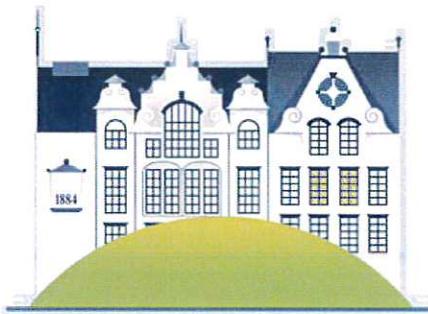


# *Primrose Hill Primary School*



*School Improvement Plan  
2017 - 2018*

# *School Improvement Plan*

*2017 - 2018*

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# What our children say about Primrose Hill...



'I like school because it is fun and we get to learn! Everyone is kind and friendly; I'm very happy coming here. I don't want to have to leave when I go to secondary school. I wish PH went up to university so I could stay here & then I could work here!!' Year 3

'PH is fun! I like the all the adults, they help me learn' Year 1

'I like playing football with my friends and my brother sometimes when he's allowed to play on the bottom playground. I'm excited about going to Yr1 because I'll be in big school with my sister who will be in Year 2' Reception

'I've been here since Nursery and I love this school and love the staff here too! They are all so kind and help us solve our problems. I feel I'm ready for secondary school because the adults have helped me mature and get ready for the next part of my life. I'm sad to leave, but excited to start somewhere new!' Year 6

'I like painting the bridge, playing with water, playing with sand and riding on bikes. I also like climbing on climbing frame. School is fun!' Nursery

'I like how teachers teach; we've got excellent education here. It's a great place to be- I'm with my friends and it makes me happy!' Year 5

'I like Maths & English the best- because I love writing and doing maths puzzles. I like the way the school looks, all the art around the school & the playground, which has lots of equipment. And we get to go on aeroball' Year 2

'I feel safe and happy. I like school because I can make things, paint, do good Maths and reading. I'm good at reading because I read at home every day' Year 1

'I like PHS. The lessons are never boring - adults always make it fun. There's lots of other learning, like science & art. There's an even amount of English & Maths and other subjects! It's a creative school' Year 5

'There's lots of activities, including before & after school clubs, sports and music. I like how we have challenges, like spelling & Maths. I love coming to school!' Year 4

'I like playing with my friends, I'm always happy & I like learning new things' Year 2

'There are really nice resources and displays which make me really motivated to learn. All the staff are really nice and I am happy at school' Year 4

'I am happy at school. I love playing with my boat and eating apples!' 2 Year Olds

## *What our parents say...*



*'I feel happy every time we walk in the gates! A fantastic school! Staff, children, parents all have a positive attitude. A wonderfully rich start in life; the world in one school!'*

*'It's a great school. Children become confident over the years here. Then it's easy for them when they move to secondary school'*

*'PH is a fully inclusive and culturally diverse school. I like that my children have varied friendship groups and teachers who support and encourage them'*

*'All the teachers make us feel warm. My child is very happy here. He enjoys class and coming to school. We see the improvement of the school and the children's progress'*

*'There's a wonderful range of teaching curriculum based learning and plenty of extra-curricular activities to choose from'*

*'It is a friendly school with children and families from all different backgrounds and nationalities'*

*'Children are approached with respect and looked at as individuals!'*

*'The school has improved tremendously, the quality of education is extremely high and teachers are amazing!'*

*'PH is alive, imaginative and resourceful!'*

*'An outstanding school with outstanding teaching! Support is provided to both students and parents. There are many opportunities for parental involvement'*

*'The staff are amazing; the Head Teacher makes everything sparkle! The atmosphere is relaxed and the children always look happy!'*

*'The children always seem to be happy and love learning something new'*

*'The school always explores exciting new things and makes the most of being a central London school with all kinds of people in it!'*

*'The children learn in a bright, safe and positive environment'*

*'PH feels like a family. It fosters a wonderful environment for learning and growth. The teachers are super, professional, warm, approachable and committed'*

*'It's a friendly school. Teachers are excellent. We get informed about everything we need to know and staff are always available if we need to know anything'*



## What our staff say...

*'PH is a traditionally diverse, innovative school that has a history of excellence, pastoral care and engagement with the community at its core'*

*'We have an inclusive learning environment that strives to support all children to achieve their best!'*

*'We have a sense of community and mutual respect. All children are included in our rich and engaging curriculum and all staff are supportive of children, their families and each other'*

*'Our children are amazing, resilient and want to achieve. They have a growth mindset and want to do their best. It is so wonderful watching them grow and mature as independent learners'*

*'Our children always come first and we CAN achieve anything together'*

*'All our staff give 100% and go beyond their job description; we really care about children, their families and wider community'*

*'We have an excellent leadership team that drive standards and are very supportive'*

*'Fantastic inclusive facilities including a sensory room and soft play room'*

*'Our Integrated Learning approach is an excellent provision and should continue across the school'*

*'I am proud to be part of a school that is always excited to share their practice with other schools and professionals and wants to continue to grow and become better!'*

*'We have a forward thinking approach; our job is never ending, but we strive for excellence'*

*'Staff are always given opportunities, both in and outside of school, to learn and consolidate excellent practice. This helps us deliver a creative and enriching curriculum'*

*'I love working at Primrose Hill - I wouldn't change a thing!'*

*'Strong Leadership team that have a clear vision of our school and always endeavour to make things better and improve where we can'*

*'Children are the centre of school life and drive decisions'*

*'The staff, children and families work together to create a safe and happy learning environment for all'*

*'A wonderfully diverse school with so much to offer children, parents and staff'*



## Primrose Hill Primary School

### The School Improvement Plan Process 2017 - 2018

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 2017 – July 2018. 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, who are asked for their views through School Council and Pupil Parliament.

The plan has been formulated using information gathered from our stakeholders including staff, governors, parents 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.



## School Improvement Planning 2017 - 2018

Task	Start Date	Person Responsible	Consultation process	Completion Date
Steering overall process	June 2017	Robin Warren Mireille Alwan	Staff Meetings Senior Leadership Meetings	July 2017
Collating information for planning of SIP	July 2017	Robin Warren Mireille Alwan	School Self Review Process Leadership Team Meetings	July 2017
Deciding priorities and aims within SIP	July 2017	Senior Leadership Team Staff	Questionnaires to staff, parents and carers, governors and children	July 2016
Drawing up curriculum action plans	July 2017	All Staff	Staff Meetings	End July 2017
Formulate detailed 1 year action plans for school improvement 2017- 2018	July - September	Mireille Alwan	Management Time / Meetings	July - September
Draft Editing	July 2017	Robin Warren Mireille Alwan	Senior Leadership Team	July 2017
Meet with committee chairs	September 2017	Robin Warren David Adams Niels Bryan-Low Tania Wilkinson Ophelia Field		September 2017
SIP discussed with Curriculum & Pupil Welfare Committee and Monitoring Planned	Autumn / Spring Term	Curriculum & Pupil Welfare Committee	Curriculum & Pupil Welfare Committee	Autumn / Spring Term 2017
Producing and circulating written plan to staff and governors	Autumn 2017	Robin Warren	Staff INSET GB Meeting	September 2017
Letter to parents/carers	Autumn 2017	Robin Warren Mireille Alwan	HT	Sept 2017
SIP Newsletter Published	September / November 2017 February / May 2018	Mireille Alwan		

# *Whole School Priority Targets and Leadership Targets*



This document outlines how all leaders will work towards achieving our *Whole School Priority Targets* (WSPT) 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 2017 - 2018 are:

- 1** *Develop the teaching & learning of Maths so that there is an increase in the % of children across all Key Stages reaching age related expectations.*
- 2** *Continue to raise mental health awareness and to promote the emotional wellbeing of children, parents and staff.*
- 3** *Develop the Curriculum across the school.*
- 4** *Continue to raise attainment through a consistent and thorough approach to marking, feedback and assessment, leading to improvements in teaching and learning:*
  - *Increase overall Good Level of Development in Early Years Foundation Stage*
  - *Increase in phonics attainment*
  - *Increase overall attainment in Reading and Writing at the end of Key Stage 1 & 2*
- 5** *Improve overall Attendance across the school.*

The second section, *Leadership Targets*, sets out targets defined by individual leaders from across the school for each SIP Priority and their actions. These targets ensure that improvement is ongoing, providing continuity from past priorities and inspiration for future.

# INSET PLAN 2017 - 2018

Area	Autumn Term 2017	Spring Term 2018	Summer 2019
Leadership & Management	Meet The Teacher Data Meetings Cluster INSET - moderation and Year Group work Growth Mindset Building Learning Power	Growth Mindset	Growth Mindset
English	Writing moderation Oracy List of Magic Spelling & Word Knowledge Reading Guided Reading	Writing moderation Writing process Assessment in Reading Spelling & Word knowledge revisit	
Maths	Expectations & Assessment Mastery approach to T&L Maths Moderation	Number Challenge Calculation Policy Revision Mastery approach to T & L	Moderation
Science & STEM	Floor Books	Tracking Progress in Science	
Humanities	RE Days	International Week RE Days	RE Days
Curriculum Development	Development of Forest Schools led by staff in Y1 Outside Learning Y1 Curriculum Development W/S Integrated Learning In Y5	Curriculum Development	Curriculum Development
EYFS	New Baseline procedures Two Year Old Check 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 Mental Health		
PHSCE	Growth Mindset Drugs Education Diversity Role Models	SRE & new PHSCE curriculum	
Computing	New Tech Team Google Work Plus Phase Support Digital Citizenship	Purple Mash Work Google Classroom	Coding Good Evaluation
INSET DAYS	Business & SIP Assessment Marking Core Subject Updates	Maths Day Curriculum Computing Literacy	Curriculum Report Writing

## 2017 - 2018 INSET Days

Autumn	Spring	Summer
Monday 4 <sup>th</sup> September Monday 18 <sup>th</sup> December - Disaggregated	Wednesday 3 <sup>rd</sup> January	Tuesday 16 <sup>th</sup> April Monday 4 <sup>th</sup> June

# WSPT 1



*Develop the teaching & learning of Maths so that there is an increase in the % of children across all Key Stages reaching age related expectations.*

SLT		Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Raise attainment in Maths across all Key Stages.	See Maths, ILT, EYFS and PLT action below.	Early identification of children in key groups where there is a gap – focusing on Maths attainment. Raise profile of key groups disadvantaged children in the classroom.  Children in key groups to become tracker children used in Pupil Progress reviews and in moderation across the year.  Support the planning and delivery of a Maths Home Learning Club (run by Mary) that targets families and focus children.	Assessment meetings / Pre-PPR and PPR(Pupil Progress Reviews) / Inclusion meetings / Meetings with Maths Leader.  Teaching costs  Regular meetings with Mary- with Mireille.	INSETS Moderations PPR  Teaching costs	
Review and monitor impact of new Maths groupings in Year 5 & 6 ( <i>with Leader for Learning of Maths</i> ).	Focus of Learning Walk	Termly: -Learning Walks -Assessments data -PPR -Book & planning monitoring	INSETS Moderations PPR  Case Studies compiled by SLT/ILT/Maths Leader and Yr 5 & 6 teachers. Minutes and actions from meetings.	Teaching costs -Yr 5 & 6 additional Maths teacher	
				Becca (Research & Development Leader)	

<p><b>Additional support by Maths Specialist in Year 2 and 3.</b></p> <p>Timetable additional support by Maths Specialists (Emma Wregg) in Year 2 and Year 3, focusing on focused children identified in assessment meetings.</p> <p>Monitor the impact of specialist support on attainment and standards through Learning Walks, book monitoring and PPR meetings.</p> <p>Regular meetings with Maths Leader and Specialist Maths Leader.</p>	<p>Termly:</p> <ul style="list-style-type: none"> <li>-Learning Walks</li> <li>-Assessments data</li> <li>-PPR</li> <li>-Book &amp; planning monitoring</li> </ul> <p>Case Study compiled by Emma Wregg on focus children.</p> <p>Minutes and actions from meetings</p>	<p>Teaching costs - Maths Specialist teacher</p>
<b>CLT - Leader of Learning for Maths</b>		
Action	Success Criteria	How will this be monitored & reported and when?
<p>Review and monitor impact of new Maths groupings in Year 5 &amp; 6 (with SLT/ILT).</p>	<p>Track and analyse data and feedback to SLT / ILT / PLT</p> <p>Monitor the impact of specialist support on attainment and standards through Learning Walks, book monitoring and PPR meetings.</p> <p>Regular meetings with Class teachers and Maths Specialist Teacher.</p> <p>Plan and conduct pre and post questionnaire with the children, focusing on views related to Maths grouping.</p>	<p>Termly:</p> <ul style="list-style-type: none"> <li>-Learning Walks</li> <li>-Assessments data</li> <li>-PPR</li> <li>-Book &amp; planning monitoring</li> </ul> <p>Case Study compiled by SLT/ILT and Yr 5 &amp; 6 Teachers</p>
<p>Continue to ensure that elements of mastery are being implemented and rolled up the school.</p>	<p>New Maths Lead and KS1 representative to take part / continue with 'teaching for Mastery' project with the Camden Joint Practice Group on Mastery. This year moving into KS2 and rolling up.</p>	<p>Termly:</p> <ul style="list-style-type: none"> <li>-Discussion with KS1 representative and mastery group.</li> <li>-Learning Walks</li> <li>-Assessments data</li> <li>-PPR</li> <li>-Book &amp; planning monitoring</li> <li>-Environment Monitoring</li> </ul>
	<p>Carry out survey to check how confident teachers feel in regards to mastery as pedagogy.</p>	<p>Survey from teachers to inform next steps/ support (Autumn 1)</p>

	Collate information about understanding of terms: procedural and conceptual variation and how these are implemented in class to inform next steps to support/training for teachers.		
Ensure that the continuation of timetables practice is regularly and consistently embedded across KS1 and KS2.	<p>Re-establish expectation of the Primrose Hill Number challenge:</p> <ul style="list-style-type: none"> <li>- every fortnightly/ recording sheets / tracking progress etc</li> <li>- create template for each class to track/ monitor NC results on drive</li> <li>- create a challenge for Yr 5 &amp; 6 children, focusing on mastery in calculations</li> </ul> <p>Monitor tracker sheets fortnightly - analyse data and create actions as needed with teachers.</p> <p>Clarify expectations of chanting and number stick made clear- INSETS</p> <p>Use Google Classroom across school to share sites and embed through Home Learning.</p> <p>Take part in the Camden Spring Slam.</p>	<p>Termly:</p> <ul style="list-style-type: none"> <li>- book scrutiny</li> <li>- score sheets trackers (Results of number challenge monitored by CT and available on drive for maths leader).</li> </ul> <p>Data generated from score sheets.</p> <p>Spring Slam data</p>	<p>Management time for Maths leader</p> <p>INSET – Expectations at the beginning of year – Autumn Term</p>
Promote the importance of <b>all</b> number facts and fluency (also see PLT action).	<p>Ensure that number facts/families are promoted in a variety of ways (link to variation mastery).</p> <p>Liaison with teachers to promote short mental maths sessions giving children opportunity to apply number facts and become fluent and proficient.</p> <p>Liaison with PLT to promote fluency and mental maths skills in phase assemblies (see PLT actions below).</p> <p>Create a shared resource bank of fluency games for teacher to add. To create a Nrich link codes doc.</p>	<p>Termly:</p> <ul style="list-style-type: none"> <li>- display, book and work monitoring</li> </ul> <p>Short mental maths session ( plans and timetables)</p> <p>Phase assemblies (foto/photos on web)</p> <p>Take part in PLT meetings</p> <p>Google Drive</p>	<p>Management time for Maths leader</p> <p>INSET</p>
Plan, organise and deliver parent support and workshops.	<p>Raised parent confidence in written calculation methods through parent only workshops.</p> <p>Set up homework club to support children and parents with the teaching of Maths - liaise with Mary (See SLT action).</p>	<p>Parent Feedback &amp; Questionnaire</p> <p>Monitor with SLT</p>	<p>Management time for Maths leader</p> <p>Mathletics Cost</p>

	Carry out research into use of Mathletics as a home learning program (already used in some Camden schools). - costs - impact of program in school currently using it (Contact Henry) - Liaise with Computing Team (see Computing action below)	Report costs and feedback of impact of program to SLT for discussion.
	Continue to embed 'Stay and Play' 30 minutes in every classroom to teach parents a new fluency game every term.	To monitor stay and play every term (Autumn and Spring). Photos on web.
	Clarify and set expectations of weekly problem solving Monitor evidence of problem solving: - how to capture and record evidence - refresher for teachers of the different approaches to problem solving so that children are developing the key problem solving skills	Termly: -Learning Walks -Assessments data / PPR -Book & planning monitoring -Website monitoring  INSET – Expectations at the beginning of year – Autumn Term
<b>CLT - Leader of Learning for Computing</b>	Increase Math practice at home through Computing.	Viewed by tech team Termly  Math activities links on Google Classroom- support class teachers and work closely with the Leader of Learning for Maths  Math homework through Google Classroom Links to useful Maths -Carry out research into use of Mathletics as a home learning program (already used in some Camden schools). - Liaise with Maths Leader

PLT			
Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)
To promote Maths number facts recall through Phase Competitions.	<p>Organise and plan termly Stay and Play Maths mornings within the phase to promote games being used to support children's mental maths recall (see Maths Leader actions above).</p> <p>Organise with Maths Leader Home Learning Activities that will ensure speed of recall of times tables and other number facts (possible Mathletics).</p> <p>Half Termly Assemblies to promote Maths Game and Maths Learning.</p> <p>Promote websites used in class on Google Classroom and monitor classes in Phase are regularly updating.</p> <p>Year 1 and Year 2 classroom Maths areas to include a half termly number challenge introduced during Phase Assembly.</p>	<p>PLT meetings and management time for data analysis and discussions.</p> <p>Invite Maths Leader to PLT meeting</p> <p>Monitor Google Classroom Assembly Rota &amp; photos on website</p>	<p>PLT management time</p> <p>PLT Meetings</p> <p>INSET meetings</p>
To monitor data across the phase in Maths and include in Phase meetings.	<p>Monitor data in each phase - what actions / support is needed? Identify in Pre-PPR and PPR and monitor actions.</p> <p>Highlight any children who are not at expected level of attainment in Maths and discuss possible interventions/support with class teacher.</p> <p>Monitor the impact of 'mixed ability Maths groups' and feedback to Maths Leader (as in SLT/Maths/IT actions)</p>	<p>PLT meetings and management time for data analysis and discussions.</p> <p>Monitor levels through both Pre-PPR &amp; PPR</p> <p>Phase briefings / meetings</p>	<p>PLT management time</p> <p>PLT Meetings</p> <p>INSET meetings</p> <p>Being involved LW (Cover)</p>

ILT		Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Provide training and support for interventions in Maths.	Establish key interventions for Maths support in KS2. Train core staff in KS2 and KS2 Maths assessment (Sandwell). Monitor mixed ability grouping through case study (as in SLT/Math Split actions) Launch Maths homework scheme and support through homework club (Mathletics -as in SLT/Maths actions).	Intervention menu Sandwell assessments pre-intervention Case Study compiled by SLT/ILT and Yr 5 & 6 Teachers Homework scheme launch and monitor	SENCo and Maths Lead session TA training in Sandwell by maths lead Research & Development Lead case study Homework club Mary & Maths Leader			
Provide training and support for staff in planning differentiation to support learning of children in Maths, especially lower attainers.	Organise and plan INSET training sessions for teachers and support staff on how to plan and deliver differentiated learning opportunities for children across the school, especially lower attainers (liaise with Maths Leader). Monitor the use of support staff and deployment of adults, focusing on how they are supporting and extending learning. Support teachers in planning activities that ensure both teacher and extra adults are working with all children in their class.	Planning INSET training with Maths Leader Termly: -Learning Walks -Assessments data / PPR -Book & planning monitoring	SENCo and Maths Lead session Research & Development Lead case study			

EYFS			
Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)
To promote Maths in the EYFS and to parents.	<p>Organise and plan termly Stay and Play Maths mornings within the phase and Primrose maths workshops in Reception, to promote strategies being used to support children's learning in maths.</p> <p>Provide Home Learning activities every other week that are maths based, where appropriate.</p> <p>Ensure maths has a clear prominence both in class display and also in the continuous provision available to children in all areas of learning</p>	<p>PLT meetings, PPA sessions and management time for data analysis and discussions.</p> <p>Maths leader input during learning walks</p> <p>Monitor home learning</p> <p>Photos on website</p>	<p>PLT management time</p> <p>INSET meetings</p>
To monitor data across the phase in Maths and include in Phase meetings.	<p>Monitor data in EYFS - what actions / support is needed? Identify in Pre-PPR and PPR and monitor actions.</p> <p>Highlight any children who are not at expected level of attainment in Maths and discuss possible actions.</p>	<p>PLT meetings and management time for data analysis and discussions.</p> <p>Monitor levels through both Pre-PPR &amp; PPR</p> <p>INSET Training</p> <p>Phase briefings / meetings</p>	<p>PLT management time</p> <p>PLT Meetings</p> <p>INSET meetings</p> <p>Being involved in LW</p>



# WSPT 2

*Continue to raise mental health awareness and to promote the emotional wellbeing of children, parents and staff.*

## SLT

Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Plan and factor in professional development objectives around wellbeing.	Appraisal proforma to include an objectives for wellbeing for all staff.	Appraisal cycles / Health Checks. Staff Questionnaire to include a question about this.	Appraisal cover <b>Wellbeing &amp; Resilience E19-42</b>	
Deliver recommendation from IMHARS.	See ILT Action Plan			
Promote parent 'Thank You' Post-cards across the school	Art Club to design Thank You cards for teachers and support staff- then printed into postcards with the school's logo.  Promote 'Thank you' cards in 'Meet Teacher' at the beginning of the year.  Monitor the impact across the school.	Office Staff to monitor cards and track who has received them- spreadsheet.  Questionnaire from staff / parents to include a question about postcards.	Costing of printing / making cards	
Plan Duvet Weeks and Wellbeing INSETs to support staff mental health and wellbeing,	Schedule half termly Duvet Weeks across the year.  Plan and organise termly after school Wellbeing INSETs, focusing on wellbeing of teachers.  Plan and organise in school wellbeing training sessions, focusing on wellbeing of support staff.	Yearly Calendar  Photos / videos of planned INSETs on website  Evaluation of wellbeing throughout the year of staff and impact of these xx sessions	Costs for activities	

ILT		Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Action					
Promoting emotional wellbeing and resilience for children	Promote and introduce Smart Gym. ABC training in Year 5.	Focused assembly during mental Health week.  Resilience project delivered to Year 5.	Key staff to attend SMART GYM and evaluate benefits and usage  Questionnaire  Pre/post SDQ's	Dean to attend 2 hour presentation  SEMH to support Camden PHSE Lead and carry out whole school dissemination activities	
Promoting emotional wellbeing and resilience for parents.		Monitor and support planning of weekly Circle times. Autumn term - be involved in circle times across the school (timetable).	SEMH/ Planning/Learning walks/PHSE Floorbooks	CT's need time before and after intervention to complete SDQ's. Leader of Parents & community (Edina) to support where possible	
		Skills For Life revisited and renewed.	SEMH will collect progress report termly during TA training time	All TAs will be matched with a child for 20 minutes per week	
		Circuit training club made available for staff and parents with flyer tying into mental health awareness.	Half termly Jordan and SEMH to liaise-photos	Time to Liaise with PE Leader -running activity before school	
		Supporting culture of praise and recognition between parents and staff via structured parent meetings and parent/teacher postcards (see SLT action).	Records kept by office	SEMH/Admin	
		Leaflet outlining behaviour approach in KS1/2 for EYFS parents transitioning.	Behaviour leaflet	SEMH/ SENDCo time	
		Regular mental health updates/ quotes/information via the newsletter.		Monthly reports of this in newsletter. Reports, photos on website, ILT minutes.	
		Targeted support from Leader of Learning for Parents and Community, including running before and after clubs focusing on targeted families.		SEMH / SENDCo and Parents & Community Leader	

Promoting emotional wellbeing and resilience for staff.	<p>Circuit training club made available for staff and parents with flyer tying into mental health awareness (as above).</p> <p>Whole staff training INSET each term to raise awareness and practical support for specific mental health needs.</p> <p>Following up appraisal wellbeing targets (see SLT action).</p> <p>Facilitating YOGA club and/or exercise club for staff each week to support emotional well being, to include a staff netball team.</p> <p>Supporting culture of praise and recognition between parents and staff via structured parent meetings and parent/teacher postcards (as above).</p> <p>Sign-post individual staff for Mental Health First Aid Training.</p>	<p>Half termly Jordan and SEMH to liaise- photos</p> <p>Termly- themes agreed through ILT</p> <p>Appraisal forms collated by ILT</p> <p>Staff wellbeing activity timetable / registers</p> <p>Postcards available and in use- spreadsheet kept by office</p> <p>Mental Health training audit and information for appraisals.</p> <p>SEMH / photos / register /staff newsletter</p> <p>Follow up with whole school questionnaire end of year to evaluate impact of IHMARS actions.</p>	<p>Time to Liaise with PE Leader -running activity before school</p> <p>INSET preparation time</p> <p>ILT and Appraisal cover</p> <p>Money for breakfast</p> <p>Comparative analysis of questionnaire.</p>
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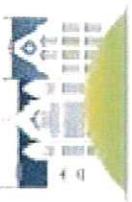
Deliver recommendation from IMHARs.	<p>Ensure MHFA training completed by one person from each year group.</p> <p>Ensure all staff are aware of the MHFA book and can access it when needed.</p> <p>Introduce a coaching system to support staff.</p>	<p>ILT/Liz to keep a record</p> <p>Sign out sheet in SEBN office</p> <p>Staff will be able to tackle challenges with greater confidence</p> <p>To keep a log of staff achievements (personal and professional) and announce during appropriate assemblies</p> <p>To make staff aware of <a href="http://www.educationsupportpartnership.org.uk">www.educationsupportpartnership.org.uk</a> (free helpline/counselling support) and Employees Assist Programme to support new teachers</p> <p>Provide signposting to staff for further support.</p>	<p>IMHARs support</p> <p>Staff surveys to be sent out termly.</p> <p>Conduct regular staff wellbeing surveys to monitor and respond to issues, and show staff they are highly valued.</p>
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PLT				
Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
To monitor calendar and weekly diaries to ensure phase workload is minimised.	Weekly Diaries and Half Termly Calendars are carefully planned and clashes and work overload is monitored.	<p>Check through calendar and diary when Head Teacher confirms updated and refreshed. Email suggestions if work overload and ensure phase team check for clashes.</p> <p>Ensure staff in phase are checking weekly and daily bulletins.</p>	PLT management time	
To ensure PLT are first point of contact for their phase and ensure workload of SLT is distributed.	Promote Phase Leader at beginning of the year to all staff members in team. Clarify expectations.  Issues are dealt with by PLT and SLT Leader (Mireille).	<p>PLT Agenda</p> <p>SLT Agenda</p> <p>Staff Questionnaire at the end of the year to include questions about distributed leadership and its effectiveness.</p>	PLT / SLT Meetings and management time	
CLT - Leader of Learning for Computing				
Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Create a Staff Website.	Easy access to website for all staff and training if needed.  Efficiently updated Daily.  Quick links to booking equipment and spaces.  ITC Help requests.	Termly questionnaires on usefulness and requested improvements.	Management Time	

## CLT - Leader of Learning for PE

Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
To develop a Yoga club for staff and children with their parents.	Parents will enjoy a yoga session with their parent(s); Staff will benefit from yoga sessions either before or after school (see ILT actions above).	Registers for attendance Quality control visits Feedback.	Cost to those attending Time to source instructors.	
<b>EYFS</b>				
Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
To carefully timetable visits from other settings to EYFS to ensure that the teaching team are impacted as little as possible.	Timetable a day each month, similar to the school tours, where we host other settings who want to visit EYFS to see outstanding practice. Staff will know in advance when they should expect to have visitors.	Phase Leader to draw up a list of visit dates which are shared with admin team / SLT. These dates will be adhered to as much as is reasonably possible.	Management / planning time	
Develop the role of parents in EYFS, giving them a deeper understanding of how their child learns and ways to support them.	A variety of parental engagement opportunities will be provided in order to make clear what learning in the EYFS looks like and to demonstrate how they can support their child out of school. These opportunities may include: <ul style="list-style-type: none"> <li>• Weekly EYFS singing events in Autumn term</li> <li>• Stay and play events</li> <li>• Primrose Maths and Literacy in Reception</li> <li>• 2 Build a Profile observations, including new video observations shared electronically on a half termly basis.</li> <li>• Parents can contribute observations from home electronically to add to the child's portfolio using new Parent Share app</li> <li>• Phonics session for parents in EYFS</li> </ul>	On website  In planning  Invite SLT / subject leaders to events  All events on school calendar / diary	Cost of annual subscription to the 2BAP app  Management / planning time	

# WSPT 3



## *Develop the Curriculum across the school.*

### SLT

Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
To ensure teaching teams, CLT and PLT are supported in planning and developing an enriching Curriculum.	The curriculum is purposeful, meaningful, manageable and reflects children's interests, experiences and cultures.  Plan and organise regular planning INSETs and meetings for teaching staff, PLT and CLT to monitor and develop curriculum.  Review curriculum and coverage throughout the year through LW, book and Floor Books and staff questionnaires.  SLT to be involved in CLT meetings throughout the year and INSETs, working with link Phase.  In Cluster work, gather comparisons on curriculum models.	INSET / planning times Regular CLT management time.  Feedback and actions.	Management Time Rotating time costs teaching time costs  Budget E19-HT	SLT minutes.
<b>CLT - Leader of Learning for Maths</b>				
Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Work alongside the STEAM Leader to ensure elements of Maths are planned into units.	See STEAM actions below.	INSET / planning times Regular CLT management time.  Feedback and actions.	Management Time CLT Meetings  Budget E19-24	

## CLT - Leader of Learning for English

Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Develop curriculum map in English to ensure coverage across all Key Stages.	The curriculum is purposeful, meaningful, manageable and reflects children's interests, experiences and cultures.  Review curriculum and coverage throughout the year through LW, book and Floor Books and staff questionnaires.	INSET / planning times Regular CLT management time.  Feedback and actions.	Management Time CLT Meetings  Budget E19-20	
<b>CLT - Leader of Learning for Humanities</b>				
Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
To promote the creative teaching of RE across the school.	Introduction of half-termly whole-school RE days starting with a whole school assembly at 9:10am.	Curriculum to be finalised before first RE day on 25/09. Plan & Monitor half-termly RE days promoted through newsletters and celebrated on website	Management time  INSET in Autumn 1 before first RE day (25th September)	Courses for leader - leader to disseminate ideas for good practice to staff  Budget E19-23
	Redevelopment of RE curriculum so that it is more relevant, concise and achievable.  INSET prior to RE days to introduce new curriculum and allow teachers time to plan.	Termly: -Learning Walks -CLT Meetings / management time -Floor book & planning monitoring		
	Design of programme of regular visits and visitors to enrich learning in RE.  Develop relationships with local religious leaders.	Trips and visitors also celebrated on website / newsletter / in floor books		
To ensure planning supports progress in historical and geographical skills and concepts across	Reconsider current curriculum maps to ensure equal and relevant distribution of National curriculum objectives across year groups.  INSET for teachers - what does progress looks like in	Planning monitoring at beginning of term and throughout the year.  Termly:	INSET Autumn 1 (and throughout the year) Management time	

Key Phases.	history and geography across the key stages?	
	Learning journeys reflect development of key historical/geographical skills.  Further consultation with teachers about planning in history and geography throughout the year.	-Learning Walks -CLT Meetings / management time -Floor book & planning monitoring - Learning environment walks
To develop use of floor books to promote outstanding teaching and learning in humanities subjects.	Schedule at least 1 'Floor Book Party' per half term to share ideas and good practice and support teachers in keeping floor books current and up to date Ensure all phases have at least 1 Floor Book Sharing assembly per half term to celebrate learning in history, geography and RE.  Floor books to have prominent place in classrooms.  Floor books demonstrate clear and well-thought out learning journey.  Floor books available for parents to look at during parents consultations.	Communicate plans for floor book party to staff via email/in briefing. Termly Floor book monitoring Check with Phase Leaders that floor book assembly scheduled/ photos.Termly Floor book monitoring Monitoring of Learning Environment Walks Feedback from parents
		INSET Autumn 1 (and CLT focussed throughout the year) Management time
CLT - Leader of Learning for STEAM		
Action	Success Criteria	How will this be monitored & reported and when?
To promote more integrated teaching of STEAM across the school.	Redevelopment of curriculum maps to include 1 healthy food session a term at part of DT learning.  Introduction of an annual STEAM week / project for each year group in partnership with Maths & Art leaders (see Maths and art actions).	Healthy food session to be celebrated on the website.  Date for STEAM week /project for each year group to be decided during Autumn Term. Outcome to be presented in a floor book
		Management time INSET in Autumn 1 (and CLT focussed throughout the year) Budget E19-29
		Science Week to be promoted through newsletters and celebrated on website.
		Programme a Science Week in partnership with the Francis Crick Institute.

To develop and implement an afterschool Science Club with Imperial College London.	After school club aimed at Year 5 & 6 aligned to the National Curriculum objectives on the Human body.	Training for PHD students on working with children in Autumn 1.  Club to run in Spring 1.	Management time for leader.  Imperial College London to finance the clubs.  Cost of club
To develop use of floor books to promote outstanding teaching and learning in STEAM (as in Humanities action).	<p>Schedule at least 1 'Floor Book Party' per half term to share ideas and good practice and support teachers in keeping floor books current and up to date.</p> <p>Ensure all phases have at least 1 Floor Book Sharing assembly per half term to celebrate learning in STEAM.</p> <p>Floor books to have prominent place in classrooms Floor books demonstrate clear and well-thought out learning journey.</p> <p>Floor books available for parents to look at during parents consultations.</p>	<p>Communicate plans for floor book party to staff via email/in briefing. Termly Floor book monitoring. Check with Phase Leaders that floor book assembly scheduled/ photos.</p> <p>Monitoring of Learning Environment Walks</p> <p>Feedback from parents</p>	<p>Check suitable dates for floor book parties ensuring they take place at helpful point in the term</p> <p>Management time for leader for book monitoring</p>
<b>CLT - Leader of Learning for PSHE</b>		<b>Action</b>	<b>Success Criteria</b>
Develop curriculum map in PSHE to ensure coverage across all Key Stages.	<p>Refresh Circle Times by signposting key resources, establishing shared structure for Circle Times, PSHE lead to facilitate/observe one circle time in year group or where needed. Autumn 1 timetable circle time support.</p> <p>Attend CLT meetings and reduce coverage so that it is manageable for teachers and meaningful for children.</p> <p>Continue to embed Floor Books as PSHE evidence and progression and ensure feedback is given to teachers</p> <p>End of year graduation folder including individual children's photos (admin role) and children to select 'best' piece of work at end of Summer Term to place in folder</p>	<p>How will this be monitored &amp; reported and when?</p> <p>Termly: -Learning Walks -CLT Meetings / management time -Floor book &amp; planning monitoring - website - Google Grad folders</p>	<p>Implications (staffing, time, costs, CPD)</p> <p>Planning time for SEMH Lead Time for SEMH lead to observe INSET time throughout the year (CLT) SEMH floorbook monitoring</p>

## CLT - Leader of Learning for Computing

Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Develop curriculum map in Computing to ensure coverage across all Key Stages.	Attend CLT meetings and reduce coverage so that it is manageable for teachers and meaningful for children. Gather feedback from teachers, monitor planning and Google Drive for coverage and impact on standards,	Termly: -Learning Walks -CLT Meetings / management time -Google Folders / Classroom monitoring - website	Management Time CLT Meetings  Budget E20-02 / 2A	
Promote greater use of Computing resources across the school.	Easier booking system/distribution of resource. Chromebooks/iPads/iPad air. Ensure access in all Key Stages.  Reconsider ways to use Computing in classrooms effectively and across the curriculum- work with other members of CLT to ensure cross curricular links are made.  Phase floor book to show computer use- as above.	Review of booking timetables half termly.  Termly: -Learning Walks -CLT Meetings / management time -Google Folders / Classroom monitoring - website	Management Time	
Promote the use of LGFL resources across the school.	Booking of CLC / Purple Mash visits across the school.	Feedback from staff and children / website	CLC / Purple Mash (covered by LGFL)	
	Share resources and links to LGFL and ensure all staff, children and parents have access and know how to use all resources- INSET / Management Time / Parent Workshops.	Termly INSET time / emails / LGFL links / Google	Management Time LGFL subscription	
	Get content magazines for teachers to share what's available and on offer to them.	Feedback from teachers	INSETS to disseminate information	
	Training day at CLC using LGFL resources for Computing Team - disseminate throughout the school.			

## CLT - Leader of Learning for Music

Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
To continue to promote and develop an exciting and engaging music curriculum.	The curriculum will continue to be skills based, eg topics will focus on songwriting, performance, rhythm.  Children will learn these skills through music that inspires and engages them, whilst being introduced to music they have not heard before.  Musicians from a range of backgrounds will be invited to run workshops to further enrich the curriculum.	Updated curriculum to be completed before 1/9/17  Learning Walk Feedback / Music Rollo Displays will show evidence  Royal Academy of Music workshop booked for Autumn term.	Management time Courses for Leader  Networking with other music leaders to different music curriculums  <b>Budget E19-18</b>	
To regularly celebrate children's achievements in music curriculum.	Children's work is of a high standard and is celebrated throughout the year.  Children are aware of the different ways their work will be celebrated.  Children are looking forward to performing in Achievement Assembly and Primrose Hill FM.	Weekly performances on Primrose Hill FM  Regular performances in Achievement Assembly  Website updated to highlight achievement in class	Management Time- Preparation to set up and rehearse performances.	
To fully integrate 'Google Music Classroom' to improve marking, feedback and assessment.	Children will be engaging with recordings made by the teacher of their performances on Google classroom as part of their home learning. - Children will be responding to teacher's feedback of recordings on google classroom. - This feedback will inform children's next steps in their music lesson.	Learning Walk Feedback / Monitoring of Learning Environment / Children Questionnaires  Termly monitoring by line manager / work with Computing Team	Leader to be given help on how to effectively set up Google classroom for all classes.	
Further integration of recording studio.	Training for all staff in recording studio.  All staff feel comfortable using recording studio. - Facility to book studio on the computing timetable.  Recording Studio to be used by other teachers across the school	Feedback from staff  Recordings / videos on website or Google Classroom	Leader of Music to lead TA training and staff training  Extra studio training for music leader	

## CLT - Leader of Learning for PE

Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
To develop PE links to the curriculum (e.g. dance) and provide exciting innovative content.	The lessons will be exciting and meaningful, fully complementing the curriculum.  Children will be engaged and motivated to learn.	Evaluations of lessons; Lesson observations; Feedback from children.	Planning  Sourcing resources  Investigate visiting outstanding PE teaching in e.g. dance.	
To continually assess children's abilities in all areas of PE, extending and supporting skills.	Children will enjoy the lessons and want to extend their own skills.  Children will make excellent progress and this will be tracked throughout the year through pre and post assessments.	Assessment records  Progress  Evaluations of lessons/ planning	Time to formalise a useful assessment recording document.  Budget E19-26	
CLT - Leader of Learning for Art				
Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
To plan and deliver an art enrichment project reflecting / promoting the values of the UN Convention on the Rights of the Child (CRC).	The project will be delivered to a small KS2 group on a weekly basis for six weeks. They will produce outcomes which creatively communicate a select list of rights.  Final outcomes will be interactive and attractive. They will be on permanent display in the school.	Autumn Term 1 (review and plan onwards)  Display around school and website	Extra time for Alice to be invoiced.	
To identify areas of the curriculum where Art can be taught as part of STEAM and support staff in the implementation of this.	See STEAM actions			

## CLT - Research & Development Leader

Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Consolidate Growth Mindset and ensure it is embedded across the curriculum.	Induction for new staff and families in welcome pack. Displays/class charters/ tied in with Language for Learning (see below).	GM leaflet for Induction Language for learning posters	ILT and R&D Lead Budget E19-41 / HT	
<b>PLT</b>				
Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
To have an overview of curriculum in phase and monitor impact of teaching and learning across the curriculum.	Regular monitoring of pacers, timetables and floor books. KS1 Phase Leader to spend time in Year 1 during Phase Management Time to familiarise with the newly implemented Year 1 curriculum.	Half-Termly planning and timetable monitoring. Minutes from Phase INSET / Briefing	INSETS PLT Management Time	
<b>EYFS</b>				
Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
To continue to develop a 'focus child' approach to weekly planning meetings to ensure that each child's learning needs and interests are catered for.	Weekly planning sessions with the team will focus on key children in each class, ensuring they are provided with rich experiences and carefully planned support that meets their needs.	Weekly planning meetings Monitoring of pacers and planning. In children's records (2BAP and special books) Learning Walk Feedback / Monitoring	PLT management time Budget E19-05	



# WSPT 4

*Continue to raise attainment through a consistent and thorough approach to marking, feedback and assessment, leading to improvements in teaching and learning:*

- Increase overall GLD in EYFS
- Increase in phonics attainment
- Increase overall attainment in Reading and Writing at the end of Key Stage 1 & 2

SLT				
Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Raise attainment in Reading & Writing across all Key Stages.	See Maths, ILT, EYFS and PLT action plans. Early identification of children in key groups where there is a gap - focusing on reading and writing attainment. Raise profile of key groups disadvantaged children in the classroom.  Children in key groups to become tracker children used in Pupil Progress reviews and in moderation across the year.	Assessment meetings / Pre-PPR and PPR(Pupil Progress Reviews) / Inclusion meetings / Meetings with English Leader.	INSETs Moderations PPR  Teaching costs	
Continue to closely monitor the impact of marking and assessment across the school.	Revise and redraft marking policy - using feedback from staff and children.  Book look monitoring shows impact on progress and attainment across the school.  Self, peer and 1-1 conferencing used more regularly throughout the school and is evident in books, on display and through conversations with children.	Book monitoring / Learning Walk Feedback / Case studies and conversations with children.	INSETs Moderations PPR	

CLT - Leader of Learning for Maths				
Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
To embed secure moderation and judgements in Maths assessment.	<p>Interim assessment docs for each year group to use for moderation are clearly set up and monitored throughout the year to ensure teachers are confident in assessing children's attainment in Maths across all Key Stages.</p> <p>Pre-PPR and PPR meetings demonstrate teachers confidence in reaching secure judgments in Maths assessments.</p>	<p>INSET</p> <p>Feedback and questionnaires from teachers</p> <p>Termly Pre-PPR / PPR Minutes and actions</p>	<p>INSET</p> <p>PLT / SLT / Maths Leader management time</p>	
CLT - Leader of Learning for English				
Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Develop and embed focussed and planned use of oracy within teaching in English and across the curriculum.	<p>Project with Kate Hopewell</p> <ul style="list-style-type: none"> <li>- Oral presentations in assembly from each year group each half term</li> <li>- Oracy outcomes lead directly into written outcomes</li> <li>- Written outcomes from presentations are of a high standard</li> <li>- Evidence shows oracy outcomes across the curriculum</li> <li>- Evidence shows oracy used for fiction and non-fiction.</li> <li>- Initially Years 1-6 have worked with Kate Hopewell</li> <li>- EYFS to work with Kate later in the year</li> </ul> <p>Greek Myths</p> <ul style="list-style-type: none"> <li>- Marianne to identify stories from the Cambridge and Camden Project for units in KS2 and support with planning</li> <li>- Written outcomes are of a high standards</li> </ul> <p>Oral Story-telling</p> <ul style="list-style-type: none"> <li>- Oral story-telling focus in Spring Term leading to World Book Day event</li> </ul> <p>Learning Partners</p> <ul style="list-style-type: none"> <li>- All teachers to use standardised approach to talk partners through modelling and success criteria generation</li> </ul>	<p>Termly:</p> <ul style="list-style-type: none"> <li>- Learning Walks</li> <li>- presentations</li> <li>-Book &amp; planning monitoring</li> <li>- Children's feedback</li> </ul> <p>1.) Kate Hopewell to work in each year group in Autumn term on contextualised non-fiction oracy.</p> <p>INSET in September on the first day, and a twilight early in September</p> <p>2.) Marianne to identify texts with videos for fiction - Cambridge Greek Myths project and to support planning in identified Year groups.</p> <p>3.) INSET on Sept 4th for Learning partners</p>		

To embed secure moderation and judgements in writing assessment.	<p>Moderation</p> <ul style="list-style-type: none"> <li>- Twilight INSET 4 working weeks prior to assessment deadline to share moderation expectations and clear process</li> <li>- Ensure Interim assessment documents for each year group to use for moderation are given out in Autumn and used throughout the year</li> <li>- Moderation time for year groups with assessment lead Liz, or, Mireille, Robin or Marianne</li> <li>- Writing exemplars to be compiled</li> </ul>	INSETs Pre-PPR / PPR Minutes and actions	Liaise with Liz and SLT
Continue to embed the teaching of spelling and phonics.	Monitor teaching and outcomes <ul style="list-style-type: none"> <li>- Fortnightly work scrutiny will show learning opportunities, spelling lists and spelling test outcomes.</li> </ul>	Monitoring feedback	Management Time
To continue and expand the Year 6 Reading Challenge across the school.	Identify, order and catalogue Year Group Reading list texts <ul style="list-style-type: none"> <li>- Create a top 20 Challenge book list for each year group using the core book list and reading trust recommended books</li> <li>- Order the challenge books and install in the library</li> <li>- Hold launch assemblies by Phase starting with UKS2</li> <li>- Create a reading record system for children to record books they have read</li> </ul> <p>On-going motivation</p> <ul style="list-style-type: none"> <li>- Termly Phase assemblies to recognise achievement</li> </ul> <p>Order stock</p> <ul style="list-style-type: none"> <li>- Identify texts by topic on the new curriculum map in partnership with curriculum leaders</li> <li>- Order the challenge books and install in the library</li> <li>Refresh the library image</li> <li>- Inset training for new staff re the library borrowing system and all staff re library use</li> </ul>	Feedback from children, parents and children about Reading Challenge and Library.  List of Books on Website / Promotion of Reading on Website	English Budget - ordering books  One day out of class with Alessia

CLT - Research & Development Leader				
Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Establish Language for Learning framework across the curriculum ( <i>to be introduced Autumn 2, once marking policy is embedded</i> ).	Promote oracy and public speaking through debate club (see English actions).  Introduce Year group specific framework for metacognitive skills/language.	Debate club Learning walks YG framework of Language for Learning  Language for learning assessment per child	SENDCo Debate club ILT and R&D lead ILT INSET ILT and R&D planning time	
	Learning intentions (children to include learning skill) - to be introduced and monitored inline with the school's Marking Policy.  Year group specific self-assessment of learning strengths and follow up activities to support each of 8 strands of language for learning. Fortnightly focus on each of 8 strands including 2 weeks collab learning, 2 weeks facts/memorising etc - to be introduced and monitored impact.	Follow up activity packs  INSET Monitoring - LW / Books		
PLT				
Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
To monitor data across the phase in Pre-PPR and PPR meetings and ensure actions are being followed.	Clear identification of strengths and areas for development in phase.  Realistic targets and effective monitoring.	Lead moderation meetings.	PLT management time  Analyse data and identify strengths/ areas for development.  Attend PPR meetings	

<p>To support the KS1 team to increase overall attainment in National Curriculum assessments.</p>	<p>Organise, plan and timetable the delivery of KS1 SATs and teacher assessment moderation.</p> <p>Ensure that teachers are confident with the new Marking Policy and embedding it consistently in practice.</p> <p>Phase Leader to have a secure understanding of the cohort's current attainment and data from previous years in both Y1 Phonics and Y2 SATs.</p> <p>Liaise with Inclusion Manager, identify target children and support Y2 Interventions TA with planning and delivering appropriate level interventions to target gaps in children's learning.</p>	<p>Monitoring of the impact of marking and feedback in KS1.</p> <p>Monitoring of the teaching of Phonics during Learning Walks.</p> <p>Data analysis in Pre-PPR and PPR meetings.</p>	<p>SLT support for SATs.</p> <p>PLT management time.</p>
<b>ILT</b>			
<p>Action</p>	<p>Success Criteria</p>	<p>How will this be monitored &amp; reported and when?</p>	<p>Implications (staffing, time, costs, CPD)</p>
<p>Ensure that effective intervention to support communication and literacy skills are monitored and recorded across EYFS &amp; Y1.</p>	<p>Embed Communication &amp; Lang interventions in EYFS.</p> <p>Phase 1 monitoring to identify those who may struggle with phonemic awareness.</p> <p>Consistent use of 5 Mins/ 15 Mins a day in KS1.</p>	<p>Early TalkBoost and Box Clever assessments</p> <p>Phase 1 assessment Floating KS1 TA timetable</p>	<p>2x Early Talkboost training</p> <p>EYFS Lead SENDCo</p>
<b>EYFS</b>			
<p>Action</p>	<p>Success Criteria</p>	<p>How will this be monitored &amp; reported and when?</p>	<p>Implications (staffing, time, costs, CPD)</p>
<p>To monitor data across the phase in Pre-PPR and PPR meetings and ensure actions are being followed.</p>	<p>Parent share feature of the 2Build a Profile app will provide a rich source of information from home to help build our understanding of each child as a learner.</p>	<p>Ongoing</p> <p>Feedback from parents - both formal and informal</p> <p>Regular monitoring by EYFS staff &amp; SLT</p>	<p>PLT management time</p> <p>PLT meetings</p>

<p><b>Use of the assessment app and special books is consistent and high quality throughout the phase.</b></p>	<p>Each practitioner in the phase has one appraisal target linked to their use of the observations and record keeping.</p> <p>All practitioners contribute to the assessment process through weekly discussions and by having key children in Nursery.</p> <p>Ensure Tadpoles provision continues to provide an outstanding start to the children in its care.</p>	<p>Phase leader monitoring</p> <ul style="list-style-type: none"> <li>Learning walks</li> <li>Book looks</li> <li>PPR meetings</li> </ul>	<p>PLT management time</p> <ul style="list-style-type: none"> <li>Phase meetings</li> <li>Planning meetings</li> <li>Appraisal meetings.</li> </ul>
	<p>The team work effectively together to deliver high quality experiences to the children, linked to the themes and areas of learning in the rest of the EYFS.</p> <p>Practitioners spend time each week in classes throughout the phase to share good practice and ideas.</p> <p>Phase leader to provide support in the on-going needs of the staff and cohort.</p>	<p>Weekly meetings</p> <ul style="list-style-type: none"> <li>Learning walks</li> </ul>	<p>Weekly meeting with lead practitioner</p> <p>SLT visits to the setting (on tours)</p> <p>Phase leader visits</p>

# WSPT 5



*Improve overall attendance across the school.*

Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
SLT				
To further improve the attendance as identified in the data dashboard.	Work with the cluster of schools to identify good practice and embed at PH.  AHT to continue to lead attendance as an SLT priority, ensuring procedure and practices in new policy are adhered to.  Appointment of new attendance officer.	AHT working closely with other schools attendance leads / EWO / Attendance officer: weekly, half termly and termly meetings as needed.	AHT / EWO / Leader of Learning for children, families and community	
Develop and tighten attendance procedures and practices.	Attendance and punctuality policy redrafted and distributed to staff, governors and families.  Policy and practice are adhered to and impact of this is monitored regularly.	Re-drafted policy and procedures.	Weekly, half-termly and termly reports and minutes from meetings.	
Work closely with families of targeted groups and persistence absence.	Through targeted support and meetings, attendance of key groups (SEN EHCP/SEN K & S, FSM and persistent absence) will improve.	Weekly, half-termly and termly reports and minutes from meetings.		

PLT				
Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Monitor that all class teachers are promoting good attendance and punctuality.	Phase briefing agendas / phase assemblies / attendance prizes and celebrations promote good attendance and improve overall school attendance across the school.	Attendance reports - weekly, half-termly and termly.	AHT / EWO / Leader of Learning for children, families and community	
Ensure all class teachers are aware of families with low or persistent absence.	Attendance lists / Inclusion meetings / regular contact with parents and families / regular meetings with AHT and Attendance Officer ensure improved attendance.			
<b>EYFS</b> Raise the profile of good attendance and punctuality.	Attendance and punctuality display and rewards / celebrations.  Set half-termly or weekly targets and monitor persistent absence to raise attendance and punctuality in EYFS.  Set positive transition with families with low attendance and punctuality for Reception into Yr1 in Summer Term.	Displays / weekly and termly letters  Meeting with AHT /SENDCo / LoL for Children, families and community  EWO involvement if needed		
ILT				
Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
As above in SLT				



## Other Leadership Actions

### SLT

Action	Success Criteria	How will this be monitored & reported and when?	Implications (staffing, time, costs, CPD)	Evaluation
Continue to promote work with other Camden Schools.	The school will continue to be well respected and known for its provision; develop this model so it potentially brings in revenue	GB Meetings	Remunerated through NLE or Camden Learning Funding	
Further develop 1-3-5 Cluster.	Continue developing teams across Cluster schools.  The strategic plan will be delivered; this will involve financial savings, further collaboration and shared work on raising attainment.	Monthly HT Meetings Termly moderation Termly Year Group work Mini cluster group	Shared cluster budget E24-08	
	Develop Business Manager (See Cluster Action Plan)			
Monitor and evaluate Nursery Funding arrangements and its impact on the wider school budget.	Implement the four financial options for 3 and 4 year olds and the three options for 2 year olds.	Ongoing monitoring by HT, EYFS Lead and Admin Assistant to the SLT	Conservative budget set but monitor termly to assess impact of funded and paid places.	
To oversee the refurbishment of the Reception building work and Capital Project.	The work will be completed delivering a high quality EYFS Space and refurbished facilities	HT SBM Camden	LA Costs	

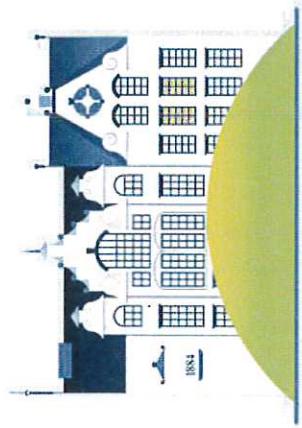


## Primrose Hill Primary School

### School Review and Self Evaluation Cycle 2017 - 2018

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Assessment	Pupil Progress Data Updated for new classes (key issues discussed with Liz individual meetings)	Pupil Progress Review Meetings On Entry Baselines YR completed Review support	Pupil Progress Review Meetings Assessment Deadline	Self assessment & targets home Identify Support for Spring term EYFS forecast	YR Forecasting Completed & Analysed	YI Pupil Progress Review Meetings SATS Planning YR Moderation	Self assessment & targets home SATS/STA Assessment Deadline Parent Consultations	Identify support for Summer term SATS/STA YR Moderation	SATS/STA Assessment Completed SATS pre-submission moderation Review support Final EYFS Review	Self assessment & targets home Data to LA Assessment Deadline Pupil Progress Review Meetings	Identify Support for Autumn Term
Performance	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 assessment Phonics data Data Forecasting	Review of Autumn for Governing Body		Analysis of teacher assessments & targets Phonics data	EYFS Profile Scrutiny before submission Phonics data	Year to Year comparison analysis	SATs Data to LA EYFS Submission Phonics Screening Check	Analysis of teacher assessment EYFS Analysis Phonics data KS1 & 2 Data
SLT CLT	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	Learning Walks Subject Leader Reports	HT & SLT Informal Monitoring – focus driven Subject Leader Monitoring of work	Lesson Observations/ Learning Walks Subject Leader meetings	Subject Leader Reports for Curriculum Team Mtgs	
Scrutiny	Planning Sample	Monitoring of Maths and English about M&F	Phonics	Sample Books	Sample Books	Sample Books	Sample Books	STEM	All books	Sub Leader Reports	
SIP & SEF	School Self Review Process	Self Review Appraisal Meetings	SLT evaluation Professional Reviews	SIP Complete Health Checks	SIP review	SIP Draft	Budget setting	Curriculum Budget setting	Appraisal Reviews Professional Reviews		
Events	Curriculum Day Art - Display	World Maths Day	Everybody Writes Day	E-Safety & Bullying Week	Subject Leaders Self Review	Budget setting	SIP Published	Science Week			
Inclusion	Intro Inclusion Meetings	Pupil Progress Reviews			Curiosity Week	World Book Day	Pupil Progress Review				

# Appendices



- Staff Questionnaire*
- Parents & Carers Questionnaire*
- Curriculum Expenditure*
- Premises Development Plan*
- Computing Resources and Hardware Development Plan*



## Primrose Hill Primary School Questionnaire Results

Staff	Parents	
<b>Strengths</b> <ul style="list-style-type: none"><li>• The school is well led</li><li>• I am proud member of the school</li><li>• Children are safe</li></ul>	<b>Highlights:</b> <ul style="list-style-type: none"><li>• I would feel comfortable about approaching the school with questions or a problem</li><li>• My child feels safe at school</li><li>• The school is well led and managed</li></ul>	<b>Main areas to improve:</b> <ul style="list-style-type: none"><li>I feel equipped to manage my workload – staff wellbeing/workload</li><li>I have a chance to use my strengths and abilities</li><li>Governors do an effective job in this school</li><li>Development of the curriculum</li><li>Implement new marking policy</li><li>Liaison time with TAs</li></ul> <b>Main areas to improve:</b> <ul style="list-style-type: none"><li>I know about the role of the Governing Body and how Governors support the school</li><li>The school deals effectively with bullying</li><li>The school ensures children are well behaved</li><li>Promotion of clubs</li></ul>
<b>Other themes identified by more than one parent</b> <ul style="list-style-type: none"><li>• Better promotion of after school clubs/ more advanced notice</li><li>• More space for younger children</li><li>• Parents should be informed and kept up to date weekly/more parents meetings</li><li>• Communication should be improved</li><li>• Please make Early morning are late afternoon(after 5pm) workshops to accommodate working parents</li><li>• More sports, music and art hours into curriculum</li></ul>	<ul style="list-style-type: none"><li>• Text messages for both parents</li><li>• Learning additional language</li><li>• More attention to homework, children feel they not important</li><li>• There seems to be some bullying in the playground</li><li>• PE kit ordering and receiving process needs to be changed</li><li>• New displays</li><li>• Small class size</li><li>• Home work during holidays</li><li>• School uniform</li><li>• Use computer once a week</li><li>• Additional help for children with learning difficulties</li><li>• Engaging with children and praise them more</li></ul>	

	<ul style="list-style-type: none"> <li>• Buggy access to breakfast club</li> <li>• Halal food</li> </ul>
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**Staff Questionnaire - 51 responses**



Including:  
19 teachers  
22 support staff

<b>I am proud to be a member of staff at this school</b> 98% agree 2% unsure	<b>The school is well led</b> 100% agree	<b>I feel equipped to manage my workload</b> 72% agree 18% unsure 10% disagree
<b>My contribution to the school is valued</b> 90.2% agree 9.8% unsure	<b>There are people who care about me at work</b> 96.1% agree 3.9% unsure	<b>The school runs smoothly on a daily basis</b> 92.2% agree 7.8% unsure
<b>I know what our priorities are as a school</b> 96.1% agree 3.9% unsure	<b>I know where I can seek help and support</b> 96.1% agree 3.9% unsure	<b>Any unacceptable behaviour by pupils is well managed</b> 86.3% agree 11.8% unsure 2% disagree
<b>I can see that something I have done has made a difference to the children</b> 98% agree 2% unsure	<b>At work I have opportunities to learn and grow</b> 88.2% agree 9.8% unsure 2% disagree	<b>The school successfully meets the differing needs of individual pupils</b> 92.2% agree 5.9% unsure 2% disagree
<b>I have a chance to use my strengths and abilities</b> 88.2% agree 11.8% unsure	<b>Governors do an effective job in this school</b> 52.9% agree 43.1% unsure 2% disagree	<b>Children are safe in this school</b> 100% agree

**Parent Questionnaire**  
**165 responses - not all questions answered by all 165.**



<b>My child is happy at school</b> 93% agree 7% unsure	The school is well led and managed 95% agree 3% unsure 2% disagree	I know about the role of the Governing Body and how Governors support the school 49% agree 43% unsure 8% disagree
<b>My child feels safe at school</b> 97% agree 3% unsure	I am kept up-to-date and informed about what is going on at school 93% agree 3% unsure 3% disagree	I would recommend the school to another parent 95% agree 3% unsure 2% disagree
<b>My child makes good progress at school</b> 89% agree 9% unsure 2% disagree	I would feel comfortable about approaching the school with questions or a problem 98% agree 2% disagree	I am always made to feel welcome at Primrose Hill 96% agree 2% unsure 2% disagree
<b>The school expects my child to work hard and do their best</b> 93% agree 5% unsure 2% disagree	I receive valuable information from the school about my child's progress 93% agree 5% unsure 2% disagree	The school deals effectively with bullying 62% agree 33% unsure
<b>My child is well looked after at school</b> 96% agree 2% unsure 2% disagree	I have opportunities to talk to staff about my child (58)	The school ensures children are well behaved 84% agree 14% unsure 2% disagree 5% disagree
<b>My child receives appropriate home learning opportunities</b> 85% agree 10% unsure 5% disagree		

### **Parents like Primrose Hill because:**

- Staff are approachable/ lovely staff
- Extra curriculum
- Inclusive and safe school
- SENDCo team dedicated and helpful/ Therapies
- Specialist Teachers ie. Music, Art, PE Maths
- Non-religious
- Mixed gender school
- Constant improvement
- The office was significantly more attentive & friendly
- Staff caring for children and attending individual needs
- Mixed/Diverse, multicultural and fair school
- HT is always in search of innovative ideas to improve the school even further
  - The outside gym is excellent
- Lots of learning opportunity /live and imaginative
- Children happy
- Parents kept informed
- Google classroom
- Outdoor space

### **Staff like Primrose Hill because**

- Amazing children, families and staff.
- An inclusive environment that strives to support all children to achieve to the best of their abilities.
- Enthusiastic, motivated and hard working children, who have a love of learning and exploring.
- Dedicated staff who always put the children at the centre of all their decisions.
- Largely supportive parents
- Governors
- Diversity, inclusivity and bright, friendly and supportive children and staff
- Focus on growth mindset, promotion of mental health education, leadership, SEN provision, reflective practice which includes all members of staff.
- Clear vision for the school
- Great teaching and putting the children's well being first.
- Inclusive, friendly, high expectations
- Staff are supportive of each other
- The positive attitude staff have to learning and the focus on the welfare of the children
- Very supportive, patient and increasingly responsive SLT that have a clear vision of our school and always endeavouring to make things better and improve where we can.
- Excellent structures/routines (Rainbow, Robins, LSAs, Reflection, De-escalation training, etc.) and individuals for supporting children experiencing difficulties in school
- Keeping staff informed
- Integrated learning, long term plan for enhancing provision is amazing, eg the narrowboat, moving of R to new learning environment, moving of Year 1 to the lower ground level.



- Tadpole's project has been a huge success. Makes me proud to

be part of the school and always excited to share our practice  
with other schools and professionals



Primrose Hill Primary School  
**Curriculum, School Improvement  
& Departmental Expenditure 2017 2018**

Curriculum Area	Budget Holder	Code	16/17	17/18	Curriculum Area	Budget Holder	Code	16/17	17/18
<b>Leadership Priorities</b>	Robin Warren		£5,000	£5,000	<b>Assessment</b>	Liz Ghamar	E19-17	£250	£250
<b>Phase Budget EYFS</b>	Richard McLelland	E19-05	£2,400	£2,400	<b>Art</b>	Alice Farrell	E19-18	£2,500	£2,500
<b>Y1 &amp; Y2</b>	Pippa Clay	E19-09 A	£1,500 each year group	£1,400	<b>PE</b>	Jordan Lawal	E19-26	£1,500	£1,500
<b>Y3 &amp; Y4</b>	Paul Baron-Thompson	E19-09 B	£1,500 each year group	£1,400	<b>Music</b>	Tom West	E19-25	£1,500	£1,500
<b>Y5 &amp; Y6</b>	Danielle Bowmaker & Hannah Wright	E19-09 C	£1,500 each year group	£1,400	<b>EAL</b>	Maggie Muir	E19-14	£200	£200
<b>English</b>	Marianne Mattinson	E19-20	£5,000 + £4,500	£12,000 + £3,500	<b>Maths</b>	Marina Castelo-Branco	E19-24	£3,000	£3,000
<b>Humanities &amp; RE</b>	Jemma Bourn	E19-23 E19-28	£400 £100	£500	<b>PCHE Wellbeing &amp; Resilience</b>	Amanda Aplicano	E19-27	£700	£700
<b>Mfl</b>	Benedicte Lorand	E19-36	£500	£400	<b>Gardening</b>	tbc	E19-27A	£100	£100

<b>Science</b>	Niamh Keating	E19-29	£1,000	£1,000	<b>School Council</b>	Mireille Alwan	E19-37	£100	£100
<b>Playground Equipment</b>	Robin Warren	E19-34	£750	£750 + £1000 donation	<b>Computing</b>	Paul Beeton	E20-02	£24,000	£24,000
<b>Inclusion</b>	Syra Sowe	E19-16	£1,500	£1,400	<b>Rainbow Resources</b>	Mandy Aplicano	E19-31	£750	£750
<b>Pupil Premium Resources</b>	SLT / ILT	E19-41	£5,000	£4,500	<b>Parents &amp; Community</b>	Ecina Saadi	E19-41	£300	£300



*Primrose Hill Primary School*  
**Capital Budget & Revenue Budget  
2017 / 2018 / 2019 Budget**

	BUDGET CE02 & E12	PRIORITY LEVEL	ESTIMATE £	ACTUAL £	FUNDING SOURCES	BUDGET YEAR	BENEFIT
1	Permanent Canopy to Reception Classrooms	2	£25K		2 Y/O Project Friends of Primrose Hill contribution E12 R&M	18/19	Access for children and staff Weatherability
2	Investigate permanent shade areas in top and bottom playground	1	£20K		E12 R&M Capital Contribution	17/18	Access for children and staff Weatherability H&S
3	Replace visitors toilet – main Reception	3	£15K		Capital Funding Camden Funding Revenue budget contribution	17/18	Aesthetics Valuing staff and visitors High standards
4	Replace Staff toilet by Main Offices	3	£25K		Capital Funding Camden Funding Revenue budget contribution	17/18	Aesthetics Meeting DDA Standards Valuing staff and visitors High standards
5	School Window Replacement – carbon neutral project	1	Camden Funded		Camden Capital project	18/19	H&S Energy Efficiency
6	Replacement of Nursery Roof tiles	2	Camden Funded		Camden Capital project Capital Budget	17/18	H&S Energy Efficiency
7	Sound Project – speakers around school extension	2	£8		Capital	17/18	Enrichment Aesthetics
8	Refurbishment of the dining room to create a 'diner'	3	£50k		Capital	18/19	Aesthetics
9	Project Primrose – Barge	2	£80K		Capital & Fundraising FOPH	2018	Community and curriculum
10	Top Floor Classroom Project - adapt internal layout to create Y6 Hub	4	£50k		Capital	2019+	T&L