



Headteacher: Mrs R. Dyer

Deputy Headteacher: Mrs L. McMullan

Assistant Headteachers: Mrs S. Lee and Mrs E. Camplin

Chair of the Governing Body: Ms N. Bowles

Vice-Chair of the Governing Body: Mr A. Woodward

Vicar of St Stephen's: The Reverend G. Buckle

LDBS Adviser: Ms H. Ridding

Tri-Borough (Local Authority) School Improvement Partner: Ms S. Duffy



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Why do we need a School Improvement Plan?

The **School Improvement Plan** is the main driver for whole school improvement. The aim of this development plan is to improve the overall effectiveness and efficiency of the school and thereby raise standards of achievement. It contains the targets the school has set for the year and they are set following an analysis of:

- The previous years' performance,
- Government/Local Authority initiatives and
- curriculum audits by senior leaders.

All staff, governors, parents and children were involved in the creation of this plan through a series of questionnaires that canvassed opinion on the strengths and weaknesses of the school. The responses were also very useful in charting the future strategic direction of the school. School self-review also included an audit of the staff training needs assessed through lesson observation, work samples, external inspection and individual subject action plan.

School improvement planning is a continuous process. Consequently, this School Improvement Plan is an organic document outlining our goals and current plans. It will evolve as evaluation and review occur at various assessment points during the year. Our learning community will also be involved in this process through consultation thereby helping to build capacity for future improvement.

Our plan will commence in September 2017 and new targets will be set in July 2018. It will be monitored at the end of each term.

This year we have five Key Priorities (KP's). Each Key Priority (KP) is linked to a **School Governor**. The **link governors** will meet with the **Subject Leader** or Strategic Lead of the KP target every term and report to the FGB annually a different monthly meeting.



What is the vision for our learners?

Our vision is to be an aspirational and inclusive learning community, underpinned by Christian values. We deliver excellence in teaching and celebrate the richness of our diversity. Everyone is challenged, encouraged, and inspired as we work together in **faith, hope and love**.

This is the Burdett-Coutts way!

Our Values:

We believe in:

1. **Hope,**
2. **Trust,**
3. **Forgiveness,**
4. **Friendship,**
5. **Peace,**
6. **and Thankfulness.**

These are Christian values that underpin our vision.

This is the Burdett-Coutts way!



Our Aims:

The governors and staff of Burdett-Coutts and Townshend Foundation Church of England primary school are committed to providing an excellent education within the context of a Christian School. We aim to:

- **Maintain** a safe and happy environment in which all children have the opportunity to develop personally, physically, socially, academically and spiritually
- **Foster** within each child a joy and passion for learning
- **Promote** a caring Christian ethos in which everyone is equally valued and respected
- **Ensure** that every child has equality of opportunity to develop his or her potential
- **Provide** an education of the highest quality which prepares today's children for tomorrow's challenges
- **Teach** a creative, stimulating, meaningful and relevant curriculum with a wide range of learning experiences to meet the differing needs of individual children
- **Create** a partnership with parents where they are actively engaged with their child's education
- **Demonstrate** that education is a lifelong process that is required in order to make a full and rewarding contribution to the community.
- **Encourage** children to experiment, make mistakes and have the confidence to try again
- **Prepare** our children with the skills of grit, resilience and the ability to solve problems so that they may willingly navigate this new age of unknown technology with confidence
- **Coach** children to be aspirational and independent learners who want to do their best and are proud and aware of their progress and achievements
- **Embrace** Christianity while promoting tolerance, respect, understanding and sensitivity towards those who belong to a different religion or culture



Views of our Stakeholders:

Our Parents and Carers reported in the annual 2016/2017 parent survey that they felt that the strengths of our school are:

Communication:

- Great communication with parents
- I'm greeted by the Headteacher at the gate every day
- Informative
- Newsletters
- Leadership engagement with parents

Curriculum:

- Diversity
- Good variety of outside professionals coming into the school to inspire learning
- Students receive a variety of experiences
- Opportunities to sing at amazing venues!
- Good policies
- The school provides opportunities to learn outside the classroom
- Class assemblies
- School activities
- Education is well balanced and seems to provide a lot of positive opportunities to learn different things (such as Spanish) outside the core curriculum



Teaching:

- Pupils make friends quickly
- Teachers help pupils with booster
- Engaging teaching & teachers
- The teachers are easy to talk to
- My child makes good progress at Burdett Coutts
- My child is happy at the school
- Teachers are approachable and supportive.
- Teachers are very attentive, we are informed about school events & cultural visits
- SEN is great and extremely helpful
- My child is taught well at Burdett-Coutts
- I feel that the school has made some positive changes within the last few years and I would recommend this school to other parents
- Teachers are well organised
- Parents are informed of pupils' progress.
- My children are making good progress due to fantastic teaching. Thank you!
- Children are listened to and allowed to put together performances for example; in assembly and also in confidence
- Good values
- It encourages religious education.
- It is very good how they recognise children who need extra support and are on hand to give it.

Dealing with issues/complaints:

- My concerns are always dealt with
- When I have concerns about my children, the school is immediately available and supportive
- Both teachers and members of staff are always ready to solve issues



Homework:

- The school teaches children how to deal with bullying and the importance of working hard through homework and other activities
- Homework is good
- My child receives appropriate homework for their age

After School Clubs:

- Before and after school clubs are good
- Range of after school clubs
- The wrap around care provided by the after school and holiday club is excellent particularly with homework support

Staff:

- One cannot fault the leadership – the staff team reflect and add to the qualities (positive) of the Headteacher
- Staff are very welcoming
- I like the staff, the way they deal with things and the expectations at school. They encourage the student
- The way they share information with parents
- I like that Burdett-Coutts is child catered, (eg: children always come first)
- The staff are very approachable and friendly and also supportive.
- They support families as well
- The friendliness of the staff – from the office to the teachers to the volunteers – always willing to make time for you
- Members of staff are approachable
- Teachers are approachable and friendly which helps my child's confidence
- Staff are helpful



Learning environment:

- Environment is always clean
- It is a very warm atmosphere
- It's a great friendly environment. My children are happy and well looked after
- Friendly safe environment for the pupils
- The constant improvements – particularly the lovely new flooring in the playground

Behaviour:

- Well behaved pupils
- Uniform
- I am happy with the rule that Nursery has to wear uniform as well as the other students
- Discipline

School Meals:

- Great school meals!

Recommendations:

- Continue to keep up the good support with helping children with SEN to thrive in their learning

General:

- I don't think that there is much to be improved - it's a good school!



100% of parents commented favourably that:

- My child is happy at Burdett-Coutts
- My child feels safe at Burdett-Coutts
- My child makes good progress at Burdett-Coutts
- My child is well looked after at Burdett-Coutts
- My child is taught well at Burdett-Coutts

Parents and carers asked for the following improvements:

School Meals

- School dinner menus could be more varied

After School Clubs

- Subject led after school clubs
- Extra-curricular opportunities eg: Art Club, Science, Chess, Karate and Lego club

Teaching

- Inform about weak points in order to improve the progress of the child
- More information about my child's progress
- Information about the weekly topics

Homework

- Can we have a homework shop?
- Leaflets on what they are studying to link with their homework
- More homework



Burdett-Coutts School Improvement Priorities 2017/2018

The school has undertaken a thorough Self Evaluation and we have identified **five key priorities** to raise attainment further:

KP1: To develop teachers' Maths Mastery and raise attainment and progress in Mathematics.

KP2: To raise standards of attainment and progress in Writing.

KP3: To accelerate rates of progress and attainment in RWM combined.

KP4: To secure and sustain teaching from good to outstanding.

KP5: To enhance the provision for more able and talented pupils in order to raise their attainment and progress.

KP6: To improve and increase the attainment and progress of the Disadvantaged Pupils and the Middle Prior Attainers.



Key Priority Target 1: To develop teachers' Maths Mastery and raise attainment and progress in Mathematics		Subject Leader: S. Brickell Strategic Lead: L. McMullan	Link Governor: N. Bowles & P. Carrivick
Where are we now? ATTAINMENT KS1 School Maths EXS: 78% National Maths EXS: 75% School Maths GDS: 24% National Maths GDS: 21% KS2 School Maths EXS: 67% National Maths EXS: 75% School Maths GDS: 11% National Maths GDS: 23%	Where do we want to be? (Success Criteria): All teachers providing high quality maths lessons in line with the mastery curriculum. Progress and attainment to be good or better in all groups of pupils ATTAINMENT KS1 School Maths EXS: 80% School Maths GDS: 25% KS2 School Maths EXS: 82% School Maths GDS: 27%		
Actions		Involve	Target Date
Subject leader to attend Maths Mastery CPD and complete training: Initiating TRG's (teacher research groups) with local schools Liaising with maths coordinators within London Central NW Hub Disseminate all resources to teachers.		S. Brickell (Lead)	31 st March 2018
SL to team teach in years 1, 2 and 6.		S. Brickell (Lead) Involve teachers	20 th December 2017
Talk Times Tables programme introduced across years 1 – 6 to enable pupils to have quick recall of number facts.		S. Brickell (Lead) Involve teachers	20 th December 2017



<p>Use data to identify gaps in learning-plan accordingly. For example: Staff training internally (after school staff meetings and at breakfast swaps) on question level analysis. The analysis will focus on areas of Maths poor performance to address weaknesses in teaching and close gaps in pupil knowledge.</p> <p>KS2 Training areas</p> <ul style="list-style-type: none"> • Ratio and Proportion • Fractions, Decimals and Percentages • Measurement • Reasoning <p>Teachers to work in depth on the above topics</p>	<p>S. Lee & S. Brickell (Lead) Involve teachers</p>	<p>31st March 2018</p>
<p>Teach pupils who are borderline EXS through a summer school programme</p>	<p>S. Brickell (Lead)</p>	<p>8th Sept 2017</p>
<p>Teachers to develop their teaching about the relationships between number and number operations</p>	<p>S. Brickell (Lead) Involve teachers</p>	<p>31st March 2018</p>
<p>To implement the new Singapore Mathematics System:</p> <ul style="list-style-type: none"> • Renew INSPIRE workbooks • Support Teachers' knowledge of Maths Mastery through Singapore Mathematics Programme. • Ensure each class has appropriate concrete resources • Create a Yearly Curriculum Overview • Adapt Mathematics planning format • Provide CPD for differentiation of resources using a single task • Provide CPD for delivering basic skills and drills lesson. • Provide CPD for problem solving lessons • Provide CPD for assessment of new Mathematics Programme • Provide CPD for support staff to link with interventions. • Model sections of the programme • Strengthen Teachers' knowledge and understanding including identifying and correcting misconceptions. 	<p>S. Brickell (Lead) Involve teachers</p>	<p>31st March 2018</p>



<p>To produce a document that shows how Mathematics will develop throughout the school over the next 3 terms. The document will include sections on:</p> <ul style="list-style-type: none"> • Basics skills/outcomes for each year group. • Create and develop a subject specific policy • Mathematics curriculum overview. • Changes to planning including one task made accessible through differentiated resources • Oversee the removal of a designated calculation policy (not specifically needed with the Mastery curriculum) • Assessment procedures (introduction of new test and tracking). • Renewed emphasis of multiplication and division facts as a way of raising standards in Arithmetic. 	<p>S. Brickell (Lead) Involve teachers</p>	<p>8th February 2018</p>
<p>To launch and support staff in the new 60-minute lesson in Mathematics. Support staff with focussed INSET on:</p> <ul style="list-style-type: none"> • Pace • Timing • AFL (mini-plenaries) • Questioning • Progress • Differentiation 	<p>S. Brickell (Lead) Involve teachers</p>	<p>By 5th January 2018</p>
<p>To improve the delivery of teaching strategies within Mathematics - Borough based training - School based training- with regular teaching and learning INSET's addressing the key priorities of:</p> <ul style="list-style-type: none"> • Pace • Policy • Good to Outstanding (using OTP material) • Assessment/Pupil voice • Pupil/teacher comments 	<p>S. Brickell (Lead) Involve teachers</p>	<p>31st March 2018</p>



<ul style="list-style-type: none"> • Expectations • Maths learning opportunities in foundation subjects • Skills teaching • Planning adaptations to encourage teacher's self-reflection as well as Staff liaison across the year group • Monitoring of planning, specifically focussing on a four- part lesson. Monitoring of teaching and learning- joint observations taking place (SLT) • Demonstration lessons, with emphasis on new members of staff (PGCE and NQT) • English and Mathematics sessions to be supported through the use of Technology, across the whole school. 		
<p>Demonstration lessons of Mathematics to support NQTs with timings, methods and resourcing by Mathematics team.</p>		<p>31st March 2018</p>
<p>To continue to promote the skills of Mental calculation and understanding of mathematical vocabulary through:</p> <ul style="list-style-type: none"> • Vocabulary board in class which shares equal credence to the ambitious words/connectives) • Continued promotion of calculation fluency in weekly homework. 	<p>S. Brickell (Lead) Involve teachers</p>	<p>On going 20th July 2018</p>
<p>To raise the quality of Mathematics lessons through INSET which focus on:</p> <ul style="list-style-type: none"> • Pace • Progress • Questioning • Differentiation • Assessment including AFL • Deepening Mathematics knowledge through use of appropriate contexts. • Raising standards through fluency in key number facts. • Skills based learning objectives and success criteria. 	<p>S. Brickell (Lead) Involve teachers</p>	<p>On going 20th July 2018</p>



<p>Raise standards of teaching and learning ensuring progression of more able children from Year 2 to Year 6 through:</p> <ul style="list-style-type: none"> • Specialised lessons • Liaise and work with More Able coordinator to set up club • Use booster/tuition funding to identify children in year 6 who need further support to reach expected and exceeded expectations 	<p>S. Brickell (Lead) Involve teachers</p>	<p>On going 20th July 2018</p>
<p>To produce a document that shows how Mathematics will develop throughout the school over the next 3 terms. The document will include sections on:</p> <ul style="list-style-type: none"> • Basics skills/outcomes for each year group. • Create and develop a subject specific policy • Mathematics curriculum overview. • Changes to planning including one task made accessible through differentiated resources • Reviewed calculation policy. • Assessment procedures (introduction of new test and tracking). Pedagogical timeline of the 60-minute maths lesson. • Mental maths as a way of raising standards in Arithmetic. 	<p>S. Brickell (Lead) Involve teachers</p>	<p>8th February 2018</p>

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Key Priority Target 2: Raise standards in attainment and rates of progress in Writing to be at least in line with national expected and high levels.		Subject Leader: S. Lee Strategic Lead: S. Lee	Link Governor: E. Siddall & L. Playford
Where are we now? ATTAINMENT KS1 School Writing EXS: 73% National Writing EXS: 68% School Writing GDS: 8% National Writing GDS: 16% KS2 School Writing EXS: 65% National Writing EXS: 76% School Writing GDS: 13% National Writing GDS: 18%	Where do we want to be? (Success Criteria) ATTAINMENT KS1 School Writing EXS: 75% School Writing GDS: 16% KS2 School Writing EXS: 78% School Writing GDS: 24%		
Actions		Involve	Target Date
Year 5 pupils working below national standards invited to attend a writing summer school organised by Senior Leaders		L. McMullan (Lead)	1st September 2017
Introduce writing sample books for EYFS to Year 6 (used at St Clement-Danes School)		S. Lee (Lead) involve all teachers	By 30th September 2017
Writing sample books used half termly by teachers to assess and monitor progress in writing. Teachers to become familiar with Target Tracker statements for writing as a form of assessment. Teachers to complete Target Tracker statements on a weekly basis for writing.		S. Lee (Lead) involve all teachers	On going 20th July 2018
Establishing links with other schools to complete writing moderations.		S. Lee (Lead)	By 31 st March 2018

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Introduce vocabulary focused activities such as word of the week in every classroom.	S. Lee (Lead)	Begin 1 Oct – On going 20 July 2018
Introduce and embed the PenPals scheme for handwriting so that there is an improvement in handwriting across the school.	S. Lee (Lead)	Begin 5/9 On going 20 July 2018
Pupil progress meetings during phase meetings where writing is a key focus at least every three weeks.	S. Lee & R. Dyer (Lead) involve all teachers	Begin 1 Nov On going 20 July 2018
Embed the Power of Reading teaching sequences – provide all staff with the Power of Reading log in so that they can access the teaching sequences, ensure the subscription for Power of Reading is renewed in November 2017. Team teaching with S. Lee to model some of the Power of Reading techniques, especially for those teachers who have not been on the training.	S. Lee (Lead) Involve all teachers	On going 20 July 2018
Provide team teaching opportunities for writing lessons.	S. Lee (Lead) Involve all teachers	By 31 st March 2018
Establish a Year 5 boys' writing group in September 2017 led by Sascha on Monday and Tuesday afternoons. Target boys in Year 5 who are underachieving.	S. Lee (Lead) Involve year 5 teachers	On going 20 July 2018
Establish Year 6 booster groups from Autumn 2017 for writing.	S. Lee (Lead) Involve year 6 teachers	On going Completed by May 2018
Teach specific children through a summer school programme-talk for writing	S. Lee (Lead)	

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Key Priority Target 3: Accelerate rates of progress and increase attainment to meet at least the national expected and high standards in Reading, Writing and Maths combined at KS1 and KS2.		Subject Leader: S. Brickell & S. Lee Strategic Lead: L. McMullan	Link Governor: W. Walter
Where are we now? ATTAINMENT KS1 School RWM EXS: 70% National RWM EXS: 64% School RWM GDS: 5% National RWM GDS: 11% KS2 School RWM EXS: 52% National RWM EXS: 61% School RWM GDS: 4% National RWM GDS: 8%	Where do we want to be? (Success Criteria) ATTAINMENT KS1 School RWM EXS: 70% School RWM GDS: 12% KS2 School RWM EXS: 61% School RWM GDS: 9%		
Actions		Involve	Target Date
Ensure all teachers are given their class information data sheets for their new class in September 2017 so that they are tracking their children from the very beginning of the year.		S. Lee (Lead) Involve all teaching staff	5 th September 2017
Establish a reading working party with the middle leaders to plan for further development in reading and to disseminate CPD knowledge that the English leader has acquired during 2016-17.		S. Lee (Lead) Involve all teaching staff	1 st October – 20 th July 2018 ongoing
Lead breakfast swap mornings focused on reading.		S. Lee (Lead) Involve all teaching staff	By 31 st March 2018

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During Thursday's celebration assembly focus on reading through the 'Recommended Read'. This is where children will be invited to share the books that they have been reading recently and why they would recommend them.	S. Lee (Lead) Involve all teaching staff	20 th July 2018
Provide opportunities for team teaching in guided reading lessons in KS1 and KS2.	S. Lee (Lead) Involve all teaching staff	By 31 st March 2018
KS1: Monitor RWI lessons on a fortnightly basis and embed the master class lessons on a weekly basis.	S. Lee (Lead) Involve KS1 teaching staff	By 31 st March 2018
KS1: Key Stage One target readers to be identified on a weekly basis and those children are to read with adults between 9.05 and 9.15. Include adults such as the site premises manager.	S. Lee (Lead) Involve KS1 teaching staff	By 31 st March 2018
KS2: Teach specific children through a summer school programme.	S. Lee (Lead) Involve Yr 5 & 6 teaching staff	By 5 th September 2017
KS2: Establish Year 6 booster groups from Autumn 2017 for reading.	S. Lee (Lead) Involve Yr 6 teaching staff	By 5 th September 2017

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<p>Subject leader to attend Maths Mastery CPD and complete training:</p> <ul style="list-style-type: none"> • Initiating TRG's (teacher research groups) with local schools • Liaising with maths coordinators within London Central NW Hub • Disseminate all resources to teachers. 	S. Brickell	Ongoing 5 th Sept 2017 20 July 2018
SL to team teach in year 1, 2 and 6.	S. Brickell (Lead) Relevant year group teachers	By 20 th December 2017
Mental Maths programme introduced across years 1 – 6 to enable pupils to have quick recall of number facts.	S. Brickell (Lead) Involve teachers	By 20 th December 2017
<p>Use data to identify gaps in learning-plan accordingly. For example: Staff training internally (after school and breakfast swaps) on question level analysis areas of Maths poor performance to address weaknesses in teaching and close gaps in pupil knowledge. KS2 Training areas:</p> <ul style="list-style-type: none"> • Ratio and Proportion • Fractions, Decimals and Percentages • Measurement • Reasoning 	S. Brickell (Lead) Involve teachers	By 31 st March 2017
Teach pupils who are borderline EXS through a summer school programme	S. Brickell (Lead)	By 5 th Sept 2017

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<p>Key Priority Target 4: Secure and sustain teaching from good to outstanding so that a higher proportion of teaching is graded as outstanding.</p>	<p>Subject Leader: R. Dyer Strategic Lead: R. Dyer</p>	<p>Link Governor: A. Woodward</p>	
<p>Where are we now?</p> <ul style="list-style-type: none"> Five staff received the Outstanding Teacher programme during 2017-2018 School no longer categorised by LA as 'Requiring additional support' – new judgement 'Good'. 	<p>Where do we want to be? (Success Criteria)</p> <ul style="list-style-type: none"> 10 staff training using the Outstanding Teacher programme School achieves 'Good' OFSTED judgement 		
Actions		Involve	Target Date
<p>Five staff to receive the Outstanding Teacher programme during 2017 -2018:</p> <ul style="list-style-type: none"> E. Rhodes L. Roberts Mattey J. Sweeney and Sweeney 		<p>R. Dyer (Lead) Involve SLT & 5 teachers</p>	<p>October 2017 to March 2018</p>
<p>Staff involved in OTP programme to receive 3 training days on Feedback, Expectation and Challenge. They will be filmed teaching and they will receive coaching to improve their teaching.</p>		<p>R. Dyer (Lead) Involve SLT & 5 teachers</p>	<p>October 2017 to March 2018</p>
<p>GB and HT to attend learning review of OTP teachers at the end of their training.</p>		<p>R. Dyer (Lead) Involve CHoG & Governors</p>	<p>March 2018</p>

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GB to receive a termly report on Teaching and Learning written by HT / LA/ LDBS leads.	R. Dyer (Lead)	2017-2018
Teachers to team teach with age phase leaders.	R. Dyer (Lead) Involve all age phase leaders	2017-2018
Ian Hart and Sara Somers (OFSTED inspectors) to conduct teaching review of the school and senior leaders to act on feedback to improve practise.	Ian Hart. Sara Somers, SLT & teaching staff	May 2018
Develop a rolling program to attain quality marks for each subject area to ensure that standards, teaching and learning in each subject is exceptional	L. McMullan (Lead) Involve all subject leaders	2017-2018

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Key Priority Target 5: To enhance the provision for more able and talented pupils in order to raise their attainment and progress		Subject Leader: C. Sweeney Strategic Lead: R. Dyer	Link Governor: S. Butcher
Where are we now? KS1 GDS Reading: 16% Writing: 8% Maths: 24% KS2 GDS Reading: 20% Writing: 13% Maths: 11%	Where do we want to be? (Success Criteria) KS1 GDS Reading: 25% Writing: 16% Maths: 25% KS2 GDS Reading: 29% Writing: 24% Maths: 27%		
Actions		Involve	Target Date
All staff to receive training from NACE (National Association for Able Children in Education) SLT to choose 12 strategies to implement – 2 every half term - in order to improve the quality of provisions		R. Dyer to arrange NACE training Training led by NACE rep Involve all staff	By 9th September 2017
To update the More Able Policy and share with parents and staff		R. Dyer & C. Sweeney	By 30th September 2017
Develop a whole-school and systematic approach to the identification of more able and talented pupils.		R. Dyer & C. Sweeney	By 9th September 2017

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<p>To actively seek to improve teaching and learning for more able and talented pupils and remove in-school variation. This is monitored through:</p> <ol style="list-style-type: none"> i. Lesson observations, Learning Walks and work scrutiny. ii. Moderation of work. iii. Scrutiny of planning and/or SOW, pupil tracking and assessment. iv. Discussions with pupils and pupil surveys. v. Discussions with parents and/or parent surveys (termly coffee mornings). 	<p>R. Dyer & C. Sweeney Involve all teaching staff</p>	<p>Ongoing by 31st March 2018</p>
<p>To take account of the views of partners and other stakeholders in planning its provision for more able and talented pupils Parents encouraged to complete parents' questionnaire about their child's needs</p>	<p>C. Sweeney (Lead)</p>	<p>By 30th September 2017</p>
<p>To take account of the views of more able and talented pupils, including:</p> <ul style="list-style-type: none"> • what it is like to be a more able or talented pupil in their institution • what helps them to learn • what the barriers are to their achievement • what their aspirations are • and evidence of how the school has acted upon these views • 	<p>C. Sweeney (Lead)</p>	<p>Ongoing by 31st March 2018</p>
<p>Curriculum Leaders to ensure that every subject area has higher order thinking opportunities to extend and enrich MA pupils.</p>	<p>L. McMullan (Lead) Involve all subject leaders</p>	<p>By 20th December 2017</p>



<p>Key Priority Target 6: To improve and increase the attainment and progress of the Disadvantaged Pupils and the Middle Prior Attainers.</p>	<p>Subject Leader: L. McMullan Strategic Lead: S. Lee</p>	<p>Link Governor: N. Bowles</p>
<p>Where are we now?</p> <p>Strengths of the Disadvantaged Pupils - 2017</p> <ul style="list-style-type: none"> • EYFS – GLD – 67% - ALL EYFS PUPILS GLD 68% • KS1 DISAD EXS Reading 74% - National KS1 DISAD EXS Reading 76%, (in line with the national) <p>Areas for improvement - Disadvantaged Pupils – 2017</p> <ul style="list-style-type: none"> • KS1 DISAD EXS Reading 74% - ALL pupils 81% KS1 DISAD GDS Reading 11% - ALL pupils 16% • KS1 DISAD EXS Writing 63% - ALL pupils 73% KS1 DISAD GDS Writing 5% - ALL pupils 8% • KS1 DISAD EXS Maths 68% - ALL pupils 78% KS1 DISAD GDS Maths 21% - ALL pupils 24% • KS2 DISAD EXS Reading 52% - ALL pupils 65% KS2 DISAD GDS Reading 0% - ALL pupils 20% • KS2 DISAD EXS Writing 52% - ALL pupils 65% KS2 DISAD GDS Writing 8% - ALL pupils 13% • KS2 DISAD EXS Maths 52% - ALL pupils 67% KS2 DISAD GDS Maths 4% - ALL pupils 11% <p>Strengths of the Middle Prior Attainers - 2017</p> <ul style="list-style-type: none"> • KS1 MPA GDS Maths 28% - National KS1 MPA GDS Maths – 16% - Significantly above the national 	<p>Where do we want to be? (Success Criteria)</p> <p>Disadvantaged Pupils – Targets for 2018 set in line with the national target for All Pupils</p> <ul style="list-style-type: none"> • TARGET – KS1 DISAD GDS Reading 10% • TARGET – KS1 DISAD EXS Writing 68 % • TARGET – KS1 DISAD GDS Writing 10% • TARGET – KS1 DISAD EXS Maths 70% • TARGET – KS1 DISAD GDS Maths 15% • TARGET - KS2 DISAD EXS Reading 71% • TARGET - KS2 DISAD GDS Reading 10% • TARGET - KS2 DISAD EXS Writing 65% • TARGET - KS2 DISAD GDS Writing 10% • TARGET - KS2 DISAD EXS Maths 65% • TARGET - KS2 DISAD GDS Maths 15% <p>Middle Prior Attainers -Targets for 2018 set in line with the national target for All Pupils</p> <p>KS1 This is from EYFS to KS1</p> <ul style="list-style-type: none"> • TARGET – KS1 MPA EXS Reading 87% • TARGET – KS1 MPA GDS Reading 18% • TARGET – KS1 MPA EXS Maths 85% 	



<ul style="list-style-type: none"> • KS1 MPA EXS Writing 79% % - National KS1 MPA EXS Writing – 78% - In line with the national • KS2 MPA GDS Reading 14% - National KS2 MPA GDS Reading – 14% - In line with the national <p>Areas for improvement - Middle Prior attainers</p> <p>KS1 This is from EYFS to KS1</p> <ul style="list-style-type: none"> • MPA EXS Reading 81% National 87% • MPA GDS Reading 12% National 20% • MPA EXS Maths 81% National 85% <p>KS2 This is from KS1 to KS2</p> <ul style="list-style-type: none"> • MPA EXS Reading 66% - National MPA EXS Reading 70% • MPA EXS Writing 66% National MPA EXS Writing 78% • MPA EXS Maths 62% National 74% • MPA GDS Maths 3% National 11% 	<p>KS2 This is from KS1 to KS2</p> <ul style="list-style-type: none"> • TARGET – KS2 MPA EXS Reading 70% • TARGET – KS2 MPA EXS Writing 70% • TARGET – KS2 MPA EXS Maths 68% • TARGET – KS2 MPA GDS Maths 10% 	
Actions	Involve	Target Date
<p>Reintroduce termly pupil progress meetings with specific actions for disadvantaged pupils and middle prior attainers. This will be evidenced by:</p> <ul style="list-style-type: none"> • Pupil progress stickers in work • Pupil progress termly overview which highlights the staff and their responsibilities to raise achievement for their allocated focus group 	<p>Lead: R. Dyer & S. Lee</p> <p>Disseminate to all staff at age phase & support staff meetings</p>	<p>31st October 2017</p>

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<p>10 pupils from Year 5 will undergo intensive training by a lead professional. This will be followed by weekly English and Maths booster teaching. The purpose of the coaching is to:</p> <ul style="list-style-type: none"> • boost self-esteem: • give clarity about the purpose of their education • acknowledge the different ways of learning <p>(Research has shown that this will have an impact on their academic performance)</p>	<p>S. Brickell & J. Sweeny to facilitate and report weekly to S. Lee</p>	<p>18th April 2018</p>
<p>Reading support for Disadvantaged and Middle Prior Attainer pupils in KS1:</p> <ul style="list-style-type: none"> • One to one reading opportunities for disadvantaged and middle prior attainers (reading between 9-9.15. SL to write target children lists) • Reading club for disadvantaged children and middle prior attainers – Year 6 children to pair up and read with Year 2 children on a lunchtime (reading club to be run by SL) • Parent workshop: <i>How to Read With Your Child</i>. Invite parents in to school to read with Year 2 children. 	<p>R. Dyer, C. Hall & M. O'Brien</p>	<p>SATs in May 2018</p>
<p>Reading support for Disadvantaged and Middle Prior Attainer pupils in KS2:</p> <ul style="list-style-type: none"> • One to one reading opportunities for disadvantaged and middle prior attainers • Reading club for disadvantaged and middle prior attainers in Year 6 – SL to lead and read with Year 6 children. Run as a book club and provide opportunity for discussions • Year 6 reading booster group on a Tuesday afternoon with SL (disadvantaged and middle prior attainers to attend booster group) 	<p>L. McMullan & S. Lee</p>	<p>SATs in May 2018</p>
<p>Maths support for Disadvantaged and Middle Prior Attainer pupils in KS1 From January timetables will be reorganised to include:</p> <ul style="list-style-type: none"> • Daily time's tables practise and a daily whole class 30-minute Maths session: followed by afternoon small group repetition, consolidation, and challenge work. • Monday and Thursday Maths support groups led by Mia and Caroline to go through teacher's feedback; encourage 'green pen' responses to the marking and reinforce the learning from the classroom 	<p>R. Dyer, C. Hall & M. O'Brien</p>	<p>SATs in May 2018</p>



<p>Maths support for Disadvantaged and Middle Prior Attainer pupils in KS2:</p> <ul style="list-style-type: none"> • Athletics lunchtime club for Year 6 children <p>From January timetables will be reorganised to include:</p> <ul style="list-style-type: none"> • Daily time's tables practise and a daily whole class 30-minute Maths session: followed by afternoon small group repetition, consolidation, and challenge work. 	<p>L. McMullan & S. Brickell</p>	<p>SATs in May 2018</p>
<p>Writing support for Disadvantaged pupils in KS1:</p> <ul style="list-style-type: none"> • Provide experiences for writing so that writing has a real purpose and focus • Establish a Key Stage One Talking group which focuses on discussion for writing • Ensure that each topic has one extended piece of writing so that writing is a focus across the curriculum • Use support staff to run extra writing groups on an afternoon - to go through teacher's feedback; encourage 'green pen' responses to the marking and reinforce the learning from the classroom 	<p>R. Dyer, C. Hall & M. O'Brien</p>	<p>SATs in May 2018</p>
<p>Writing support for Disadvantaged and Middle Prior Attainer pupils in KS2:</p> <ul style="list-style-type: none"> • Ensure that each topic each half term has one extended piece of writing so that writing is a focus across the curriculum • Year 6 writing booster (every Tuesday morning at 8am) to focus on disadvantaged children and middle prior attainers. • Use support staff to run extra writing groups on an afternoon – to go through teacher's feedback; encourage 'green pen' responses to the marking and reinforce the learning from the classroom 	<p>L. McMullan & S. Lee</p>	<p>SATs in May 2018</p>



School Improvement Actions 2017/2018

Leadership and Management Actions	Subject Leader: R. Dyer Strategic Lead: R. Dyer	Link Governor: The Revd. G. Buckle	
Actions	Involve	Target Date	
Ensure SLT and Middle Leaders participate in leadership training and school visits to enhance their practice and drive school improvement. School visits: <ul style="list-style-type: none"> • J. Sweeney & S. Brickell – Rokesley School (Maths) • L. McMullan – The Willow School (Outstanding provision) • Early Leadership at the IOE: M. O'Brien • SEND: A. Matthey • Challenge of Headship: L. McMullan • National Qualification for Senior Leaders: S. Lee • Maths Mastery Leader: S. Brickell 	R. Dyer (Lead) Involve SLT	Ongoing CPD To have started by 31 st March 2018	
To implement monitoring programmes Share monitoring programme with SLT, Staff and FGB Weekly learning walks and Book scrutiny Monitoring by Ian Hart Consultancy, LDBS and Tri-Borough Weekly meetings between HT and DHT Fortnightly meetings between HT and CHoG	R. Dyer (Lead) Involve SLT	Ongoing to begin 8 th Sept Continuing until July 2018	

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Appraise all staff – teaching and support staff.	R. Dyer (Lead) Involve SLT	First cycle by 31 st Oct 2017
Continue to develop the role of middle leaders in improving the quality of teaching, learning and assessment across school. Specific tasks assigned to Middle Leaders.	L. McMullan (Lead) Involve SLT	Plan in place by 20 th Oct 2017
Update policies <ul style="list-style-type: none"> • Autumn term • Spring Term • Summer Term 	R. Dyer (Lead) Involve CHoG	Ongoing completed by July 2018
Provide quality first training and support for subject leaders through CPD and mentoring.	R. Dyer & L. McMullan (Lead) Involve SLT	Ongoing completed by July 2018
Introduce and use LDBS pupil tracking tool at pupil progress meetings	S. Lee (Lead) Involve all teachers	Trackers in place by 30 th Nov 2017
Effectively manage the school's fluctuating roll Develop a staffing plan which ensures that the current staffing levels meet the needs of the school Ensure that the balance of experience, skills, knowledge and understanding is well placed across school	R. Dyer (Lead) Involve SLT	By 31 st March 2018
Train staff and governors on safeguarding issues Ensure safeguarding is a standing agenda item at all meetings Update SLT and age phase on safeguarding issues	R. Dyer (Lead) Involve all staff	By 31 st May 2018

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Ensure all Health & Safety protocols are in place Fire drills List of first aiders (displayed around the school with relevant CPD) Medication lists Condition survey of school premises by the LDBS	R. Dyer (Lead) Involve SLT, K. Baker, premises & office staff	Ongoing completed by July 2018
Update Finance in line with the school audit and maintaining excellent system of finance	N. Cressy to lead Involve HT & FGB	Ongoing completed by July 2018
Monitor staff well-being through EAP service	R. Dyer (Lead) Involve SLT	Completed by 31 st October
Quality of Teaching, Learning and Assessment Actions	Subject Leader: S. Lee Strategic Lead: R. Dyer	Link Governor: L. Playford
Actions	Involve	Target Date
Embed OTP training programme throughout the school	R. Dyer (Lead) 5 new OTP teachers & staff	By July 2018
Implement teaching strategies from NACE training to raise attainment of more able lean-tos training on More able learners	C. Sweeney (Lead) Involve all staff	Begin Sept 2017 Ongoing until July 2018

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<p>Inclusion: Monitor input and quality of intervention programmes delivered by support staff with half termly reviews and revisions when needed.</p> <p>Outcome: a bespoke series of training for all support staff to increase knowledge and pedagogy across a range of key areas.</p>	<p>M. O'Brien / E. Camplin (Lead) Involve all support staff</p>	<p>Termly monitoring to be reported in January 2018, April 2018 and July 2018</p>
<p>Teach and train staff on Fischer family Trust Aspire</p>	<p>S. Lee (Lead) Involve all teaching staff</p>	<p>By 30th November 2017</p>
<p>Inclusion lead to be timetabled to work within classrooms to track and work with children identified as working below the expected level.</p>	<p>M. O'Brien / E. Camplin (Lead) Involve all support staff</p>	<p>By 31st October 2017</p>
<p>Improve the distribution and quality of questioning within the classroom to ensure that the whole class have opportunities to:</p> <ul style="list-style-type: none"> • Contribute to whole class discussions • Answer directed questioning • Ensure a wide range of questioning used 	<p>S. Lee (Lead) Involve all teaching staff</p>	<p>Ongoing from 5th September 2017 – March 2018</p>
<p>Ensure that middle managers/subject leaders can track and raise the attainment of the key children (identified) and deliver feedback to teachers and feedback to SLT</p>	<p>S. Lee (Lead) Involve all teaching staff</p>	<p>By 20th December 2017</p>

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Personal Development and Welfare Actions		Subject Leader: A. Mattey Strategic Lead: L. McMullan	Link Governor: W. Walter
Actions		Involve	Target Date
Achieve Gold Healthy School status		A. Mattey (Lead) Involve all staff	June 2018
Continue to develop children's understanding of the UNCRC articles and the Rights Respecting agenda		A. Mattey (Lead) Involve all staff	Ongoing Target date: July 2018
Continue to promote the concept of and develop children's understanding of fundamental British Values Plan so that children are taught about respect, the rule of law, individual liberty, democracy, the right to follow individual faith and belief		R. Dyer & A. Mattey (Lead) Involve all staff	By 31 st January 2018
Establish a gardening club		A. Mattey (Lead) Involve relevant year groups	By 30 th November 2017
School council to monitor behaviour and feedback to classes		S. Lee (Lead) Involve whole school	By 31 st January 2018
Use Anna Freud Mental health teaching resources to develop an understanding of Mental Health issues		R. Dyer & M. O' Brien (Lead) Involve all teaching staff	By 20 th October 2017

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Introduce and lead a Friendship Fortnight	A. Matthey (Lead) Involve all staff	Ongoing completed by July 2018
Plan and introduce Healthy Schools Week	A. Matthey (Lead) Involve all staff	by 18 th September 2017
Monitor pupil well-being through annual surveys	A. Matthey (Lead) Involve all staff	To be completed by July 2018
Outcome of Learners Actions	Subject Leader: J. Sweeney Strategic Lead: L. McMullan	Link Governor: W. Walter
Actions	Involve	Target Date
Continue to diminish the difference in the performance of disadvantaged children Monitor and track attainment of Disadvantage pupils and report to DHT termly.	J. Sweeney (Lead) Involve all middle leaders	Ongoing completed by July 2018
Ensure that all teachers track progress and attainment of disadvantaged pupils each term; Ensure that teachers effectively plan timely intervention for disadvantaged pupils, especially the more able and those with multiple vulnerabilities; Continue to ensure that disadvantaged pupils have supported access to enrichment activities eg after school clubs, school visits, booster classes;	S. Lee (Lead) Involve all staff	Ongoing completed by July 2018

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Introduce WOW mentoring program for disadvantaged pupils in year 5	J. Sweeney & S. Brickell (lead)	By 31 st October 2017
Improve children's progress in maths, especially girls/those with SEND and those entitled to the Pupil Premium.	J. Sweeney (Lead) Involve all middle leaders	Ongoing completed by July 2018
Early Years Actions	Subject Leader: L. Roberts Strategic Lead: L. McMullan & E. Camplin	Link Governor: N. Bowles & P. Carrivick
Actions	Involve	Target Date
Increase the numbers of pupils reaching a good level of development. Daily meetings to monitor pupil's progress against the 17 Early learning Goals and to plan for the next day. <i>Pupil work samples for Record of Achievement</i> <i>Baseline assessment</i> <i>Themed days involving parents and carers.</i>	L. Roberts (Lead) Involve the EYFS team	Ongoing completed by July 2018
Create a wide range of opportunities for children to speak clearly and listen carefully Ensure that specific speech programmes are included in provision e.g. Talk for Writing, Early Talk Research early speech development and interventions.	L. Roberts (Lead) Involve the Speech and Language & EYFS team	Ongoing completed by June 2018
Continue to develop early sound and number recognition Plan opportunities in every session for the development of basic skills	L. Roberts (Lead) Involve the EYFS team	Ongoing completed

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		by June 2018
Develop a wide range of opportunities for children to write for a range of purposes including Termly Handwriting day, and writing linked to festivals and experiences.	L. Roberts (Lead) Training by Pam Hulme & Involve the EYFS team	Ongoing completed by June 2018
Enhance provision to encourage independent learning.	L. Roberts (Lead)	Ongoing completed by June 2018
Develop links with parent/carers. <i>Restructure the parent/carer new starter meetings.</i> <i>Plan termly information drop-in sessions in EY to inform parents about their child's learning journey through EYFS.</i> <i>Parent sessions on early reading, writing and maths, speaking and listening, play and behaviour.</i>	L. Roberts (Lead) Involve the EYFS team	Ongoing completed by June 2018
Develop working relationships with other EY providers in order that information sharing is embedded	L. Roberts (Lead)	Ongoing completed by June 2018
All staff to have Handwriting training led by National Handwriting Association.	Pam Hulme	Training completed by 9 th September 2017