

# Primrose Hill Primary School - Improvement Plan 2021-24

## One Year Plan 2021-22

<b>Priority 1: Continue curriculum recovery to enable accelerated progress, especially for disadvantaged students, by the end of the year across all subjects</b>	
<b>Objective</b>	<b>Action</b>
To further improve the quality and accuracy of assessment, enabling focus on individual pupil starting points and next steps	<p>Assessment meetings held early in the Autumn Term to ascertain benchmarks</p> <p>INSET time dedicated to assessment and moderation every term</p> <p>INSET to ensure shared understanding of the purpose of assessment - both formative and summative</p> <p>INSETs Aut 1 &amp; 2 focus on Progression Maps and planning/pacing for each year group</p> <p>Termly Pupil Progress Review meetings with additional foci led by data (e.g. identifying and highlighting provision for higher attaining children as well as those below expected)</p> <p>Introduce EYFS Baseline along with additional assessments for Reception</p> <p>Revise EYFS assessment and tracking expectations in line with EYFS curriculum changes, training staff accordingly</p>
To focus intervention & tutoring on those pupils identified as most needing additional input as part of their curriculum 'recovery'	<p>Appropriate Interventions identified through consultation between class teacher and SENDCo</p> <p>Support staff receive any relevant training to deliver intervention</p> <p>Clear programs of intervention and assessment of impact</p> <p>In-house after school tutoring program will resume - children identified by Class Teachers that will focus on gaps in children's learning</p>

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<p>3.To further develop the parent &amp; carer support for learning through focused specialist input</p>	<p>Clear Home Learning activities that reinforce learning from within the class</p> <p>Maintain use of online videos to ensure more flexible support avenues and hence enhance take up amongst parents</p> <p>Increase targeted use of Math Seeds and Reading Eggs (promoted weekly with review)</p> <p>Parent core curriculum workshops to focus on Disadvantage within each key stage (including targeting families directly with support from Community and Family Lead)</p> <p>General parenting support workshops with outside agency support</p>
<p>Development of Reading provision, especially for early and struggling readers</p>	<p>SLT Audit of whole school reading provision</p> <p>Reading Eggs used as means to activate love of reading at home and school.</p> <p>Introduction of ERIC time to encourage reading daily.</p> <p>Review and revise Book Corners to ensure carefully selected books</p> <p>Early reading and phonics parent workshop for Reception</p> <p>All low readers identified with clear plan for daily reading or targeted intervention</p> <p>Re-launch of library</p> <p>PM benchmark records for all KS2 children still on levels</p> <p>Post EYFS Baseline, all children in Reception at risk of reading difficulty to be identified</p> <p>Revise materials and scheme for synthetic phonics delivery (inc purchase Little Wandle phonics scheme)</p> <p>Training for all staff on Early Reading techniques and strategies</p>

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	<p>Review and reinforce Reading expectations (in particular, daily storytime - to be included in planning with specially selected 'read aloud' books for each year group)</p> <p>Align selection of Reading corner books, daily Read Aloud books to reinforce curriculum content and vocabulary progression</p> <p>Revise system for identifying Reception and Y1 struggling readers and develop whole school approach to daily support</p> <p>Every child who has not met the expected standard in phonics to have additional phonics assessment each term KS2 and continuing phonics provision</p> <p>Reading Policy appendix to be created to support English Policy</p>
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<b>Priority 2: Develop a progressive whole school oracy and vocabulary strategy to enhance language acquisition and improve reading and writing standards</b>	
<b>Objective</b>	<b>Action</b>
To create a shared understanding of oracy and how it is taught within Primrose Hill	<p>Oracy leader appointed within the school</p> <p>Dedicated leadership time to research best practice</p> <p>INSET time provided for training</p> <p>Oracy and vocabulary Policy developed across the year</p> <p>Curriculum maps / progression maps detail vocabulary progression</p> <p>Whole school oracy based activities (such as reciting shared poems/ key debate club?)</p> <p>School council involvement to enhance impact of debate and decisions made across school life</p> <p>Expectation and training re teaching daily poetry and rhyme through EYFS - KS1</p> <p>Parent workshops on oracy (along with reading) EYFS-KS2</p>
To provide training to develop the use and effectiveness of Oracy and Language Acquisition	<p>Where appropriate internal INSET on Lang Acquisition and Oracy techniques</p> <p>Signpost internal teachers best practice</p> <p>Specific training in P4C techniques and Every Child a Talker (ECAT) to assist in delivery.</p> <p>To use oracy as a lever to improve the quality of writing (including using recommended handwriting strategies to strengthen motor control and therefore confidence and quality)</p>
To create a bank of purposeful oracy and vocabulary teaching and learning strategies	<p>Utilise expertise from within school</p> <p>Develop team teaching / observation opportunities across the school</p>

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	<p>Training in explicit teaching of vocabulary, including use of evidence based resources from SaLT such as Word Aware, Word Wizard</p> <p>EYFS to use Pie Corbett Talk for Writing as pilot</p> <p>EYFS to use SaLT screening and interventions consistently</p> <p>Half termly planning formats to reflect key vocabulary taught</p> <p>Storytime (daily) to be included in planning and key vocabulary explicitly taught and revisited (Read Aloud INSET)</p>
<p>To use enrichment opportunities, community links and outside agencies to support children's exposure to oracy and vocabulary in real-life contexts</p>	<p>Drama specialist provision increased across KS2, including drama workshops work with Year 5 in Summer Term, Shakespeare workshops Y5 &amp; 6, Drama/Art workshop Y6</p> <p>CLCS teachers to reinforce Colourful Semantics for use in each classroom</p> <p>Procure external support such as Voice21 to develop oracy focus</p> <p>Review Sp&amp;L intervention across EYFS - KS2 (research from key organisations such as ICAN and support from CLCS and SaLT team)</p> <p>Local enrichment activities enhanced through links with local provision such as the zoo</p> <p>Enhance links with Royal Academy of Music</p>

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<b>Priority 3: Ensure better quality differentiation in core subjects (with a particular focus on Maths) so that there is sufficient challenge for those working towards or at greater depth</b>	
To further improve fluency in maths with a view to enabling usage across the topic range	<p>Various methods of learning times tables incl; math seeds, TT rockstars to embed TT in all children by Y4</p> <p>Revised calculation policy (including parent leaflet)</p> <p>Online videos showing fluency approaches alongside parent fluency workshop with AHT</p> <p>EYFS &amp; KS1 NCETM program for using Rekenrek in EYFS and KS1</p>
To provide targeted intervention and in class accommodations for the differing abilities in the classroom	<p>Broaden resources that allow for multi layered abilities in class (More able packs etc.)</p> <p>Where required provide tutoring for those identified as needing further support</p> <p>In class accommodation checklists/provision mapping to focus activities allowing all to progress</p> <p>Standardised KS2 maths intervention launched</p>
To further challenge children working at greater depth in core subjects	<p>Independent Extra challenges</p> <p>Review GDS focused enrichment/ clubs (Coding Club, Chess, Band, Latin)</p> <p>Review home learning provision in terms of differentiation</p> <p>Identify high ability children in PPR Provision Mapping - weekly intervention for this group with a teacher from the year team, with a focus on disadvantaged children</p> <p>Review assessment in non-core curriculum subjects</p> <p>Extension of the Reading Challenge</p>

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<p>Develop curriculum expectations for children in ARP and enhance ASD provision in mainstream class</p>	<p>Agree final SLA with Camden</p> <p>Develop ARP policy and expectations handbook</p> <p>Whole school TEACCH/SPELL training and quality practice to be reflected in Staff Handbook/ Expectations by end year</p> <p>Provide specialist phonics programme and assessment for ARP children</p>
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<b>Priority 4: To continue to strengthen the whole Primrose Hill school community, by building upon our shared goals, developing a unified vision for the future direction of PH school</b>	
<b>Objective</b>	<b>Action</b>
<p>To enable parents and carers to be more involved with day to day life at school</p>	<p>To create an offer for parents and carers to be more involved in their class' day to day life.</p> <p>For example (but not limited to):  <i>Maths Stay and Play / Soft Start Reading with child / Mystery Reader / subject specific workshops / sharing learning / coffee mornings</i></p> <p><i>(Note: these will all run inline with current Government Covid 19 restrictions and may have to be altered accordingly)</i></p> <p>Continue use of instructional videos to support parents' understanding and knowledge of the curriculum</p> <p>Parental audit (Google Survey) on which areas of learning they feel confident supporting their children in alongside community ideas for enhancing relationships across the school community</p>
<p>A range of community events to unite staff, families and children</p>	<p>To create an overview of community events across the academic year to unite all the stakeholders of the school.</p> <p>For example (but not limited to):  <i>Christmas Shows / STEAM exhibitions / Art exhibitions / Sports Events / International Food events / Summer Fair</i></p> <p>Review and enhance role of PTA and of Parent Reps</p> <p>Return to face to face INSET training whenever possible</p> <p>Run a series of wellbeing and team building events across the year within the working day</p> <p>Reintroduction of Staff Council</p>



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<p>A range of school events to create a sense of togetherness for the children</p>	<p>To run a whole school art project based on our Primrose Hill Community - culminating with an art exhibition for the whole school</p> <p>Return to assemblies including whole school and music assemblies</p> <p>Buddy Reading</p> <p>Whole school singing assemblies by key stage</p> <p>School band / choir</p> <p>Friends of Primrose Hill Lunch Clubs to resume? Whole school events e.g. World Book Day / Everybody Writes / Science Week / Charity Days / RE days</p> <p>A range of lunch and before / after school clubs to be available to the children run by school staff / external staff</p> <p>Residential trips planned for across KS2</p> <p>Further enhance opportunities for SEN (and especially for ARP families) to be integrated into whole school community</p> <p>Review opportunities for on-site integrated services - for example ARP health clinic annually held on site; utilising school house for outside agencies</p>
<p>Further extend distributed leadership model by enhancing role of Middle Leaders</p>	<p>Establishment of Wider Leadership Team meetings with SLT fortnightly</p> <p>Wider distribution of curriculum leadership across teams and phases, including reading and oracy teams</p> <p>Revisit R&amp;R across SLT, ILT, PLT, CLT and ensure whole school community is aware</p> <p>ECT/loE</p>

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<p>To create long term outward facing vision of school in line with LA Education Strategy (TBC October) and reflecting local contexts</p>	<p>Enhance role of Cluster group</p> <p>Working party of stakeholders to consider LA Strategy and options for collaboration/federation</p>
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## Primrose Hill Primary School - Improvement Plan 2021-24

### Three Year plan

<b>Priorities for 2021-2024</b>	
<b>Objective</b>	<b>Actions</b>
Quality of Education (QE)	<ol style="list-style-type: none"> <li>1. LT/HC embedded across the curriculum</li> <li>2. Talk4Writing and Drama4Writing reintroduced to develop writing quality</li> <li>3. Embed T4W/D4W across the curriculum</li> <li>4. Embed LT/HC activities across the curriculum to raise attainment across all children</li> <li>5. Opportunities for multi-agency/integrated working on-site (such as health clinics in school house)</li> </ol>
Behaviour and Attitudes (BA)	<ol style="list-style-type: none"> <li>1. Embedding of the new trauma informed behaviour policy, placing relationships at its heart.</li> <li>2. Training and implementation of the Zones of Regulation across the whole school.</li> <li>3. Review Nurture group provision across school with a view to enabling restart and staffing into long term</li> </ol>
Professional Development (PD)	<ol style="list-style-type: none"> <li>1. Leadership at all levels evident in structure of school</li> <li>2. Facilitation of NPQs for staff that wish to</li> <li>3. Whole School programme of CPD for SIP priorities built in over SIP cycle</li> <li>4. Opportunities to share school expertise with others outside of school and cross collaborate</li> </ol>
Leadership and Management (LM)	<ol style="list-style-type: none"> <li>1. Increased collaboration with primary cluster of schools</li> <li>2. Increased collaboration with feeder secondaries to ensure links strengthen</li> <li>3. Identification of ways to formalise collaborative working and an openness to new/innovative models of schooling</li> </ol>
Early Years (EY)	<ol style="list-style-type: none"> <li>1. Embedding of Early Reading strategies increasing impact</li> <li>2. Increase in confidence delivering new Development Matters</li> <li>3. Baseline expertise to move children rapidly from their starting points more effectively</li> </ol>