

## School Improvement Plan 2017/18

Becoming the people God made us to be



# Introduction



This plan has been created after a SIAS inspection on 31st January 2013 and an OFSTED short inspection on 8th June 2017. The insights provided by both of these, accompanied by an analysis of our assessments Summer 2016, questionnaires for staff, parents and children have been used to confirm the findings of our ongoing monitoring and to set our key priorities for 2017-18. The plan is designed to be a brief, summary of our priorities set in the context of our overarching mission statement.

## Insights from Statutory Inspection of Anglican Schools

Christ Church Primary School is an outstanding Church school where the Christian values on which it is founded unite and inspire both adults and learners. Focus for development: More clearly mark the beginning and end of worship so that pupils' appreciation that this is a special time is enhanced

## Insights from OFSTED

This is still a good school.

In particular OFSTED praised:

'calm and purposeful environment for learning, characterised by caring relationships between pupils and staff'

'Leaders and teachers work together cohesively to share good practice and raise standards for pupils'.

'Teachers' high quality guidance helps pupils to develop into articulate and confident learners. They are keen to share their views and listen respectfully to the ideas of others.'

'Leaders have the right balance of skills and experience to drive improvement at a rapid pace'.

Pupils' enjoyment of learning was tangible during visits to lessons. As one pupil put it: 'I love coming to school because my work keeps getting better and better'

Next steps for the school:

Leaders and those responsible for governance should ensure that:

Disadvantaged pupils with low prior attainment make the most rapid progress possible and reach age-expected standards;

Pupils with low starting points make swift progress in the development of their handwriting and spelling skills

Assessment information is used strategically to pinpoint where additional support is needed so that all groups of pupils make excellent progress

## Quality of teaching and learning

Please see our self-evaluation summary for an up-to-date analysis of the strengths and areas for development within the school.

# BECOMING THE PEOPLE GOD MADE US TO BE



**C**REATIVE PEOPLE

LIVING IN **C**OMMUNITY

**N**UTURING EACH OTHER

AND **M**AXIMISING OUR POTENTIAL



## Key Priorities 2017-18

### To enhance the quality of children's learning through our CREATIVE curriculum; with a particular focus on developing RE, DT, PE and outdoor learning.

This year, we will introduce exciting design and technology projects in small classes led by subject specialists. We will use experts to train and support staff in high quality PE lessons and consult experts about the development of outdoor learning across both sites and our playing field. We will embed the new RE curriculum in order to maintain our aim for excellence in this area

### To promote a cohesive COMMUNITY by promoting links with our local and international community through a wide range of exciting projects

By Summer 18, we will have held a celebratory international day, developed the credit union for our children, with support from St John's church (Christians Against Poverty), celebrated our own 150th anniversary in liaison with Christ Church, and developed closer links with our two sponsored children in the Kibera slum in Kenya.

### To NURTURE children's wellbeing by developing more support for emotional health

This year we will extend our very successful scheme 'Let's Lead at Christ Church' in order to promote a sense of community and responsibility, accompanied by a revision of our timetable in order to facilitate circle times. We will hold a wellbeing day in order to help children develop relaxation techniques, to promote discussions about mental health and to signpost further support.

### To continue to MAXIMISE children's potential by targeting aspects of learning which they find challenging

We will continue our drive to ensure there are good rates of progress for every group across the school by targeting support effectively

- Revise junior timetable in order to provide more time for interventions
- Extend our programme of conferencing to support children in redrafting and improving their writing
- Revise our programme of interventions so they are targeted to very specific needs, particularly for disadvantaged pupils with low prior attainment
- Develop specific interventions for spelling and handwriting for children with low starting points

# To enhance the quality of children's learning through our CREATIVE curriculum; with a particular focus on developing RE, DT, PE and outdoor learning.

|                                    |   |
|------------------------------------|---|
| <b>Review of current situation</b> | We introduced the new RE scheme of work last year, developed a programme of cooking and textiles across the juniors, planted vegetables to eat, appointed our sports apprentice and increased our number of competitions entered last year. |
| <b>Successes to date</b>           | Children love the range of activities on offer. They take a pride in the vegetables we have grown, the competitions we have entered. They are developing a good range of practical skills for cooking. We achieved the gold sports mark.    |
| <b>Areas for development</b>       | To continue to review our approach to planning for the wider curriculum to ensure that there is the same rigour in teaching and learning as there is in the core.   |

| Focus            | Strategies for Improvement  | People  | Timescale   | Resources                       | Success Criteria   |
|------------------|---|---|---|---------------------------------|--|
| RE               | The new RE leader will lead us in embedding the units of the new syllabus and in inducting other new members of staff<br><br>For more details see the separate RE action plan   | All teachers                                    | Throughout year   | £350                            | The SIAMS inspection in 2018 will confirm that the school is still outstanding in both its RE Education and Collective worship                                   |
| DT               | The new DT leader will train other staff in designing more extensive projects which involve the full cycle of planning, implementing, reviewing and modifying<br><br>A new programme will be introduced in which the technology teacher is enabled to work for 6 weeks blocks with 15 children at a time, thus enabling her and the class teacher to teach high quality practical lessons. She will also teach class based lessons in the infants | Geraldine Summers<br><br>Annemarie Pallister    | All year  | Reallocation of staffing budget | Children will be able to describe clearly a high quality planning and development process.<br><br>Children will be seen to develop more resilience over the year |
| PE               | Make this year the PTA Year of Sport<br><br>Dedicate Sports leader to PE for one day a week<br><br>See separate PE action plan for more detail  | Amy Day   | Throughout the year   | Sports Funding                  | See action plan  |
| Outdoor learning | Create outdoor learning team<br><br>Liaise with Soul (school outdoor learning consultants) to review current provision<br><br>Improve access to wildlife area<br><br>Purchase kits with plans which will make outdoor learning more accessible<br><br>Provide INSET for all teachers  | Joanne Honeybone<br><br>+ outdoor learning team | Plans Autumn term<br><br>INSET Spring<br><br>Teaching Spring–Summer | Funds from PTA                  | There will be a costed long term plan for the development of outdoor learning<br><br>Outdoor learning sessions will be taught once a month across the school     |

# To promote a cohesive COMMUNITY by promoting links with our local and international community through a wide range of exciting projects

|                                    |   |
|------------------------------------|---|
| <b>Review of current situation</b> | Our school has a very diverse community whether ethnic , social or religious, by developing links with our local community we are also increasing children’s understanding of their wider community |
| <b>Successes to date</b>           | We have developed close links with nearby churches, created banners to celebrate different aspects of the local community and provided practical support for an overseas charity, lunchbowl         |
| <b>Areas for development</b>       | To build on existing projects and links, empowering children to take more of a lead .   |

| Focus | Strategies for Improvement | People | Timescale | Resources | Success Criteria |
|-------|----------------------------|--------|-----------|-----------|------------------|
|-------|----------------------------|--------|-----------|-----------|------------------|

|   |   |                               |   |  |  |
|---|---|-------------------------------|---|--|--|
| Links with Christ Church                  | Hold our own 150th anniversary celebration as a sequel to the church’s  | Andrew Burkinshaw             | Sept 17 (anniversary of school)                           |  | Children will have an opportunity to celebrate the many eras of history that school has existed through  |
| International day                         | Hold a special day on 23rd March where we celebrate the range of cultures we draw on through music and food<br>Invite international Korean chef to provide a workshop for adults in Korean cooking  | Tabitha White                 | 23rd March 18   |  | 75% parents contribute to the international day through food or music  |
| Credit Union (links with St John’s)       | Link with representatives of Christians against Poverty at St John’s Church to embed a credit union for children<br>Develop an understanding of the processes involved in saving money  | Ruth Wogan                    | All yea   |  | Children will develop vital saving habits and awareness of budgeting from primary age.<br>There will be a team of banking leaders who lead children through the process. |
| Lunchbowl (links with the wider world)    | Promote child initiated fund raising, planned by each year group in turn or children in the kindergarten in Kibera slums through the charity lunchbowl<br>Share video links with the slums and have regular updates from visitors   | Ian Duncan +Andrew Burkinshaw | ongoing   |  | We will be able to support two children through our fundraising.   |
| Improve communication with Korean parents | Hold consultation morning<br>Set up email in which Korean parents can communicate with Korean member of staff in Korean<br>Create Korean guidance about the schools’ approach to education and manageable ways they can support their child<br>Translate key medium term planning into Korean | Tabitha White<br>JiHye Kim    | 3/11/17<br>November 17<br>Spring 18<br>Starting Spring 18 |  | Questionnaires show that Korean parents feel more empowered to communicate with the school and to support their child’s learning   |

# To NURTURE children's wellbeing by developing more support for emotional health

**Review of current situation** We are becoming increasingly aware that families seem to be under considerable pressure and there is a marked increase in referrals to social services;

**Successes to date** We have appointed two pastoral mentors whose support for children is invaluable. Children are eager to share in opportunities to mentor others such as paired reading or 'chums'

**Areas for development** To develop a greater sense of shared responsibility and community amongst all; to be able to signpost more effectively further support when needed

| Focus   | Strategies for Improvement  | People                          | Timescale                  | Resources | Success Criteria   |
|---|---|---------------------------------|----------------------------|-----------|--|
| Promoting wellbeing                               | <p>Mark national mental health day by holding our own wellbeing day</p> <p>Teach children a range of relaxation techniques</p> <p>Facilitate more open discussions about mental health</p>  | Ruth Wogan                      |                            | £60       | Every child will learn simple techniques such as mindful colouring and will make a snow globe to use on future occasions   |
| Guidance for parents                              | <p>Provide support for parents in supporting their children's mental health through a workshop provided by an external speaker on anxiety</p> <p>Sign post further support</p>  | Claire Stevens<br>Tabitha White | Spring 18                  | free      | There will be a guidance booklet which will signpost families to available sources of support more effectively   |
| Let's Lead programme                              | <p>Extend the children's leadership programme to include Year 3</p> <p>Expand the number of roles so that all children are enabled to find a role which they will enjoy and involve more staff within this</p> <p>Create unique badges for roles to raise the status of the roles</p> | Tabitha White<br>Nicola Brooks  | Start Autumn 17            |           | At least 50% children from Year 2 upwards engage in leadership roles outside of the classroom  |
| Promote regular circle times                      | <p>Review the junior timetable, including the length of sessions in order to create weekly opportunities for circle time</p> <p>Discuss the input in planning teams</p>   | Andrew Burkinshaw               | Start Autumn 17<br>Sept 16 |           | Timetables will demonstrate that there are weekly PSHE sessions across the school  |
| Extend support roles within the school            | <p>Maintain the pastoral mentor roles on both sites</p> <p>Appoint a trainee play therapist in liaison with Phoenix in order to provide support for children with more complex needs</p>  | Tabitha White<br>Claire Stevens | November 17                |           | All children expressing concerns are enabled to have quality time with an adult discussing their concerns or resolving them through practical activities   |
| Train more safeguarding leads                     | <p>Train sufficient adults to ensure that there are trained leads on each site at all times</p>   | Tabitha White                   | Autumn 17                  |           | There will be an Early Years' Lead and a Connect Lead to support the senior leaders who are already trained.<br>All Concerns will be speedily reported and investigated (within a week at maximum) |
| Enhancing behaviour in all aspects of school life | <p>Review the school's approach to behaviour management at the start of the school year, in order to ensure a consistent approach. Share with parents</p> <p>Ensure that all adults, including lunchstaff and PPA staff are enabled to use the same systems</p>                       | Nicola Brooks<br>Sian Robertson | Autumn 17 onwards          |           | The number of reported incidents will reduce on each site as the year progresses.  |

# To continue to **MAXIMISE** children's potential by targeting aspects of learning which they find challenging

|                                    |   |
|------------------------------------|---|
| <b>Review of current situation</b> | The school has increased the rates of progress for the cohort considerably across the school, thus enabling us to focus more on the needs of underperforming groups   |
| <b>Successes to date</b>           | The review of the demands of the ITAFs and the introduction of no-nonsense spelling has enabled the school to double its standards in writing at both KS1 and 2   |
| <b>Areas for development</b>       | To ensure that standards in writing are consistently strong across the school both for expected levels and greater depth. To reduce the gap between the disadvantaged and the rest of the cohort, by focusing on handwriting and spelling |

| Focus  | Strategies for Improvement   | People  | Timescale                                     | Resources | Success Criteria  |
|--|--|---|---|-----------|---|
| Review of the junior timetable               | Revise the junior timetable to create times for interventions which do not clash with key literacy and numeracy time<br>Maximise the use of TAs by ensure that each class can have support at guided reading<br>Ensure that year groups plan for subjects at the same time to enable TAs to have mixed groups to support | Andrew Burkinshaw<br>Junior teachers                  | Autumn 17 onwards                             |           | 80% children in targeted groups make good progress  |
| More strategic targeting of interventions    | Create an overview of key skills required for each year group<br>Use pupil progress to agree key, timetabled interventions to teach these skills<br>Create clear criteria for the allocation of spaces at homework club<br>See separate Pupil Premium action plan  | Alex Roe<br>Andrew Burkinshaw                         | Termly  |           | Pupils with low starting points narrow the gap with national in writing by 5% at the end of KS1 and 2   |
| Further development of key skills in English | Introduce programmes of support for handwriting and spelling<br>Provide training for TAs in supporting the development of key skills<br>Extend the programme of training in conferencing to all new staff (teachers and teaching assistants)<br>Participate in Kingston's project on developing phonics                  | Sian Robertson<br>Andrew Burkinshaw<br>Sian Robertson | Autumn 17<br>Monthly<br>See separate schedule |           | The gap between reading and writing narrows at KS1 by at least 5% and at KS2 to 0   |
| Focus on key maths skills                    | Maths learning team to explore ways of developing the following key areas:<br>Reasoning<br>Times tables<br>marking   | Judy Barley<br>Maths learning team                    | Autumn 17 onwards                             | £1500     | Booklooks will demonstrate that teachers are confident in planning for these challenging areas of the curriculum and for enabling children to make fast progress<br><br>Our statutory assessments at both KS1 and 2 will at least match national averages |



# To continue to MAXIMISE children's potential by targeting aspects of learning which they find challenging

| Focus   | Strategies for Improvement   | People   | Timescale   | Resources                              | Success Criteria   |
|---|--|--|---|--|--|
| Enhancing reading provision                   | <p>Y2 and Y6 teacher to participate in Power of Reading project</p> <p>Share and review approaches to guided reading</p> <p>Ensure teaching assistants are allocated to each class for guided reading time</p>   | <p>Leah Bruen<br/>Geraldine Summers</p> <p>Sian Robertson +<br/>Literacy learning team</p> | <p>All year</p>   | <p>£160</p>                            | <p>Standards in reading are consistently significantly above national across the school</p>                                      |
| Refinement of school's approach to assessment | <p>Clarify the demands of the national assessment criteria in light of the latest changes</p> <p>Review the thresholds for each standard</p> <p>Participate in moderation with the borough and cluster</p> <p>Termly internal moderation</p> <p>Refine the school's approach to marking to maximise its</p>                        | <p>Andrew Burkinshaw</p> <p>Sian Robertson</p> <p>Sian and Andrew</p>                      | <p>November 17</p> <p>Termly</p> <p>October 17</p>              |  | <p>Scrutiny of data will show increased consistency and confidence in assessing children across the school</p>                   |
| Improving communication with parents          | <p>Introduce use of GL assessment reports to provide more specific feedback to parents about reading and maths across the juniors</p> <p>Use the new assessment criteria to set targets which are shared with pupils</p>   | <p>Andrew Burkinshaw</p>   | <p>November 2017</p>  |  | <p>Parent questionnaires show that they have a clearer understanding about their children's progress and how to support them</p> |
| Developing the role of leaders                | <p>Expand the leadership structure to create a more distributive approach to leadership</p> <p>Create a strategic monitoring schedule and overview of roles and responsibilities</p> <p>Engage in an extended programme of training and coaching to enable leaders to be confident about enabling others to achieve their best</p> | <p>Tabitha White</p> <p>Tabitha White</p> <p>Tabitha White</p>                             | <p>September 17</p> <p>November 17</p> <p>Autumn and Spring</p> | <p>Emma Smith (SIP and consultant)</p> | <p>Each leader is confident about their role and how to fulfil it.</p>   |