



Headteacher: Mrs R. Dyer

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

LDBS Adviser: Ms H. Ridding

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

Chair of the Governing Body: Mr P. Carrivick (Local Authority)

Vice-Chairs of the Governing Body: Ms A. Johnson & Ms L. Playford (Foundation Trustee)

Vicar of St Stephen with St John: The Rev. G. Buckle (Foundation ex officio)

Staff governor: Mr S. Brickell

Elected parent governors: Ms S. Agabani & Ms N. Bowles

Foundation governors: Mrs J. Bates (Deanery), **Ms P. Ashley** (PCC), **Mr W. Walter** (LDBS)



Contents:

- 1. Why we need a School Improvement Plan (SIP)**
- 2. The vision and values for our learners**
- 3. Our Aims**
- 4. Views of our Stakeholders**
- 5. Office for Standards in Education, Children's Services and Skills (OFSTED) 2019 report summary**
- 6. Statutory Inspection of Anglican and Methodist Schools (SIAMS) 2015 report summary**
- 7. 2019-2020 SIP in detail**

This SIP will be monitored using the following highlighting system:

- Red means action not started**
- Amber means action in progress**
- Green means action completed**



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 2019 and new targets will be set in July 2020. It will be monitored at the end of each term.

This year we have six 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 at different points throughout the year.



What is our vision and values for our learners?

At Burdett-Coutts, we encourage our learners to be ambitious for themselves and for others. We challenge and support them in questioning the world and in finding solutions. Our Christian values of **friendship, compassion and service** underpin our ethos - ***"I can do all things through Him who gives me strength"***.

We want our learners to be ready to learn, to be respectful of each other and to feel safe.

Our Christian vision is deeply rooted in our theological understanding of St Paul's letter to the Philippians: **'I can do all this through Him who gives me strength.'** We therefore encourage our learners to be ambitious for themselves, and for others. We challenge and support them in questioning the world and in finding solutions.

Our vision is lived out through our exploration and teaching of the Christian values of **friendship, compassion and service**. We want our learners to be **ready** to learn, **respectful** of each other and to feel **safe** so that they can flourish in today's world, knowing that they are loved and cherished by God. For it is through Him, that they are given the strength to encounter each day and live life in all its fullness.



What are our aims for our learners?

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?

As part of the inspection process in January 2019, Ofsted requested that parents complete the online survey, Parent View, to gain an insight into the feelings of parents about the school. The online survey asked parents to respond to the following 12 statements:

- My child is happy at this school
- My child feels safe at this school
- My child makes good progress at this school
- My child is well looked after at this school
- My child's is taught well at this school
- My child receives appropriate homework for their age
- This school makes sure its pupils are well behaved
- This school deals effectively with bullying
- This school is well led and managed
- This school responds well to any concerns I raise
- I receive valuable information from the school about my child's progress
- Would you recommend this school to another parent?

There were 40 responses:

1. 96% strongly agreed or agreed that their child is happy
2. 98% strongly agreed or agreed that their child feels safe
3. 90% strongly agreed or agreed that their child makes good progress
4. 98% strongly agreed or agreed that their child is well looked after
5. 95% strongly agreed or agreed that their child is taught well.
6. 80% of parents feel their child receives appropriate homework for their age.

Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



7. 90% strongly agreed or agreed that this school makes sure its pupils are well behaved.
8. 88% strongly agreed or agreed that the school deals effectively with bullying. 10% of respondents (4 people) ticked 'Don't know'.
9. 95% strongly agreed or agreed that the school is well led and managed.
10. 91% strongly agreed or agreed that the school responds well to concerns raised by parents.
11. 96% feel they receive valuable information from the school about their child's progress.
12. 93% of respondents would recommend Burdett-Coutts Primary School to another parent.

How did the leadership team respond?

The Headteacher responded to all of the parents' questions in the newsletter; clarifying and reminding parents and carers of existing procedures and demonstrating how the school has already put in place parents' suggestions for improvement which included setting up a weekly homework book shop, coffee mornings on homework and anti-bullying strategies.

In our 2019-2020 pupil survey, the results were very positive in a significant number of areas:

- Almost all children in KS2 enjoy school (100% of girls and 91% of boys)
I can be with my friends and have a good education.
- Almost all children think that their school helps them to be healthy (94%)
We do lots of PE.
They feed me from the food groups.
- Nearly all children feel safe when they are at school (91% of girls and 89% of boys)
Because I know everyone.
We have a gate.
There is good security.
I can trust the teachers
- Nearly all of KS2 children feel that they learn a lot in lessons (93% of girls and 87% of boys)

Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



*I get better each time.
My teachers are intelligent.
We have lots of different lessons.*

- Most children felt that behaviour is good at school (85% of girls and 83% of boys)
*Sometimes good and sometimes bad.
Some people get told off a lot.
Some people act rudely to me.*
- Almost all children feel that adults care about them (93% of girls and 87% of boys)
*They care because we have rules to protect us.
They listen to me.
Some ask me questions.*
- Most children in KS2 feel that adults are interested in their views (87% of girls and 76% of boys)
*They talk to us.
They listen to our opinions.*
- Almost all children know how well they are doing at school (95% of girls and 82% of boys)
Because teachers mark my work and talk to me.
- Most children feel that adults help them to improve their work (96% of girls and 87% of boys)
*The teachers give me feedback.
Because I do have ups and downs.
We use green pen to get better.*

Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



- Almost all children in KS2 said that school helps them get ready for their next class. Year 6 children were the most worried about this (96% of girls and 93% of boys)
They always tell us what is going to happen next year.
- Nearly all children said that the Headteacher and senior staff do a good job (93% of girls and 87% of boys)
*They give us everything we need and good teachers.
They are always trying to improve the school.*

Children commented favourably on the following areas:

- learning from friends and their religions
- great PE lessons
- good resources
- I like the football pitch
- year 6 trips are fun
- library
- they sell stuff to help us with our education
- green card prizes

Pupils asked for the following improvements:

- I would like to learn an instrument
- put a swing in the playground
- more healthy food at lunch and better food for veggies
- more trips
- space in the playground to draw
- more science experiments

Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



How did the leadership team respond?

The leadership team responded by implementing a new behaviour system that focuses on positive praise and restorative justice as indicated in research by Paul Dix in his book *'When the adults change, everything changes'*. Another focus point brought up by the survey was the pupils' voice and how we respond to this. School Council will be involved in specific decisions that will be discussed in fortnightly meetings including topics such as School Lunch. Representatives will go to their classes with specific questions and then discussions will ensure that pupil voice is taken into consideration and that pupils know this.



OFSTED report January 2019 – The school remains good

Strengths

- The leadership team has maintained the good quality of education in the school since the last inspection.
- HT has worked closely with other senior leaders and members of the governing body to identify the school's strengths and where the school needs to do better. Leaders evaluate the school's work accurately.
- HT has introduced key initiatives to drive improvements. HT makes sure that all staff benefit from well selected training. Together with other leaders, HT visits lessons regularly and check the quality of pupils' work in books to make sure that they make strong progress and that improvements are sustained.
- Leaders have taken effective action to address writing. Pupils' books and attractive displays around the school demonstrate high standards.
- The leadership team has ensured that all safeguarding arrangements are fit for purpose.
- Teachers have high expectations so that pupils are motivated to finish their work to the best of their ability. Teachers give their pupils effective guidance to help them improve further. There is now a greater focus on encouraging pupils to adopt a more searching approach to the books that they read. Pupils speak with enthusiasm about reading. Pupils take pride in their work and respond to the teaching to make further improvements
- Displays in classrooms and in books show that teachers use high-quality literature to inspire and motivate pupils in their writing
- Pupils enjoy coming to school. Almost all parents who responded to the online survey, Parent View, confirm that their children are happy and safe at school. Pupils' behaviour in lessons and around the school is calm and sensible. Pupils are friendly and well-mannered. They show great respect for adults and for each other.
- In assemblies, pupils enjoy hearing about the learning that takes place in other classrooms. They take pride in their school and many talk confidently about their learning. Pupils are clear that bullying is not tolerated. They know that adults will take rapid and effective action to deal with any problems that may occur. Pupils are keen to take on positions of responsibility, such as school councillors and house captains.

Areas for improvement

Leaders and those responsible for governance should ensure that:

1. Teachers consistently challenge pupils to use the wide range of reading comprehension skills that they have been taught
2. Pupils have consistent opportunities to apply their mathematical knowledge in solving problems.



SIAMS report May 2015 - Good overall

<p>Strengths</p> <ul style="list-style-type: none"> • Distinctiveness and effectiveness: meeting the needs of all learners: effectiveness of Religious Education and Leadership and Management are good. • Collective Worship is outstanding. • Close and supportive links between church, clergy and the school leadership team, supported by an active governing body, enhances the Christian distinctiveness of the school where children and families are nurtured • The school has a shared identity based on clear Christian values which contributes strongly to academic improvement and the spiritual, moral, social and cultural development of the whole school community • Collective worship and religious education (RE), especially the effective use of Godly play, provide opportunities for children’s spiritual development 	
Areas for improvement	Progress so far
Develop assessment procedures and consistency in marking so that children understand how to progress their learning in RE	Ongoing LDBS support as the Diocesan schools transition to the new RE syllabus and assessment approach.
Consistency in planning RE so that lessons have a balance of learning about and learning from religion	Whole school training LDBS monitoring visit – June 2018 Whole school training September 2017. Teachers now have a clear understanding of the RE themes for their year groups and will begin to trial the new assessment approach.



School Improvement Priorities 2019-2020

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

- KP1: Update and communicate the school vision, values and expectations to all stakeholders in light of the SIAMS framework.**
- KP2: Continue to improve the consistency of the quality of teaching in Reading, Writing and Mathematics combined so that more pupils reach the expected standards at the end of KS2 in particular the Disadvantage, Middle Prior Attainers and More Able pupils.**
- KP3: Further advance improvements to the quality of teaching and learning of Mathematics across the school in order to increase rates of progress and attainment so that more pupils meet the national expected standards at the end of KS2**
- KP4: Develop and implement a cohesive mental health strategy when supporting pupils so that they are ready to learn, are respectful of each other and feel safe**
- KP5: Increase the rates of progress for children in the EYFS from their different starting points so that more children meet the outcomes in Reading , Writing, Maths and GLD, to be at least in line with the national expectations and ready for KS1.**
- KP6: Review and redesign the curriculum to challenge and inspire pupils to use and apply their core skills to improve their outcomes**

Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



Key Priority Target 1: Update and communicate the school vision, values and expectations to all stakeholders in light of the SIAMS framework.		Strategic Lead: R. Dyer	Link Governor: L. Playford
Where are we now? <ul style="list-style-type: none"> Senior and Middle leaders highly ambitious, passionate and relentless in their pursuit for pupil progress and attainment to be excellent 10 out of 14 teachers trained in outstanding teaching program Quality Marks – Silver Healthy Schools: Bronze Geography AHT & HT have high level skills in analysing data and regularly updates staff and governors. Draft school vision developed using the new SIAMS framework criteria School Vision consultation process with staff, governors and leadership team School has introduced the LDBS RE scheme SIAMS Health check, June 2019 		Where do we want to be? (Success Criteria) <ul style="list-style-type: none"> Vision communicated through all aspects of school life , eg : included in all policies Agreed values are explicitly linked to the school vision. Consultation achieved and all staff and parents understand the vision and the associated Christian values. Established cycle of self-evaluation as a church school is rigorously implemented and has a direct impact on accelerated progress The RE syllabus is embedded and the quality of RE teaching , learning and outcomes in line with other core subjects RE assessment has been introduced and informs RE pupil progress meetings and has a direct impact on accelerated progress. Governors to evaluate their effectiveness and devise their action plan for improvement. Full complement of governors in place. Governors to evaluate their effectiveness and devise their action plan for improvement 	
Actions		Involve	Target Date
Update the SIAMS SEF in consultations with school staff, governors and parents.		SLT & parents	By 31 st October 2019
Provide regular opportunities at FGB and at staff professional development meetings for governors and staff to know the 7 strands of the SIAMS framework		SLT & parents	Ongoing from October 2019 to July 2020
<ul style="list-style-type: none"> Vision and Leadership 			

Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



<ul style="list-style-type: none"> • Wisdom , Knowledge and Skills • Character Development: hope , aspiration, courageous advocacy • Community and living well together • Dignity and Respect • The impact of Collective Worship • The effectiveness of Religious Education 		
Staff to receive Religious literacy training and attend RE breakfast meetings to gain a fuller understanding of their responsibilities in teaching the RE entitlement for SIAMS	R. Dyer & M. Thorne	By December 2019
Governors and Leaders to receive SIAMS training at the LDBS and at an FGB meeting to improve their understanding of their roles during a SIAMS inspection.	H. Ridding & M. Thorne	By December 2019
Governors and Leaders to read, understand and speak confidently about the SIAMS Summary sheet.	N. Bowles & R. Dyer	By December 2019
Governors to evaluate their impact and effectiveness	Chair of Governors (lead) & FGB	At the end of each term with a report in July 2020

Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



Key Priority Target 2: Continue to improve the consistency of the quality of teaching in Reading, Writing and Mathematics combined so that more pupils reach the expected standards at the end of KS2 in particular the Disadvantage, Middle Prior Attainers and More Able pupils		Strategic Lead: S. Lee	Link Governor: J. Bates
Where are we now? ENGLISH ATTAINMENT (2019) EYFS Reading EXP: 73% EXC: 20% Writing EXP: 60% EXC: 20% KS1: Reading EXS: 81% GDS: 23% Writing EXS: 73% GDS: 12% RWM Combined EXS: 73% GDS: 8% KS2: Reading EXS: 72% GDS: 26% Writing EXS: 70% GDS: 23% RWM combined EXS: 49% GDS: 5%	Where do we want to be? (Success Criteria) ENGLISH ATTAINMENT (2020) EYFS: Reading EXP: EXC: Writing EXP: EXC: KS1: Reading EXS: GDS: Writing EXS: GDS: RWM Combined EXS: GDS: KS2: Reading EXS: GDS: Writing EXS: GDS: RWM combined EXS: GDS:		
Actions		Involve	Target Date
Arrange for E. Martlew to work with the English lead in conducting a review of how writing is taught at Burdett-Coutts. English lead to put in place advice following the visit from Eleanor on Monday 28 th October which will then be reviewed on 28 th February.		S. Lee All staff E. Martlew	Initial meeting: Monday 28 th October

Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



		Final meeting: Friday 28 th February 2020
English leader to attend CPD at Fox Primary School: <ul style="list-style-type: none"> • Securing the highest standards in writing in upper KS2 • Mrs Wordsmith in Action 	S. Lee	3 rd October 2 nd December
Introduce Mrs Wordsmith and embed the use of Mrs Wordsmith in the school in order to increase vocabulary development across the school. Use Mrs Wordsmith for the word of the week.	S. Lee All staff	Ongoing until July 2020
Elevate the importance of the use of Success Criteria (Top Ticks) for longer pieces of writing: <ul style="list-style-type: none"> • English leader to review the current Top Ticks format and improve it so that its purpose is clear (use format suggested by EM) • Staff meeting to be held so that English leader can explain to staff how to use Top Ticks effectively and with purpose in the classroom. 		Spring staff meeting Ongoing until July 2020
Review the English curriculum plans and incorporate visual literacy into the curriculum plans: <ul style="list-style-type: none"> • Review current curriculum plans for English • Staff to be given an opportunity to feedback about the current curriculum plans (what is working and what is not working) • English lead to research opportunities for visual literacy 	S. Lee All staff Curriculum team: Preparing Ourselves for the Modern World	Ongoing until July 2020
Develop units of writing which follow this structure: <ul style="list-style-type: none"> • Context of the stimulus • PALL discussion (Purpose, audience, language, layout) • Characterisation 	S. Lee All staff	Ongoing until July 2020

Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



<ul style="list-style-type: none"> • Grammar, punctuation and spelling (include in weekly plan) • Vocabulary development (using key vocabulary identified on English curriculum map and Mrs Wordsmith) • Planning (structure, vocabulary, grammar, spelling) • Oral rehearsal • Shared/modelled writing • Editing <p>Staff meeting to be held where English leader can model and explain the new structure to the staff. Team teaching opportunities with English leader to allow the new structure of lessons to be embedded. Develop a planning grid for English which can be used by teachers to plan using the structure outlined above.</p>		
<p>Ensure that a discrete grammar lesson is taught through the text: explore through the text, practise and then apply. Include discreet grammar on the weekly plans</p>	<p>S. Lee All staff</p>	<p>Ongoing until July 2020</p>
<p>Make shared and modelled writing an integral part of the writing process at Burdett-Coutts:</p> <ul style="list-style-type: none"> • English lead to model this at a staff meeting • Team teaching opportunities with English lead • Plan for a shared/modelled write for each unit of work 	<p>S. Lee All staff</p>	<p>Ongoing until July 2020</p>
<p>Embed the development of whole class guided reading (which was started last year):</p> <ul style="list-style-type: none"> • Ensure that teachers continue to use the reading comprehension symbols for each reading skill such as inference • English lead to conduct guided reading book looks during the year. 	<p>S. Lee All staff</p>	<p>End of Autumn 2</p>
<p>Ensure phonics continues to be monitored effectively:</p> <ul style="list-style-type: none"> • Phonics leader to have dedicated time to provide extra training to staff on a half termly basis • Dates for assessments to be put in place and monitored by phonics leader • Opportunities for team teaching with phonics leader. 	<p>S. Lee All staff</p>	<p>Dates for training meetings – each half term.</p> <p>Team teaching – Spring term</p>

Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



Monitor attainment of year 6 Maths groups to ensure that more children are meeting the national standards across all three subjects – RWM.	S. Lee , P. Jorquera & D. McCormack	
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Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



Key Priority Target 3: Further advance improvements to the quality of teaching and learning of Mathematics across the school in order to increase rates of progress and attainment so that more pupils meet the national expected standards at the end of KS2.	Strategic Lead: S. Brickell	Link Governor: P. Carrivick & A. Johnson
Where are we now? <ul style="list-style-type: none"> Maths is now in the consolidation phase of the mastery curriculum, embedding the principles across all phases. <p>EYFS School EXP: 73% National EXP: 78% (2018) School EXC: 6% National EXP: 16% (2018)</p> <p>KS1 School EXS: 81% National EXS: 76% (2018) School GDS: 23% National GDS: 22% (2018)</p> <p>KS2 School EXS: 67% National EXS: 76% (2018) School GDS: 19% National GDS: 24% (2018)</p>	Where do we want to be? (Success Criteria) <ul style="list-style-type: none"> All teaching to be judged good or better and to have an impact on pupil outcomes <p>EYFS School EXP: % School EXC: %</p> <p>KS1 School EXS: % School GDS: %</p> <p>KS2 School EXS: % School GDS: %</p>	
Actions	Involve	Target Date
Maths leader to continue to embed the mastery specialist programme and use knowledge gained from this to improve the quality of teaching and learning across the school	S. Brickell	Ongoing to July 2020
Work alongside Math's consultant (J. Blinko) to support staff and improve outcomes for all children through: <ul style="list-style-type: none"> Learning walk Planning 	S. Brickell & J. Blinko	Spring term 2020

Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



<ul style="list-style-type: none"> • Team teaching • Staff meeting • Book scrutiny 		
Further develop mathematical language across the school	All staff	Ongoing to July 2020
Clarify the role of models and images across the school, to ensure their use is developmental and useful.	All staff	Ongoing to July 2020
Improve the fluency of children's times table knowledge across the school through use of: <ul style="list-style-type: none"> • Mastery Times tables • Talk Times Tables • Ultimate Times Tables (Third Space) 	S. Brickell and all staff	Ongoing to July 2020
Maths leader to continue to embed the mastery specialist programme and use knowledge gained from this to improve the quality of teaching and learning across the school	S. Brickell	Ongoing to July 2020

Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



Key Priority Target 4: Develop and implement a cohesive mental health strategy when supporting pupils so that they are ready to learn, are respectful of each other and feel safe.		Strategic Lead: A. Matthey & E. Camplin	Link Governor: W. Walter
Where are we now? <ul style="list-style-type: none"> We have an initial Mental Health Policy Staff have begun dialogue with class about Mental Health using Talk video clip Staff have read the National Society's Mental Health Strategy 	Where do we want to be? (Success Criteria) <ul style="list-style-type: none"> Staff can use PSHE plans to raise awareness of Mental Health Staff encouraged to look after their Mental Health and Wellbeing Mindfulness programme embedded in school Pupils know who to talk to if they need anything – this could be a friend, teacher, support staff, sibling etc 		
Actions		Involve	Target Date
Staff meeting about Mental Health where teachers think about specific children with risk factors in their classes and have an opportunity to look at planning objectives that will help them raise the profile of Mental Health in their Class.		All staff	September 2019
Policy Developed in line with Head cluster meeting ideas from RD and other schools. The updated Policy should also include guidance from LDBS about Mental Health in Church Schools		AM, RD , HT 's Soho Parish & Christchurch Hampstead	November 2019
Mental Health launched explicitly in classrooms so that children are aware of the term and can talk about how this could affect them and their peers. The more we talk about it, the less negative stigma there is.		All staff	October 2019
School Council survey about Mental Health to include pupil voice in future plans for Mental Health and wellbeing at Burdett-Coutts		AM / EC / School Council	January 2020
Mindfulness beginning for all classes to help children develop relaxation techniques and time for reflection for all. These sessions will take place on Mondays with C. Smith.		C. Smith, pupils & whole school	October 2019

Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



<p>Trailblazer project to be launched in September 2020 which will include:</p> <ul style="list-style-type: none">• Group work for parents and families to gain new skills to support their children• Workforce training for educational staff• 1:1 sessions for children and young people with mild to moderate mental health needs• More support for education settings to develop policies and procedures that are supportive of staff wellbeing• Psychoeducation and resilience-building for children and young people• Guidance to embed a whole school approach to mental health	whole school supported by AM and EC	September 2020
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Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



Key Priority Target 5: Increase the rates of progress so that more children achieve GLD and the Early Learning Goals in Reading, Writing and Maths.		Strategic Lead: L. Roberts	Link Governor: Rev G. Buckle & P. Ashley
Where are we now? <ul style="list-style-type: none"> EYFS (2018) GLD – 50%, Reading – 68%, Writing – 56%, Maths – 63% EYFS (2019) GLD – 60%, Reading – 78%, Writing – 60%, Maths – 73% 	Where do we want to be? (Success Criteria) National GLD (2018) and (2019) – 72% <ul style="list-style-type: none"> Children make rapid progress so that the GLD is at least in line with the national A greater proportion of children are meeting the national figures in Reading, Writing and Maths enabling more children to access the KS1 curriculum. Staff planning precisely for individual children’s needs so that progress is maximised in all areas of learning. The difference in outcomes between girls and boys is diminished The teaching of number provides sufficient challenge for all children from their different starting points 		
Actions		Involve	Target Date
GLD <ul style="list-style-type: none"> Ensure assessment and planning meets the needs of all children including vulnerable groups (SEN, more able and disadvantaged children) Ensure key early reading, writing and maths skills are taught through individual and group activities and developed through independent activities and play opportunities Monitoring and support to ensure appropriate challenge for those who are of Reception age and more able pupils Track pupil progress termly and offer strategies for early intervention or referral where necessary Monitoring of teaching and portfolios (half termly) 		L. Roberts and EYFS team SLT	July 2020

Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



<ul style="list-style-type: none"> Complete pilot baseline assessment and match with Target Tracker statements 	L. Roberts & S. Lee	11 th Oct 2019
<p>Enabling environments</p> <ul style="list-style-type: none"> Development of the learning environment to support new EYFS unit and ensure optimal learning opportunities for all pupils within the spaces available (including outside area, role play room, 'classroom' and phonics/group room) 		Dec 2019
<p>Staff development and training</p> <ul style="list-style-type: none"> Whole school CPD re; EYFS and communication and language skills Induction and on-going support for EYFS teachers – enabling environments, accuracy of assessment, planning for EYFS as well as specific groups, portfolios including the voice and individuality of the child, involvement of parents Whole EYFS team appraisal and identification of targets (additional 1-1 or team training to be provided by EYFS leader, where possible) 		July 2020
<p>Communication and language development</p> <ul style="list-style-type: none"> Development of role play as key communication and language strategy. Set up and support for staff and then on-going training Ensure portfolios accurately capture the voice of the child Targeted language groups via SALT intervention, Talk Boost and Talking Tables Communication workshops for EYFS parents lead by SALT and SENCO Development of book areas and story times to develop vocabulary and oral language Rhyme challenge for all EYFS children (Spring term) Present to Governors re: key strategies to support communication and language needs 	L. Roberts with EYFS and SENCO	July 2020
<p>Increase parental involvement, particularly in Prime and Specific areas</p> <ul style="list-style-type: none"> Pilot new approach to meeting new children starting by offering home visits Reintroduce involvement of parents in portfolios (e.g. staff writing up meaningful conversations, take home activities at least once per term) 		July 2020

Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



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| <ul style="list-style-type: none">• Parents invited into class to share a book or look at portfolio with their child (every term)• Targeted workshops to support EYFS parents throughout the year• Work with the Friends of Burdett-Coutts to encourage more parents to be involved with the life of the school | | |
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Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



Key Priority Target 6: Review and redesign the curriculum to challenge and inspire pupils to use and apply their core skills to improve their outcomes	Strategic Lead: R. Dyer	Link Governor: N. Bowles & S. Agabani	
Where are we now? <ul style="list-style-type: none"> • All subject leaders are working towards achieving their subject specific quality mark • Bronze Geography Quality Mark and Silver Healthy schools achieved. The school has been recognised for its exemplary work in the teaching and learning of Geography and cross curricular links. • Spanish teaching is taught in years 3 to 6 using the Jolly Ronde scheme and successful Spanish day held in 2017. • Book week, STEM week and Maths week encouraged pupils to use and apply R W and M across a range of curriculum areas. • Music is a strength with whole school performances at the Royal Albert Hall and St John's Smith Square. • Year 4 is involved in the whole class instrumental music scheme. • Sports Premium Grant is used to great effect to improve pupils health and well being • 6 teachers trained as advanced coaches. • Ready , Respectful and Safe behaviour system in place and understood by whole school community, • Knowledge organisers in use for Humanities and Science 	Where do we want to be? (Success Criteria) <ul style="list-style-type: none"> • Science quality mark achieved • New curriculum policy in place • Pupil curriculum leaders are able to talk confidently about the curriculum 		
Actions	Involve	Target Date	
Curriculum leader to attend relevant LA training and quality assurance by Ian Hart	R. Dyer	On-going from September 2019-July 2020	
Teaching staff will be grouped into curriculum teams to work and revise the curriculum together.	All subject leaders	From October 2019	
Staff to respond to Ofsted questions about intent , implementation and impact in groups to gain greater clarity about the curriculum demands of their subject	All subject leaders	By December 2019	

Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



Staff to receive subject specific training to enhance and develop their subject knowledge	All subject leaders	On-going from September 2019-July 2020
All subject policies revised to include Curriculum intent, implementation and impact.	All subject leaders	By December 2019
All subjects to include how they ensure that pupils are safeguarded within their subject areas	All subject leaders	By March 2020
Update and monitor the curriculum policy, to include intent, implementation and impact statements; support for pupils' resilience. Curriculum links across each subject in particular using and applying English and Maths skills across a range of subjects.	All subject leaders & R. Dyer	By March 2020
Review the timetable to ensure greater impact on pupil outcomes	SLT and teaching staff	By February 2020
Continue with a range of after school and lunchtime and curriculum clubs to enrich pupils' curriculum offer and to extend the DA and HA pupils.	S. Lee	
Subject Leaders to use their non-contact time to <ul style="list-style-type: none"> • set curriculum targets for their subject in line with national expectations. • Review their curriculum policy • Write their action plans • Report to staff and the governing body at the end of the year about the impact of their leadership on pupil outcomes 	R. Dyer & all subject leaders	Ongoing September 2019 – March 2020
Ensure staff read, understand and implement school policy eg: Behaviour, Curriculum, Teaching & Learning; Assessment etc... Ensure staff are aware of all DfE and government changes that affect education eg; KCSIE, OFSTED etc...	All staff & governors	By October 2019

Burdett-Coutts & Townshend Foundation Church of England Primary School

School Improvement Plan (SIP) Priorities 2019/2020 - approved by FGB 14th November 2019



Provide an INSET programme which develops teachers' subject knowledge in key areas identified : Maths , Science and RE	R. Dyer & SLT	By June 2020
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