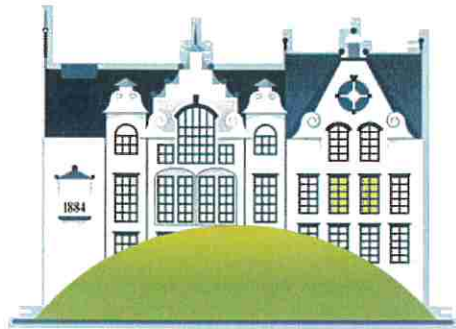


Primrose Hill Primary School



School Improvement Plan 2020 - 2021

School Improvement Plan

2020 - 2021

Contents



1. School Improvement planning process
2. School Improvement Priorities
3. School Improvement on a Page
4. School Improvement Priority 1
5. SIP 2
6. SIP 3
7. SIP 4



The School Improvement Plan Process 2020-21

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

The SIP runs in with the academic year from September 2020 – July 2021. Throughout the year there will be updates about our progress on 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.

The plan is then formulated using this information. 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.

Governors and the School Improvement Plan

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

- The Curriculum and Pupil Welfare Committee monitors curriculum related matters. Leaders of Learning *in key development areas* make presentations to the committee and the termly 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 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.

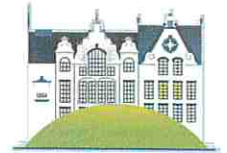
The Head Teacher and Assistant Head Teacher met with the chairs of each Committee to share the planning stages of this document, their ideas and developments were included at this point.

School Improvement Planning 2020 - 2021



Task	Start Date	Person Responsible	Consultation process	Completion Date
Steering overall process	June 2020	Robin Warren (Laura Beeson to takeover - return from maternity leave July 2020)	Staff Meetings Senior Leadership Meetings	June 2020 onwards
Collating information for planning of SIP	July 2020	Laura Beeson	School Self Review Process Leadership Team Meetings	July 2020
Deciding priorities and aims within SIP	July 2020	Senior Leadership Team	Questionnaires to staff, parents and carers, governors and children EYFS, KS1 & KS2 data	July 2020
Drawing up SIP action plans	July 2020	Senior Leadership Team - Laura Beeson	Senior Leadership meetings	July 2020
Meet with committee chairs	July 2020	Robin Warren Laura Beeson Committee chairs		July 2020
Edit	September 2020	Laura Beeson - SLT	Senior Leadership Team	September 2020
Producing and circulating written plan to staff and governors	September / October 2020	Laura Beeson	Staff INSET GB Meeting	September /October 2020
SIP shared with Curriculum & Pupil Welfare Committee	Termly	Curriculum & Pupil Welfare Committee	Curriculum & Pupil Welfare Committee	Termly
SIP Newsletter Published	September 2020 November 2020 February 2021 July 2021	Laura Beeson	Headteacher	Termly
SIP Review	Termly	Laura Beeson Senior leadership Staff CLT/ PLT		Termly
Questionnaires to staff, pupils and families	Summer Term	Ilirjana Sfarqa	Headteacher	Summer Term

School Improvement Priorities



This document outlines how all leaders will work towards achieving our *School Improvement Priorities* and the actions to achieve them. Each of these priorities are allocated INSET time throughout the year and are the focus of whole school monitoring and learning walks during the year. Outside reviews of the school will also focus on these priorities and the progress we are making towards them e.g. Challenge Partners Review, Collaborative Review with our cluster of Camden schools and our ongoing work with our Camden Professional Partner.

The school improvement priorities (SIP) for the academic year 2020 - 2021 are:

- 1. Reintegration of children back into school and curriculum recovery*
- 2. Introduce new Personal, Social, Health & Economic framework (PSHE) including a focus on Anti - Racism and the new Relationship and Sex Education content (RSE)*
- 3. Moving forward with the wider curriculum*
- 4. To maintain stability and clarity through a period of change*

1. Reintegration of children back into school and curriculum recovery

Our main actions for this improvement target are:

Action 1: Identify and address gaps in coverage and attainment on both class and individual level in core subjects as a result of school closure through frequent assessment meetings; make temporary changes to foundation curriculum

Action 2: To carefully plan and execute the reintegration and engagement of children into school life

Action 3: Clear program of intervention to support accelerated learning for disadvantaged pupils

3. Moving forward with the wider curriculum

Our main actions for this improvement target are:

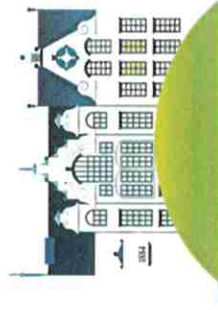
Action 1: Progression maps to be used to support teaching key skills in foundation subjects

Action 2: English and Maths assessments brought in previous year - to be embedded

Action 3: Curriculum vision for September 2021 (curriculum overviews/ curriculum maps / foundation subject assessments)

Our School Improvement

Priorities 2020-21



2. Introduce new Personal, Social, Health & Economic framework (PSHE) including a focus on Anti - Racism and the new Relationship and Sex Education content (RSE)

Our main actions for this improvement target are:

Action 1: New PSHE framework implemented

Action 2: Audit and scrutinise wider curriculum to ensure it is representative of diverse backgrounds and make sure there is explicit teaching and learning of anti - racism within the PSHE curriculum

Action 3: New Relationship and Sex education framework to be trialled in Summer Term

4. To maintain stability and clarity through a period of change

Our main actions for this improvement target are:

Action 1: Role and responsibilities, expectations for teaching and learning are clear

Action 2: Head Teacher Succession planning and implementation

Action 3: Ensure planning for future impact of Covid 19

School Improvement Priority 1

Reintegration of children back into school and curriculum recovery

<i>Rationale</i>	<i>What's already happening?</i>	<i>What is going to happen?</i>
- Gaps in coverage and attainment created by school closure need to be identified and addressed - on both a class level and individual level. Funding to help support this needs careful planning and consideration - Data analysis from across the school shows a dip in attainment across all core subjects. - Data also shows a wider attainment gap between disadvantaged and other pupils within Primrose Hill - Regular assessment must inform planning in order to tailor teaching and learning to specific needs of our children - in class / through intervention etc - The successful reintegration and engagement of pupils to school life in September - many of whom will not have been into school physically since March - is vital. This needs to be planned for carefully to ensure that children and the school community feel confident about their return to school life	- Summer term PPR analysing data as well as levels of engagement during lockdown - Detailed ongoing registration during lockdown and careful monitoring of online Google Classroom attendance / Evidence Me (EYFS) - Collating statutory assessment data (despite no statutory need to record) and analysing as previous years - Summer term in depth handover to include content that has not been taught over the year (core & foundation subjects) - Ongoing mental health and wellbeing training, and additional therapeutic provision for both children and staff. Daily wellbeing tasks were provided on GC and some whole day SEMH provision. - Detailed monitoring of vulnerable children or those who have not sufficiently engaged with online Google Classroom or Evidence Me including provision of Worry Box for children to request phone support at any time (staff trained and have overview of conversation tips as compiled by TOPs therapist) - Children from all year groups invited back into school in July - attendance over 50%. - Online learning was still being offered for children who did not return - Children have been invited in to support transition back into school prior to reopening on September 7th. - Personal Risk Assessments undertaken to support children coming into school - Leaflets to support families in preparing their children to a full return in September are on the website. - Teacher handover at end of summer term will have identified areas of curriculum not covered	Action 1: Identify and address gaps in coverage and attainment on both class and individual level in core subjects as a result of school closure through frequent assessment meetings; make temporary changes to foundation curriculum Action 2: To carefully plan and execute the reintegration and engagement of children into school life Action 3: Clear program of intervention to support accelerated learning for disadvantaged pupils

<i>Actions:</i>	<i>Achieved By:</i>	<i>Measurable Outcome:</i>	<i>Progress & Evidence</i>
Action 1: Identify and address gaps in coverage and attainment on both class and individual level in core subjects as a result of school closure; make temporary changes to foundation curriculum	Led by SLT, supported by CLT and PLT and implemented by class teams: - Thorough handovers to new class teachers that detail what areas of the previous year's curriculum had not been covered - Key skills of previous year group identified for each of the core subjects - Teachers to assess their children throughout Autumn 1 against these key skills - This is to include expectations of additional assessments to support accelerated learning - Use this to inform future in class planning, distribution of staff, interventions etc - Data analysis to identify key groups of children / individuals in need of specific input - Reading 1:1 with identified children using majority of staff across the school to achieve this - Careful planning and delivery of interventions with dedicated teaching assistants assigned to intervention. - All support staff to be been trained in Benchmarking and phonics assessment in order to identify gaps and tailor their support - New weekly planning of reading, writing and maths to focus on assessment, identifying and addressing gaps and also ensuring challenge for those who have already met expectations - Monday will be cover day, whereby class teachers will have additional cover to carry out any assessments and or focused interventions to support learning - Temporary changes to the foundation curriculum is mapped out. This to be a slim downed version of the foundation curriculum in order to have a major focus on wellbeing and mental health, through the PHSE curriculum across the whole year, as well as allowing more time in the curriculum to cover core subjects.	Monitoring will show that appropriate content is being taught in core subjects following ongoing assessments throughout the Autumn term Assessments are regularly used in PPR to inform practice, the deployment of staff and resources Ongoing assessment and data markers throughout the year show progress towards closing gaps caused by school closure Regular reviews of interventions to ensure maximum impact Temporary adaptations to foundation curriculum is mapped out and followed	

Action 2: To carefully plan and execute the reintegration and engagement of children into school life	<i>Led by SLT</i> - Whole staff to undertake virtual trauma informed training in Autumn 1. This will be a combination of inset day training and continuing over 2 twilight insets - A trauma informed team (Mandy and Syra and 1 more adult to be identified) to be set up to complete an audit and be responsible for the implementation moving forward - Some children that have not been in school since March have been identified and will be invited into school for the first Friday in September to become familiar with their environment and the teaching team - In school processes, routines, timetables and expectations to be clearly communicated to staff, children and parents - this is a continuation and development of work undertaken throughout the Summer Term (e.g. Smooth Movers etc) - Regular and clear communication with our families following latest Government guideline - and that advice / routines may change as we as a school respond to needs of the children and the school community - Low attendance of pupils to be closely monitored and followed up. To provide support for these families to help children to confidently return to school. Addendum to Attendance policy to ensure we are able to fully support families. - Information on families and children adversely impacted by Covid to be collated. Programs of support put in place where appropriate / needed. - Develop provision for remote learning for children that are clinically vulnerable and may not be able to return to school for the foreseeable future - develop ways to keep them part of the school community - addendum to attendance policy	Majority of pupils will return to on - site learning and will be following new routines and expectations Staff will be able to support this through teaching, learning and interactions that are based on training of trauma informed practice Attendance figures and records show a high percentage of children in school. (Note - unknown impact of Covid cases / local lockdown etc)	
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Action 3: Clear program of intervention to support accelerated learning for disadvantaged pupils	<i>Led by SLT and inclusion team</i> - Every child assessed in core learning areas, inc reading (PM benchmark) & maths - 1-1 and group intervention planned by teachers with oversight by SLT/ILT - Additional baseline assessment Aut 1, and second assessment Aut 2 to review progress - PM benchmark training for all TAs & Catch Up Literacy refresher - Collating children by engagement in home learning during lockdown and attendance thereafter (ensure most vulnerable children are targeted) - SaLT focus in Y1 Aut 1 with additional support from Maggie EMA/EAL specialist - Review SaLT support in EYFS	Start and end assessments for all interventions show progress in targeted areas Intervention timetables complete PPR notes evidence intervention and impact Identified vulnerable children (by engagement and attendance) have clear intervention plan	
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School Improvement Priority 2

Introduce new Personal, Social, Health & Economic Framework (PSHE) including a focus on Anti - Racism and the new Relationship and Sex Education content (RSE)

Rationale	What's already happening?	What is going to happen?
- Bringing in a new PSHE curriculum based on the Camden framework which further incorporates mental health and British values. - The Black Lives Matter movement has highlighted the need to re- evaluate how anti racism is taught, delivered and discussed within our school, and to what extent our curriculum materials represent the diversity of our school community and how we ensure our children embody tolerance, democracy, individual liberty and the rule of law. - The new RSE curriculum which was to become mandatory from September 2020 has now been pushed back to September 2021. Trialling this and tailoring it to our school's needs would enable feedback from stakeholders prior to its official launch in September 2021.	- Parents were invited to attend a consultation on the new RSE curriculum and had an opportunity to discuss their concerns with SLT and the PHSE lead for Camden. These concerns have informed and shaped the new scheme of work. - The Relationship and Sex Education (RSE) scheme of work has been adapted to fit the needs of our school. The whole school overview has been posted on the school website. - A general movement against racism and celebrating diversity has already been evident in our Summer Term curriculum during lockdown. Black Lives Matter as a movement has been taught through a series of project days across the year groups. The Phase Leadership Team planned and delivered INSET to disseminate the age appropriate project across all year groups. - Children's questionnaires: ● 97% of children believed that the school encourages them to respect people from other backgrounds and treat everyone equally ● 95% of children agree that school encourages them to look after their emotional and mental health	Action 1: New PHSE framework implemented Action 2: Audit and scrutinise wider curriculum to ensure it is representative of diverse backgrounds and make sure there is explicit teaching and learning of anti - racism within the PHSE curriculum Action 3: New Relationship and Sex education framework to be trialled in Summer Term

<i>Actions:</i>	<i>Achieved By:</i>	<i>Measurable Outcome:</i>	<i>Progress & Evidence</i>
Action 1: New PHSE framework implemented	<i>Led by PHSE & Pastoral Lead</i> • Presentation to staff in Autumn 1 outlining the new scheme of work (Scheme of Work) • EYFS will also have a new SOW which is more in line with the other years - moving away from the SEAL model • The new SOW is now inclusive of Mental Health and wellbeing but we will continue to celebrate national calendar days. • Pastoral lead will continue to deliver bespoke workshops to years 4 and 5 • Teaching and learning during Autumn 1 to focus on PHSE and children's wellbeing to support transition back into school.	New PHSE SOW to be planned and delivered across the year - but with heavy focus in Autumn 1. Dedicated INSET time across the year to set expectations PHSE monitoring demonstrates detailed coverage of curriculum	
Action 2: Audit and scrutinise wider curriculum to ensure it is representative of diverse backgrounds and make sure there is explicit teaching and learning of anti - racism within the PHSE curriculum	<i>Led by PLT & CLT / PHSE & Pastoral lead</i> - An audit of all texts used throughout the curriculum to ensure all of our children feel represented - A booklet created and resources provided to ensure a more diverse representation given to support the teaching. - Books representing diverse background to support the teaching of the PHSE curriculum - CLT Leaders to identify opportunities for us to learn about non-white luminaries in other areas. For example: looking at scientists, artists etc. - Direct opportunities for the teaching, learning and discussion of anti - racism to be built into the curriculum through discreet lessons, assemblies, projects - including learning around Black History Month - Support from Camden with resources appropriate for Primary age group - INSETs planned throughout the year	For there to be increased representation of different cultures and diverse characters through the texts that we teach with; for this to be apparent through curriculum maps and learning outcomes. Children to have the opportunity to learn about non - white key figures and their impact across the breadth of the curriculum Discrete sessions covering anti racism in age appropriate form - for both in the classroom and in assemblies	
Action 3: New Relationship and Sex education framework to be trialled in Summer Term	- Trial of Relationship, sex education curriculum, which is to become compulsory in September 2021 during the Summer term in 2021.	RSE curriculum implemented in Summer term following consultation with parents and carers.	

	- Consult with parents and carers - Training of teaching staff on new framework with INSET planned for Spring Term in preparation. - Adapt framework to the needs of our setting.	Dedicated INSET time to train staff Monitoring of curriculum maps and outcomes shows coverage of framework	
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*School Improvement Priority 3
Moving forward with the wider curriculum*

<i>Rationale</i>	<i>What's already happening?</i>	<i>What is going to happen?</i>
- Previous year's SIP focus which included changes to curriculum: planning, progression and assessment, which were interrupted by school closure, need to be embedded - Some of this work was introduced and needs further embedding e.g. progression maps in the foundation subjects / assessment in maths and English - Other areas of this need further planning and development e.g. curriculum vision / overviews / maps / assessment - The current year (2020/21) will run with a bespoke curriculum in response to Covid 19	- Previous year's SIP priority which focused on breadth and balance within the curriculum and a review of assessment procedures, resulted in progression maps of individual subjects which were launched in January 2020. The next stage of this process was to create a purposeful assessment tool to work alongside the progression maps. This work needs to be completed and embedded to ensure impact and consistency across the school. - Maths and English assessment procedures were also updated during the last academic year - these need to be embedded	Action 1: Progression maps to be used to support teaching key skills in foundation subjects Action 2: English and Maths assessments brought in previous year - to be embedded Action 3: Curriculum vision for September 2021 (curriculum overviews/ curriculum maps / foundation subject assessments)

Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
Action 1: Progression maps to be used to support teaching key skills in foundation subjects	Led by CLT and supported by SLT: - Progression maps for all foundation subjects ready for September 2020 - Progression maps are used to inform planning in these curriculum areas	Planning, teaching and learning of foundation subjects in EYFS, KS1 and KS2 informed by curriculum progression maps Key skills derived from each subject's progression map, as well as relevant content, are evident in children's learning outcomes Floor book monitoring shows coverage of progression maps	
Action 2: English and Maths assessments brought in previous year - to be embedded	- New English and Mathematics assessment procedures and materials brought in during the last academic year to be used consistently across the school - Use of these assessments to be used in PPR meetings across the year to enable quick intervention and monitor key groups - INSETs throughout the year planned to allow for moderation and consistency across the school	Teachers are clear of assessment structure and expectations in core subjects of 2020/21 Assessment data is used to inform practice in the classroom and the deployment of resources Assessment policy is duly updated and shared with staff and updated on website	
Action 3: Curriculum vision for September 2021 (curriculum overviews/ curriculum maps / foundation subject assessments)	SUMMER 2021 TERM - Curriculum leadership team work alongside the SLT and the new Head Teacher to develop a clear curriculum vision for September 2021 - this may include: *curriculum ethos *overviews *maps *assessment	Clear curriculum vision for September 2021 shared with staff with adequate INSET training allocated Curriculum shared with children and parents and carers Documents shared on website	

<i>School Improvement Priority 4</i> <i>To maintain stability and clarity through a period of change</i>		
<i>Rationale</i>	<i>What's already happening?</i>	<i>What is going to happen?</i>
2020 - 2021 is going to be a year of change in many ways for the staff, children and community of Primrose Hill - the high teaching and learning standards need to be maintained as does a clear leadership structure to support this to happen. Main causes for change: Head Teacher is leaving school at the end of the Autumn Term. Assistant Head now in role of Acting Head Teacher from September 2020 to shadow HT and to take over role is no appointment is made for Spring Term A new School Business Manager to be in the role from August 2020 - starting full time end of September 2020 New EYFS lead in post from April 2020 Unknown future of how Covid 19 and how this may impact us as a school (e.g. future closures (full or partial/ a return to remote learning/ numbers of students attending etc) Staff, children, parents and carers need stability through this time - structures / clear leadership responsibilities / clear teaching and learning expectations	New appointments made (EYFS, SBM) or underway Interim Acting Head position established with gradual handover during Autumn term Distributed leadership model (as noted by Challenge Partners) effective inc. PLT & CLT Remote Learning system established (Google Classroom/ Evidence Me) highly successful and good level of engagement from most families Extensive planning and provision from lockdown in Summer Term provides platform to develop this in case of further lockdown Positive feedback from all questionnaires about the school response to covid 19 New SENCo appointed adding 2 additional days to existing SENCo Pastoral lead joined SLT in Summer Term 2020. SLT / ILT have clear roles and responsibilities 3 ARP Staff appointed and 3 children in Sept 2020.	Action 1: Role and responsibilities, expectations for teaching and learning are clear Action 2: Head Teacher Succession planning and implementation Action 3: Ensure planning for future impact of Covid 19

<i>Actions:</i>	<i>Achieved By:</i>	<i>Measurable Outcome:</i>	<i>Progress & Evidence</i>
Action 1: Role and responsibilities, expectations for teaching and learning are clear	<i>Led by SLT</i> Staff are provided with a clear overview and timeline of senior leadership structure in September INSET and how this will evolve over the year New personnel in middle leadership roles are shared with staff. Continuation of CLT and PLT to support leaders and make expectations clear from SLT Teaching staff to be provided with expectations booklet for teaching and learning, environment, assessment etc as an overview of the year. (Feedback on staff questionnaire noted how useful this new document was) Addendum following COVID 19 New School Business Manager to liaise regularly with current Head Teacher & Acting Head Teacher ARP Team clear roles and responsibilities accounting for further expansion as children increase. EYFS lead to establish links within the borough including with children's centres and Early Years Integrated Service to ensure families access support and additional provision as needed New EYFS lead needs to embed changes to EYFS framework and also review observation and data software inputting New SENDCo to begin SENDCo qualification at the IOE in September and continue to work closely with existing SENDCo	Expectations and roles of the staff team to be communicated to whole staff in September - including how these will change over the course of the year Expectations of teaching and learning booklet shared in September INSET; monitoring shows that this has been followed Staff in new roles are clear in their new responsibilities Roles & Responsibilities document created and shared with staff	

Action 2: Head Teacher Succession planning and implementation	<i>Led by current Head Teacher, Governing Body & Acting Head Teacher and supported by SLT and School Improvement Partner</i> Autumn Term - Acting Head Teacher to shadow Head Teacher for the term in order to understand and be proficient in new responsibilities Challenge Partners to ensure maintenance of high standards in Spring 1 during transitional period Governors - ensure link governors provide continuity (skills audit) Recruitment process for a new Head Teacher to begin in September 2020 in a view to start in April 2021. Summer Term - Acting Head Teacher and SLT to work closely with appointed Head Teacher	Stability for children and staff over the period of change New Head Teacher appointed Easter 2021 / September 2021	
Action 3: Ensure planning for future impact of Covid 19	<i>Led by SLT</i> Planning, protocols and models in place for possible future closure (whole school / year groups / class) to be shared with staff and community in September Risk Assessments for working within school to be constantly updated following Government guidelines Archive of previous year's lessons and assignments so they can be used for following year group as appropriate Ensure new children to school are quickly equipped with all their key online information Planning in place for children isolating / quarantining and remote learning	Different eventualities are planned for and impact from any further disruption to teaching and learning due to Covid 19 is minimised. Risk assessments to be continually updated following government advice Online platforms are maintained in order to provide learning for those unable to physically come into school / quickly revert to remote learning if / when further closures occur / children who are isolating / quarantining	