the specifics of working with 2 year olds in a training session Regular planning meetings are held with school SENCo, Diane Dixon and other settings in the group to ensure best practice is observed. New staff appointment EYFS lead plays an active part in the recruitment process of staff for the setting. 	<p>Training in Autumn 1 for all staff</p> <p>Learning Walks from Spring Term only</p>	<p>Training sessions for EYFS team in Autumn 1</p> <p>EYFS leadership time in recruitment process.</p> <p>CAPEX funding + £12k resource funding beginning Nov' 16</p>	
Embed a revised observation, assessment and planning cycle across EYFS	<ul style="list-style-type: none"> EYFS lead to have a range of proven, effective ideas for use in our setting The EYFS system based on focus children are in place and being used at the start of the autumn term. Calendar of moderation dates is in place for start of academic year. The EYFS team are able to meet twice each half term to moderate and reflect on practice, 	<p>Termly Learning Walks</p> <p>Weekly Planning Meetings</p> <p>Evidence in 2Build a profile and portfolios.</p>	<p>EYFS leadership time ½ day per FN</p> <p>£2400 E19-05</p>	

	<p>sharing successes and supporting each other with challenges faced.</p> <ul style="list-style-type: none"> • All staff clear of the expectations and structure the EYFS observation, assessment and planning cycle. • Dates are set for review of the system with the Head Teacher / SLT in autumn term / spring 1. • All pupils have coverage across the 7 areas of learning and observations are fully completed and shared on a termly basis. • Parents are trained by phase leader to enable them to contribute to the observation system. 			
<p>Continue the development of the outside EYFS learning environment to ensure our provision allows independent, deep level learning to take place.</p>	<ul style="list-style-type: none"> • Liaise with Alice to develop outside art opportunities in Nursery • Sheds purchased for the outdoor areas to allow for accessible resources for children to use. • Numerals and letters are visible in each outdoor area. • Outdoor provision regularly includes a wide variety of areas around the school and most importantly the local area and beyond with all EYFS classes going on trips each term. • Investigate forest school experiences for Y1 	<p>Termly Learning Walks</p> <p>Weekly Planning Meetings</p> <p>Evidence in 2Build a profile and portfolios.</p>		

Primrose Hill Primary School

School Improvement Plan September 2016 – July 2017

Leadership Targets: English

Raise attainment in writing by embedding processes outlined in the New Curriculum of planning, drafting, editing and publishing; by revisiting and updating the teaching of grammar through the List of Magic; and by raising the standard of teaching in spelling. To continue to embed 'reading for pleasure.'

<p>Staff Responsible</p> <p>Marianne Mattinson</p>	<p>Reason for priority and previous achievements</p> <p>Following from PPR and assessment during 2015/16, to raise attainment in writing the focus will be on:</p> <ul style="list-style-type: none"> - the process of planning, drafting, editing and publishing, - the embedding of the requirements for grammar, - assessment of writing, - the embedding of the requirements for spelling. <p>Last Year the SIP for English focused on 'Reading for Pleasure' in line with the philosophy behind the New Curriculum. End of KS2 data showed 75% of children achieved the expected standard compared to 66% nationally. To continue to build on this, several actions from last year's reading focus will be repeated to ensure the good practice is embedded and continues:</p> <ul style="list-style-type: none"> - Book corners with money donated from FOPHS - Reading Journals and library use - English is promoted through high profile events such as World Book Day
---	---

Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Embed a process of plan, draft, edit and publish.	<ul style="list-style-type: none"> - Children in all year groups follow a learning journey that offers a writing process of plan, draft, edit and publish differentiated by year group. - Following a program of INSET, teachers will plan for the process in English planning, work in books will show children have opportunity to develop skills and understanding in all parts of the process. - Writing to be celebrated in assemblies - Opportunities to raise the profile of writing such as competitions, clubs and the newsletter to be used. - Writing moderation will be able to compare at least 3 pieces of writing 	<p>Termly:</p> <ul style="list-style-type: none"> - Learning Walks - Book Scrutiny - Writing moderation - Pupil Progress Reviews 	<p>INSET training for whole staff – must happen early in Autumn 1</p> <p>Revisit in January after the first writing moderation.</p> <p>Resources such as Sue Palmer books to be ordered</p>	
Update and embed the List of Magic Grammar	<ul style="list-style-type: none"> - All classes have a prominent List of Magic Grammar display - List of Magic work is evident in discrete activities, as part of the writing process and in success criteria for drafting. - Writing moderation and work scrutiny shows List of Magic is embedded 	<p>Termly:</p> <ul style="list-style-type: none"> - Learning Walks - Work scrutiny 	<p>INSET training for whole staff – must happen early in Autumn 1</p> <p>Revisit in January after the</p>	

		- Planning scrutiny	first writing moderation. Resources such as banners and yr group LOM to be provided / saved in shared	
Inform and support parents to help children with writing	- Parent workshops for phases in Autumn 2 - parents understand how to support writing at home	Autumn: - Workshops lead by English lead	Planning in Phase meetings Marianne to plan and save workshop presentations in shared	
Refine and embed a standardised practice for the assessment of writing,	<ul style="list-style-type: none"> - Moderation follows a rigorous standardised assessment procedure across all year groups, in line with that developed by English Leaders across the cluster. - Teachers are confident about writing judgments and can evidence objectives across a range of written pieces. - Refer to skills check for staff to monitor development - Planning and success criteria show next steps identified in writing moderation. - Writing moderation is able to compare at least 3 pieces of writing (a range of writing) for each child. 	Termly: <ul style="list-style-type: none"> - In school writing moderation - Cluster writing moderation - Pupil Progress Reviews 	<p>English leads in the cluster to prepare a moderation process.</p> <p>Inset on writing moderation the week before the first moderation.</p> <p>Writing moderation to take place at least 2 weeks in advance of assessment deadlines.</p> <p>E19-01 Library - £5k</p> <p>E19 – 20 Library Service £4.5k</p>	
Raise standards in the teaching and learning of spelling	<ul style="list-style-type: none"> - Spelling evidence in word knowledge books is dated weekly - Spelling learning intentions come from the spelling planning for each group - Children have improved spelling in their writing - Phases hold termly spelling bees 	Termly: <ul style="list-style-type: none"> - Learning walks - Work scrutiny - Writing moderation 	<p>Inset in Autumn 1</p> <p>Tracy Goldblatt (or other consultant TBC) to do spelling training</p>	
Ensure good practise continues in book corners with money donated from FOPHS	- 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.	- Learning Environment Walks	FOPHS to provide £50 per class again Good Practice INSET (Autumn) Learning walk at the end of week 2 Autumn 1.	
Embed the use of reading Journals and library use.	<ul style="list-style-type: none"> - Classes will have a visible check list table for journals and library use, - Library data shows children borrow and return books regularly - Reading journals show children read a range of fiction and 	<ul style="list-style-type: none"> - Learning Environment Walks - Assemblies - Library 	<p>Journals to be ordered</p> <p>Good Practice INSET (Autumn)</p>	

	<p>non fiction appropriate to their year group,</p> <ul style="list-style-type: none"> - Journal activities reflect work in class, - Outstanding journals are rewarded in phase assemblies and achievement assemblies, - Teachers support children through conversations in Parent Meeting evenings 	<p>data is checked prior to parent evenings</p>		
<p>English is promoted through high profile events such as World Book Day</p>	<ul style="list-style-type: none"> - Termly events inspire children to engage in reading and writing - Events reflect and support current improvement foci - Evidence of events can be found on the website and in children's home learning 	<p>Termly:</p> <ul style="list-style-type: none"> - Assemblies - website monitoring 	<p>Plan events</p> <p>Invite visitors</p>	

Primrose Hill Primary School

School Improvement Plan September 2016 – July 2017

Leadership Targets: Maths

- Integrate elements of mastery into teaching and learning to support the three main principles of the Maths curriculum, and thereby to raise attainment for all.

Staff Responsible Laura Beeson	Reason for priority and previous achievements Training for the previous year has focused on the three principles of the maths curriculum: fluency, reasoning and problem solving. This needs to remain high profile this year to ensure that they are embedded through the curriculum. To support this, key elements from the Mastery approach to teaching and learning are to be introduced alongside a program of lesson study to develop teaching of problem solving.
--	--

Action: SLT	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Implement elements of mastery – variation	<ul style="list-style-type: none"> Maths Lead and KSI to become Primrose Hill ‘experts’ on Mastery following continuation of the Camden Joint Practice Group on Mastery Following a program of INSET, teachers will understand the terms of procedural and conceptual variation and how to implement in class As an element of variation - bars and model training will enable teachers to use this to ‘unlock’ concepts in number using a visual model. 	Termly: Learning Walks Book Scrutiny Pupil Progress Reviews	CPD – Release time for Maths lead and KSI teacher x 1 day per half term INSET training for whole staff – must happen in Autumn 1 E19 – 24 £2.5k	
Embed problem solving	<ul style="list-style-type: none"> Frequent evidence of problem solving Teachers will understand and apply the different approaches to problem solving so that children are developing the key problem solving skills. Maths lead to lead lesson study project to embed this in different phases. 	Termly: Learning Walks Book Scrutiny Pupil Progress Reviews Termly lesson study	Lesson study – release time for teachers INSET – Expectations at the beginning of year – Autumn Term	
Parental involvement	<ul style="list-style-type: none"> The introduction of ‘stay and play’ 30 minutes in every classroom to teach parents a new fluency game every half term. Raised parent confidence in written calculation 	Maths lead to plan and deliver workshops. To monitor stay and play	Parent workshops – Autumn Term – support children throughout the year	

	methods through parent only workshops	every half term.	See enrichment map	
Induction & training of new staff	<p>To ensure consistency across the school:</p> <p>New staff will receive training in:</p> <ul style="list-style-type: none"> - Planning documents - Mastery documents - Assessment documents - Expectations of problem solving - Written calculation policy <p>New staff will have the opportunity to team teach and plan with maths lead.</p>	<p>Induction – Autumn term</p> <p>Program of team teach and planning to start in Autumn Term.</p>	Staff – Maths lead	
Embed assessment materials	<ul style="list-style-type: none"> - Following the government’s release of assessment materials – teachers will be confident in teacher assessment at end of Key Stage. 	Predict: September 2016 for Government assessment materials to be released.	Maths lead	
Raise the profile of times tables	<ul style="list-style-type: none"> - Re launch the Primrose Hill Number challenge - Introduce Times Table Bees across phases - Expectations of chanting and number stick made clear - Use Google Classroom across school to share sites 	<p>Maths lead - monitor during learning walks</p> <p>Results of number challenge monitored by CT</p>	Maths Lead	

Primrose Hill Primary School

School Improvement Plan September 2016 – July 2017

Leadership Targets: Computing

- Ensure consistency in computational thinking & creating outcomes on a shared platform.

Staff Responsible	Reason for priority and previous achievements
Paul Beeton	Year groups have produced some excellent computing outcomes this year; consistency across the school now has to be the focus - embedding a computing curriculum rooted in computational thinking from KS1. This will ensure children have experiences with algorithms, decomposition, debugging and logical reasoning from Year 1. Regular outcomes will also become a focus - using Purple Mash in KS1, followed by more sophisticated outcomes in KS2 contextualised within each topic. Using links with Purple Mash and in school support from the computing lead and the CLC - increased output will be organised and accessible using Google Drive and Purple Mash notice boards. Involving new members of staff, begin transition to a whole school Google environment. Training to ensure staff confidence in the PHS computing systems will also be key.

Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Begin transition to whole school Google environment	<ul style="list-style-type: none"> - Phase 5 & 6 will be utilizing Google environment for all online documents (planning, assessment). - CLT will use Google Drive for all documents (monitoring, action plans) - Use of 'Google Hangouts' to share resources. 	<p>Google Drive folder hierarchy created.</p> <p>Documents shared with relevant staff</p> <p>Monitoring will be on - going</p>	<p>Time with Nathan from Gospel Oak.</p> <p>Business meetings/ CLT meetings to train phase to use systems</p> <p>Computing lead to support staff in phases 5 & 6 with transition and implementation</p>	
Ensure there is a range of evidence to demonstrate impact and progress in Computing shared on learning platforms	<ul style="list-style-type: none"> - Purple Mash representative and CLC will work with every class at least once per term based on revised curriculum for 2016/2017. 	Evidence in Google Drive folders, 'Purple Mash notice boards'	Liaise with CLC and Purple Mash	

<p>Ensure new staff are skilled in embedded Primrose Hill computing systems: Google Drive, Google Classroom</p>	<ul style="list-style-type: none"> - INSET: September 2016 - Leader of Learning to lead 'key projects' to support classes/teachers. 	<p>Evidence in Google Drive folders</p>	<p>INSET time</p> <p>Extra time to support new staff</p>	
<p>Promote Digital Citizenship</p>	<ul style="list-style-type: none"> - Staff, children and parents are clear about accessing all home learning resources remotely - Home School Agreements discussed and distributed to all. - Embed expectations across all year groups through class teaching, assemblies, workshops and special themed days/weeks - to include e – safety - Regular assemblies and sessions to focus on digital citizenship and e - safety. Include visit from Childline/ Police visits - Home learning club to be established for those who do not have access to the technology at home 	<p>Evidence in Google Drive folders.</p> <p>Parent Feedback</p> <p>Assembly rota</p>	<p>Liase with CLC to arrange Autumn term parent workshop</p> <p>E - safety day in Autumn 2</p>	
<p>Establish Code Club and Digital Leaders</p>	<ul style="list-style-type: none"> - Code Club to be run by computing lead - Digital Leaders to be selected and trained to look after school equipment 	<p>School display.</p> <p>Evidence on website.</p>	<p>Time to meet up with Digital Leaders in leadership time</p> <p>Computing lead - to run code club</p>	

Primrose Hill Primary School

School Improvement Plan September 2016 – July 2017

Leadership Targets: Creative Arts

- Ensure all children have access to wide range of meaningful opportunities to express themselves creatively through art and drama

Staff Responsible	Reason for priority and previous achievements
Alice Farrell	This year, the art curriculum has been followed and supported by all year groups. The whole school art project was very successful and has enhanced the school communal areas. Drama workshops, experiences and shows have been run across all phases, with successful end-of-term performance pieces evidencing a growing confidence in the use and teaching of drama. Next year, we should ensure that art books are used appropriately to record progress and encourage use of the art room to allow for learning to take place in a meaningful and resourced environment. Drama should be embedded across the curriculum to allow for kinesthetic learning and shows should allow for a wider range of talents, reflecting the interests and skills of all children.

Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Before, during and after school enrichment provision	<ul style="list-style-type: none"> - Build upon existing clubs on offer so it offers a range of provision based on children and parent requests and availability. - Develop more efficient administration of clubs led by the AHT - Use survey about what clubs are on offer across year groups to encourage pupil voice 	<ul style="list-style-type: none"> - Club timetable - Club sign up and attendance figures 	Cost of specialists To be supplemented and funded by £3.50 x 15 children per club	
Art Room and stock maintenance	<ul style="list-style-type: none"> - Art room and stock to be monitored to ensure to is usable at all times to specialists and class teachers - A weekly timetable for art room 	<ul style="list-style-type: none"> - Art Ambassador and Art Leader checks - Art room timetable 	Leadership time	
New Art Ambassador Recruitment and Development	<ul style="list-style-type: none"> - A job profile (P:\CLT\16-17\Creative Arts\Art Ambassadors) created for Art Ambassadors to be released in Autumn week, followed by interviews and enrolment by lead role - Monthly meetings to identify new projects/area for school improvement 	<ul style="list-style-type: none"> - Meetings with Art Ambassadors - Presentations to SLT with new projects 	x1 lunchtime per month Costs: TBC depending on Project	
Higher quality performances	<ul style="list-style-type: none"> - Each year group to perform one dramatic piece per year that centres around a topic. - Children to be given a variety of options in 	<ul style="list-style-type: none"> - Spring Term - Class assemblies - Summer term - 	<ul style="list-style-type: none"> - Teachers to liaise with specialists and leads within and outside the school (Music/ 	

	<p>terms of role/involvement to suit and develop skills and interests.</p> <ul style="list-style-type: none"> - Year 1 - 5 performances to take the form of class assemblies. Year 6 to have the end of year production. 	Year 6 performance	art/ dance etc)	
High quality year group art pieces	<ul style="list-style-type: none"> - Each year group to create one additional art piece/take part in one project per year that sits outside of their class topics whilst working with Alice over a half-term 	One art outcome per year group		

Primrose Hill Primary School

School Improvement Plan September 2016 – July 2017

Leadership Targets: Humanities & RE

- Raise the profile of RE and humanities in the school..

Staff Responsible	Reason for priority and previous achievements
Tracy Maberly Jemma Bourn	In general, raising the profile of Humanities as a consolidated topic of RE, History and Geography is the main priority. To do this, we need to ensure quality resources are in place for all areas. Creating a list of resources already available and putting this on a database for staff to tick when using will be invaluable. Furthermore, promoting an 'international week' in school, doing whole school assemblies around key religious events/times and having more speakers/religious leaders to come in, will continue to raise the profile of all the humanities.

Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Have a well-resourced humanities area.	<ul style="list-style-type: none"> - Ensuring quality resources are in place for all subjects. - Creating a list of resources already available and putting this on a database for staff to tick when using. 	By the end of autumn term	Management time for leader Promoted to staff through emails/business INSET E19 – 28 £100	
Raise the profile of RE and Humanities in school.	<ul style="list-style-type: none"> - International Week (RE week/Humanities week/ historical figures/ to promote local History, Geography & RE) - Create a whole school map of where everyone comes from. Visible place within the school. - Ensuring regular enrichment activities are continuing to take place across all phases. - Coverage of the RE and Humanities curriculum. 	Yearly event By the end of Autumn Term Book scrutiny/learning environment/school website	Promote through INSET/Business Meeting. Close contact with local religious leaders. Working with museums over London. Courses for humanities leaders	
Ensure regular assemblies take place celebrating famous events, including religious events.	<ul style="list-style-type: none"> - An assembly overview for the year to ensure coverage of: key religious festivals/ celebrations, important historical events - Continue to invite speakers/religious 	Consulting assembly calendar. Arrange by the end of Autumn 1. School website	Lead whole school assemblies Provide resources for phase assemblies	

	leaders/appropriate spokespeople to visit to talk to the children		Contact with local religious leaders	
Introduce new opportunities for children to apply what they have been taught	- Children respond to learning through a range of activities in subsequent lessons to apply learning	Book scrutiny	Leaders of humanities to develop a range of activities for teachers to build upon.	

Primrose Hill Primary School

School Improvement Plan September 2015 – July 2016

Leadership Targets: Music

- Specialist subjects are intertwined into class learning to ensure a broad and balanced curriculum

Staff Responsible Tom West	Reason for priority and previous achievements The recording studio will continue to be integrated into the whole curriculum throughout 2016/17. Music is an extremely important part of school life, and this will continue to be promoted. End of term shows are improving, and this will be given a priority throughout 2016/27. Children love to sing at school. A focus will be made on improving the quality of singing. Extensive sound equipment is being installed over the summer break and there will be a focus on exploiting this new facility across the curriculum.
--------------------------------------	---

Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Continue to raise the profile of music within the school/promote new subject leader of music	<ul style="list-style-type: none"> • Increase number of students taking part in music clubs and develop the offering of clubs before/ after and during school • Introduction of music 'loyalty cards'-rewards for students who consistently attend clubs • Raise the quality/profile of singing within the school • Classes with the most awards to be rewarded with a trip or visit • Weekly Music mentoring session for Y5 & Y6 • Use new PA system to showcase performances • 	<ul style="list-style-type: none"> • Termly monitoring of students in clubs • Regular feedback on website/newsletters 	<ul style="list-style-type: none"> • Release Time for Leader of Learning • INSET • Introduction of special termly singing assemblies led by special guests • E19 – 25 £1.5k 	
Improve the quality of end of year performances	<ul style="list-style-type: none"> • Performances are well organized, clear; children are clear on their roles and quality of singing and music is of a high standard • Integration of new PA system to improve the quality of sound production 	<ul style="list-style-type: none"> • Organization with staff to ensure secure leadership of performance • Quality of actual performance • Promotion on the website and in newsletters 	<ul style="list-style-type: none"> • Ensure management time is maintained • Coordination with other teacher • All rehearsals in school calendar 	

<p>High quality singing assemblies resulting in increased levels of pupil engagement</p>	<ul style="list-style-type: none"> • Children's engagement in singing assemblies improves • Integration of new PA system to improve the quality of sound production • Classes / choir to engage with Sing Up materials as ambassadors for Healthy Schools 	<ul style="list-style-type: none"> • Link with Subject Leader at Rhyl • Develop singing assembly pedagogy 	<ul style="list-style-type: none"> • Time made available for specific music CPD/INSET • Member of SLT at singing assembly to set high expectations 	
<p>Develop the use of the recording studio and sound equipment across the school</p>	<ul style="list-style-type: none"> • Begin to create 'Primrose Hill Radio' involving children broadcasting their learning, developing technology and sound skills Include sound facility in to other aspects of the curriculum e.g. radio station/ clubs 	<ul style="list-style-type: none"> • Learning walks • Website • Quantity and regularity of output 	<ul style="list-style-type: none"> • Staffing • Timetabling • Training 	

Primrose Hill Primary School

School Improvement Plan September 2016 – July 2017

Leadership Targets: PHSCE

- To embed the criteria established to maintain the Healthy Schools Silver Award status and the ethos of Rights Respecting School

Staff Responsible Amanda Aplicano Danielle Bowmaker	Reason for priority and previous achievements The Healthy School Award Silver Status was awarded to the school in the Spring Term of 2016. This will need to remain a priority to ensure that we maintain this level across the school. The profile of PSHCE needs to remain high as it is vital for the development of our children.
--	---

Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Embed the ethos of Rights Respecting Schools	<ul style="list-style-type: none"> - Bring together a strategy for renewing Rights Respecting Schools status. This will include: - Develop assembly focus linked to Unicef themes, growth mindset, SEAL, PHSCE and festivals and celebrations. - Leader to visit Netley and Torriano to meet with PSHCE leader to see good practice - Planning meeting with Camden lead for PHSCE - Making links with external organisations e.g. Unicef ambassadors to visit the children - Newsletter articles to focus on key passport themes and link to achievement assembly 	<ul style="list-style-type: none"> - From Spring Term, following work on growth mindset plan weekly assemblies - INSET by leader 	Subject leader release INSET Rights respecting training as required	
Continue to work on the criteria established for the Silver Award *See separate document	<ul style="list-style-type: none"> - Mentoring the Health Champions; creating posters and displays for the dining hall - Promoting the fruit uptake during KS2 break times - Promotion of the inclusion of vegetables in packed lunches 	<ul style="list-style-type: none"> - Monitor fruit eating with class charts and competition/rewards - Monitor packed lunches and arrange audit with Camden 	Links with Camden PSHCE Service Leadership time E19 – 27 £400 E19 – 42 well-being	

Liaise with the DT Lead to include food preparation in the curriculum and to resource this adequately.	<ul style="list-style-type: none"> - Each year group has a food preparation unit in DT - Cooking/food prep boxes resourced - Visits by chef organised across year groups 	<ul style="list-style-type: none"> - Termly monitoring - Website – news with photos - Displays in dining hall 	<p>Links with Camden PSHCE Service</p> <p>Leadership time</p> <p>PSHCE Budget</p>	
Continue to run a weekly Gardening Club with staff and non-staff volunteers.	<ul style="list-style-type: none"> - One child from each class Year 1-Year 6 has the opportunity to work in Gardening Club from Spring Term onwards 	<ul style="list-style-type: none"> - Photos on website - Assemblies 	<p>Links with Capital Growth and Sustain</p> <p>Gardening Club Budget for additional resources</p>	
Review the SRE Policy & Drugs policy and monitor the teaching of SRE & drugs across the school.	<ul style="list-style-type: none"> - Content of SRE and drug education is well promoted and stakeholders – children, parents, carers, staff and Governors clear about our stance. - Parent/carer meetings held 	<ul style="list-style-type: none"> - Termly monitoring - Website – news with photos 	<p>Leadership time</p> <p>PSHCE Budget for additional resources</p> <p>Links with Camden PSHCE Service</p>	
Circle Time has a high profile and regularly timetabled across the school	<ul style="list-style-type: none"> - Circle Time training carried out with new staff - Circle Time is being covered weekly across the school - Circle time sessions modeled by lead 	<ul style="list-style-type: none"> - Monitoring of Circle Time sessions - Website entries 	<p>Training costs</p> <p>Monitoring time for lead</p>	
Primrose Hill Passport Posters have a high priority across school	<ul style="list-style-type: none"> - Assemblies/ circle times focus on the 4 areas of the passport - Posters are used regularly to support these areas in class - this is then celebrated within phase/ whole school assemblies. 	<ul style="list-style-type: none"> - On - going monitoring 	<p>Leadership time</p>	

Primrose Hill Primary School

School Improvement Plan September 2016 – July 2017

Leadership Targets: Physical Development

- Maintain high standards in PE and Physical Development leading to excellent outcomes for PE and handwriting.

Staff Responsible Danielle Bowmaker Jordan Lawal Liz Ghamar Sandra/ Isabel	Reason for priority and previous achievements There is a new HLTA leading PE as Leader of Learning, who will work alongside the subject leader for 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 Sports Premium and developing children's physical development including handwriting.
---	---

Action:	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Establish the new PE team	<ul style="list-style-type: none"> - The new team will work effectively together maintain a high profile of PE - There will be delivery of good quality PE lessons. - Continue to improve on the success of CSSA events. 	<ul style="list-style-type: none"> - Liaison with SLT - Induction - CLT Meetings - PD Monitoring 	Leadership Time PE Budget E19 – 26 £1.5k	
Raising the profile of the house system Jordan	<ul style="list-style-type: none"> - The house system re-launched and now the aim is to use the system more in weekly lessons. - House system will be evident in lesson and assemblies. - Children will know how their house is achieving. 	<ul style="list-style-type: none"> - Large display in the top hall - Whole School Achievement assembly. - Learning Walks 	Leadership time Assemblies	
Develop the existing enrichment offer Liz	<ul style="list-style-type: none"> - Before, after and during school sporting club attendance is at a high, these need to be maintained and even improved upon. - Retain the existing coaches/trial new ones 	<ul style="list-style-type: none"> - Club registers - Club timetable - Feedback from parents/ children - Monitor attendance 	PE budget - coaches	
Raise the profile of the Year 6 Sports leaders Sandra/ Isabel	<ul style="list-style-type: none"> - Clearly defined role - including an adult lead - Lunchtime activities run for KSI children - Role Models of Sporting Attitude Excellence - KSI Sports Day support. 	<ul style="list-style-type: none"> - PE provision for KSI at lunchtimes 	PE Teaching assistant to lead sports leaders	

Introduce weekly specialist PE Teacher session in the Nursery	<ul style="list-style-type: none"> - Once a week someone from the PE team spends 30 minutes with the Nursery children supporting Physical Development. 	<ul style="list-style-type: none"> - Timetabled 	Organisation of timetables e.g. session happens 12.30-1 etc	
Continue to monitor progress and support the implementation of the handwriting policy Danielle	<ul style="list-style-type: none"> - Monitor and evaluate the use and impact of the Handwriting policy across the school to ensure it is being used effectively. - Booklets/Materials are available to staff - Fine and gross motor skills activities are shared 	<ul style="list-style-type: none"> - Book Looks - Timetables - Examples of presentation on display 	Leader time - monitoring Budget Inset time	

Primrose Hill Primary School

School Improvement Plan September 2016 – July 2017

Leadership Targets: Science & STEM

- Ensure the profile of the Science curriculum is raised higher.

Staff Responsible Niamh Keating	Reason for priority and previous achievements The focus this year is on raising the profile of Science in the Curriculum, embedding the new National Curriculum, developing the subject leader's skills and working towards Science being a priority area. Ensure STEM projects are embedded across the school.
---	---

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	<ul style="list-style-type: none"> - There are clear guidelines for assessing learning in Science. - Plan monitoring of Science & STEM Work - Create purposeful assessment materials which can demonstrate progress in this area. 	<ul style="list-style-type: none"> - Termly planning and work scrutiny. - Learning walk - Review assessment materials available and create overview of other options. 	Leadership Time Developing links with cluster schools Science Leads Science Network meetings in Camden Inset – good practice E19 - 29	
Ensure the school is equipped with adequate STEM Resources	<ul style="list-style-type: none"> - STEM resources available for teachers to deliver the curriculum. - Organising and cataloging of resources. These are cross reference to curriculum so teachers know what is available and how it links to their teaching requirements. 	<ul style="list-style-type: none"> - Create inventory. 	Involvement of teaching assistants Overseen by lead.	
Development and understanding of Science Vocabulary	<ul style="list-style-type: none"> - Children to be able to demonstrate understanding of Science vocabulary. - Each class to have set of Science Dictionaries 	<ul style="list-style-type: none"> - Leaders to ensure this is covered through monitoring / learning 	Expectations shared with staff	

	<p>which are used throughout the year, and with specific taught skills.</p> <ul style="list-style-type: none"> - Topic words to be easily accessible/ visible to children in class for each topic (tables/ displays) 	environment.		
Develop links with organisations to support delivery of the curriculum	<ul style="list-style-type: none"> - Further develop links with organisations e.g. Crick Institute, Science Museum; further adaptations made to Curriculum Map where learning can be enhanced by partnerships with others. 	<ul style="list-style-type: none"> - Attend half termly Camden Science Leaders meetings. - Visit UCS in Spring term with chn from Y5 & 6 for workshop. 	Science Network meetings in Camden	
Launch a STEM Club	<ul style="list-style-type: none"> - Leader to run / organise a STEM Club from Spring Term onwards. - Leaders to organise a TA run lunchtime session with on – going activities to be replenished every half term. E.g. mini beast hunt/ weather watch etc. 	<ul style="list-style-type: none"> - Attendance of children. 	Leadership time	
Introduce new opportunities for children to apply what they have been taught	<ul style="list-style-type: none"> - Children respond to learning through a range of activities in subsequent lessons to apply learning 	Book scrutiny	Leader to develop a range of activities for teachers to build upon.	

Appendices

Staff Questionnaire

Parents & Carers Questionnaire

Curriculum Expenditure

Premises Development Plan

Computing Resources and Hardware Development Plan

Primrose Hill Primary School

Questionnaire Results - Staff

	Please put a cross for your answer	Agree	Don't know/ unsure	Disagree
1	I am proud to be a member of staff at this school	100%		
2	My contribution to the school is valued	93%	7%	
3	I know what we are trying to achieve as a school	87%	13%	
4	I am involved in what the school is trying to achieve	87%	13%	
5	I contribute to the school's process of self-evaluation	60%	27%	13%
6	The school makes appropriate provision for my professional development	80%	20%	
7	The school is well led	93%	7%	
8	Governors do an effective job in this school	40%	60%	
9	The school runs smoothly on a daily basis	87%	13%	
10	Children are safe in this school	87%	6%	6%
11	Any unacceptable behaviour by pupils is consistently well managed	60%	27%	13%
12	The school successfully meets the differing needs of individual pupils	87%	13%	

Primrose Hill Primary School

Questionnaire Results – Parents & Carers

	(Please put a cross for your answer)	Agree	Don't Know / Not Sure	Disagree	Comment
1.	My child is happy at school	92.7%	4.8%	2.5%	
2.	My child feels safe at school	90.2%	7.3%	2.5%	
3.	My child makes good progress at school	85.3%	12.2%	2.5%	
4.	The school expects my child to work hard and do their best	82.9%	14.6%	2.5%	
5.	My child is well looked after at school	90.0%	10.0%		One parent did not answer this. Figures adjusted accordingly.
6.	My child receives appropriate home learning opportunities	73.2%	19.5%	7.3%	
7.	The school ensures children are well behaved	90.2%	4.9%	4.9%	
8.	The school deals effectively with bullying (<i>leave blank if you have had no experience of this within Primrose Hill</i>)	61.9%	23.8%	14.3%	51.2% of parents answered this question. Figures adjusted accordingly.
9.	The school is well led and managed	97.5%	2.5%		One parent did not answer this. Figures adjusted accordingly.
10.	I am kept up-to-date and informed about what is going on at school	92.7%	4.8%	2.5%	
11.	I would feel comfortable about approaching the school with questions or a problem	95.2%	4.8%		
12.	I receive valuable and regular information from the school about my child's progress	80.4%	9.8%	9.8%	
13.	I have opportunities to talk to staff about my child	92.8%	2.4%	4.8%	

14.	I know about the role of the Governing Body and how Governors support the school	48.8%	41.5%	9.7%	
15.	I would consider standing for election to the Governing Body.	37.5%	40.0%	22.5%	One parent did not answer this question. Figures adjusted accordingly.
16.	I would recommend the school to another parent	92.7%	7.3%		
17.	I am always made to feel welcome at Primrose Hill	97.6%	2.4%		

Primrose Hill Primary School

Curriculum, School Improvement & Departmental Expenditure 2016 2017

Curriculum Area	Budget Holder	Code	16/17		Curriculum Area	Budget Holder	Code	16/17
Leadership Priorities	Robin Warren		£5,000		Assessment	Liz Ghamar	E19-17	£300
Phase Budget EYFS	Richard McLelland	E19-05	£2,400		Art	Alice Farrell	E19-18	£3,000
Y1 & Y2	Rhiannon Beeton	E19-09A	£1,500 each year group		PE	Jordan Lawal Danielle Bowmaker	E19-26	£1,500
Y3 & Y4	Paul Baron-Thompson	E19-09B	£1,500 each year group		Music	Tom West	E19-25	£1,500
Y5 & Y6	Mireille Alwan	E19-09C	£1,500 each year group		EAL	Maggie Muir	E19-14	£250
English	Marianne Mattinson	E19-20	£5,000 + £4,500		Maths	Laura Smith	E19-24	£2,500
Humanities	Tracy Maberly Jemma Bourn	E19-23	£400		PCHCE Wellbeing & Resilience	Amanda Aplicano	E19-27	£400 £500

RE	Tracy Maberly	<i>E19-28</i>	£100		Gardening	tbc	E19-27A	£250
MfL	Benedicte Loranda	<i>E19-36</i>	£500		School Council	Mireille Alwan	E19-37	£100
Science	Niamh Keating	E19-29	£1,000		Computing	Paul Beeton	E20-02	£25,000
Playground Equipment	Robin Warren	E19-34	£750		Rainbow Resources	Mandy Aplicano	E19-31	£750
Inclusion	Syra Sowe	E19-16	£1,500		Parents & Community	Edina Saadi	E19-41	£500
Pupil Premium Resources	SLT / ILT	<i>E19-41</i>	£5,000					

Primrose Hill Primary School

Three Year Projection

2016-2017	2017-2018	2018-2019
<p>Decrease by one class – a reduction of approximately £100k school funding Assume 1.5% Pension On Cost Assume 1.5% Support Staff pay award April 2016 and further 0.5% increase in employer’s pension costs. Schools block reduction of £700k overall to impact on schools Repayment of pension back-funding to be calculated Increase in NIC’s of 3.4% and therefore employees contribution will increase by 1.4% Implementation of revised Staffing Structure Appointment of SLT Admin Assistant Appointment or shared acquisition of MfL Teacher/Equivalent Appointment of Non-Class Based Cover/Intervention Teacher Abolish use of supply and agency staff Replacement of IWB Phase I</p>	<p>Assume 2% Pension On Cost Assume 2% Support Staff pay award April 2017 and further 0.5% increase in employer’s pension costs. Schools block reduction of £500k overall to impact on schools</p>	

Primrose Hill Primary School

Capital Budget & Revenue Budget

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

2015

	BUDGET CE02 & E12	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	Main corridor & door decoration	1	£1000	£1000	E12 R&M	15/16/17	Aesthetics
3	Lobby Refurbishment	1	£5k	£4,500	E12 R&M	15/16	Aesthetics
4	Cyber Station	1	£5K	£750	E12 R&M	15/16	Parents & Community
5	Drinking Fountain installed	1	£3k	£1,600	E12 R&M	15/16	Children's Play Facilities
6	Permanent Canopy to Reception Classrooms	2	£25K		2 Y/O Project Friends of Primrose Hill contribution E12 R&M	16/17	Access for children and staff Weatheribility
7	Investigate permanent shade areas in top and bottom playground	1	£20K		E12 R&M Capital Contribution	16/17	Access for children and staff Weatheribility H&S
8	Replace Arches children's toilets	3	£60k		Capital Funding Camden Funding Revenue budget contribution	17/18	Aesthetics for the children
9	Replace visitors toilet – main Reception	3	£15K		Capital Funding Camden Funding Revenue budget contribution	16/17	Aesthetics Valuing staff and visitors High standards

	BUDGET CE02 & E12	PRIORITY LEVEL	ESTIMATE £	ACTUAL £	FUNDING SOURCES	BUDGET YEAR	BENEFIT
10	Replace Staff toilet – by Main Offices into a Disable Toilet/Wet Room	3	£25K		Capital Funding Camden Funding Revenue budget contribution	16/17	Aesthetics Meeting DDA Standards Valuing staff and visitors High standards
11	School Window Replacement – carbon neutral project	1	Camden Funded		Camden Capital project	16/17	H&S Energy Efficiency
12	Replacement of Nursery Roof tiles	2	Camden Funded		Camden Capital project Capital Budget	16/17	H&S Energy Efficiency
13	Sound Project – speakers around school	2	£15-£20k	£37k	Capital	15/16/17	Enrichment Aesthetics
14	Refurbishment of the dining room to create a ‘diner’	3	£50k		Capital	17/18	Aesthetics
15	Project Primrose – Barge	2	£60K		Capital & Fundraising FOPH	16/17	Community and curriculum
16	Playground gym installed	3	£20k		Capital R&M	17/18	
17	Garden Fences repalced	2	£3k		R&M	16/17	Children’s facilities

