

2006-09 School Improvement Plan: KEY PRIORITIES *(revised March 2007)*

1. Be healthy

- a. Review status as a 'healthy school' and confirm standards
- b. Extend parental support services and adult learning

2. Stay safe

- a. Implement CAF referral and review information sharing procedures
- b. Improve site security
- c. Improve safe disabled access from car park
- d. Develop a school travel plan
- e. Continue to improve safety in playground

3. Enjoy and achieve

- a. Implement renewed Primary National Strategies (Lit and Maths)
- b. Review quality and consistency of assessments (*non-core subjects*)
- c. Review and improve school data systems to ensure clarity and accessibility
- d. Raise attainment at Level 2 and Level 3 in the core subjects in KS1 in line with (or above) national expectations
- e. Improve continuity and progression within the Foundation Stage and from the Foundation Stage to KS1
- f. Agree strategy and timetable for introducing a Modern Foreign Language
- g. Embed new CPD systems and enhance school's learning culture.

4. Make a positive contribution

- a. Continue to develop the relationship with St Mary's Church
- b. Continue to develop relationship with, and services for, parents
- c. Further develop relationship with local community
- d. Develop awareness of environmental/ethical issues

5. Achieve economic wellbeing

- a. Develop extended services (support/advice for families) - *see 4b above*
- b. Develop children's understanding of the workplace

6. Other leadership and Management Priorities

- a. Embed self evaluation and school improvement process
- b. Adapt and enhance staffing structures with reference to workforce remodelling agenda
- c. Develop role of extended services coordinator.

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1. Be healthy	a. Review status as a 'healthy school' and confirm standards	<p>The school achieved the 'Healthy School' standard in July 2005. Our OFSTED report in 2005 said, 'The pupils know how to stay healthy' and the 'extent to which learners adopt safe practices and adopt healthy lifestyles' were both judged as <i>GOOD</i>. An ECM review by the LA in June 2006 was very positive about these aspects.</p> <p>However, the school is committed to developing this work further and to meet the new Healthy School Standards.</p> <p>In order to do this we will:</p> <ul style="list-style-type: none"> • Consult with the LA PSHE coordinator to review our guidance for packed lunches • Consult with the LA, School Council and other local services to develop our school travel plan (<i>see 2d below</i>) • Implement the new anti-smoking legislation as it applies to our school
	b. Extend parental support services and adult learning	<p>The school's learning mentor has developed a productive relationship with a number of local service providers, including the Portman Centre who organise family workshops with us for our parents.</p> <p>We aim to provide more learning opportunities for our families. In order to do this we will:</p> <ul style="list-style-type: none"> • Review our involvement with the Portman Centre • Develop a new relationship with the adult education service to provide learning that meets the needs of our families • Develop our relationship with the school nursing service to provide opportunities for families to learn specifically about health matters
2. Stay safe	a. Implement CAF referral and review information sharing procedures	<p>The school has well-established procedures for safeguarding children. The Head Teacher (Child Protection Officer) and Deputy Headteacher have received training in the last two years. Following our ECM review in June 2005 our Safeguarding Children Policy was identified by the LA as a model policy.</p> <p>The new Safeguarding Children regulations require us to implement new ways of working and so we will:</p> <ul style="list-style-type: none"> • Review our Policy with reference to the new regulations • Train staff as CAF assessors • Raise awareness of the CAF amongst staff • Ensure our procedures for child protection are effective and appropriate
	b. Improve site security	<p>In the past few years we have improved the security of our building and site by installing a monitored burglar alarm system and redesigning our Reception area to improve supervision. The car park area on our northern boundary is not sufficiently secure.</p> <p>We will improve security by:</p> <ul style="list-style-type: none"> • installing mechanised gates to the school car park/side access • Installing a CCTV system • Prioritising the replacement of the fence on our southern boundary that is increasingly unstable (therefore potentially hazardous) and offers poor security.

<p>2. Stay safe</p>	<p>c. Improve safe disabled access from car park</p>	<p>Over the past 5 years we have worked to make the school site as accessible as possible.: a ramp facilitates access from Enford Street, a stair lift links the two halves of the school building at ground floor level, the playground has been landscaped to remove sudden changes in height. The accessibility on the north side of the building is inadequate - paving is broken and uneven, there are no drop kerbs, etc.</p> <p>We will improve access by:</p> <ul style="list-style-type: none"> • Replacing/relaying paving slabs • Resurfacing the access road to improve <ul style="list-style-type: none"> ○ the quality and safety of the surface (smoother, improved footing, removal of potential trip hazards) ○ access to the paved area by rolling the tarmacadam up to the height of the kerbstones at key points
	<p>d. Develop a school travel plan</p>	<p>The Marylebone Road is a physical barrier and potential hazard to many of our families. 50% of our children (115 pupils) live north of this road. Most of our children walk to school. A safe route to school is essential for all of our children.</p> <p>As part of our commitment to safety, and within the context of renewing our status as a healthy school we will:</p> <ul style="list-style-type: none"> • consult with parents and pupils to better understand their concerns and priorities • Devise a school travel plan that reflects our concerns • Continue to lobby for improvements to the crossings identified as a source of concern
	<p>e. Continue to improve safety in playground</p>	<p>Over the past six years we have continuously improved the playground environment to provide a safer environment. 'Difficult to supervise' corners have been gated off, abrupt changes in height have been landscaped out, low fencing has been removed and a safety surface has been laid in the 'mushroom area.' Some children have expressed that they don't always feel safe in the playground due to the boisterous behaviour of a few children. The biggest single cause of conflict in the playground is centred on football and football related activity</p> <p>To improve the safety, and perception of safety, in the playground we will:</p> <ul style="list-style-type: none"> • Prioritise the renewal of the fencing on the southern boundary as part of our premises development • Consider the installation of cctv to cover access points and/or mirrors. • Involve the school council, meals supervisors and LA advisors (WSDU, PSHE Coordinator) in developing the use of the playground at lunch time and consider ways of reducing football-related conflicts • Review our anti-bullying policy and strategies.

3. Enjoy and achieve	a. Implement renewed Primary National Strategies (English and Maths)	<p>Over the past few years we have adapted and changed our literacy teaching from the standard NLS model and a greater focus is now placed on writing. We have adapted our teaching of phonics to take account of the Rose Report. Attainment in Maths and English at KS2 is above national expectations. Attainment at KS1 has been broadly in line with national expectations, though 2006 saw a severe dip which was attributed to the particular cohort. As a school we welcome the potential for greater freedom, creativity and responsiveness to need offered by the renewed strategies and will:</p> <ul style="list-style-type: none"> • Attend LA training • Identify changes that will be necessary in our general approach, planning and assessment practices • Devise an implementation plan • Train staff • Implement new maths strategy from September 2006 and English from September 2008
	b. Review quality and consistency of assessments <i>(non-core subjects)</i>	<p>We have an established calendar and systems for summative assessments in aspects of English and Maths, as well as end-of-year Teacher Assessments in ICT and Science. Our OFSTED inspection in 2005 confirmed our need to make assessment practice in the non-core subjects more consistent and manageable. All of our subject coordinators have devised simple ways of recording summative assessments and they are available on the school network. However, these are not yet used consistently, there is as yet no overall understanding of what is expected and it is not clear how these dovetail with core subject assessments.</p> <p>We need to:</p> <ul style="list-style-type: none"> • Revise our assessment policy to make expectations clear and provide guidance for what happens during 'assessment week' at the end of each term • Revise our assessment calendar to facilitate those assessments • Ensure that our subject assessments are coherent and are all based on the same principals • Monitor subject assessments and give time for this to embed
	c. Review and improve school data systems to ensure clarity and accessibility	<p>School data is held in various formats: SIMS data (ethnicity, EAL stage, SEN, etc). Assessment Manager is part of SIMS and used to make statutory returns to the LA. Detailed EAL data is held in Excel. Summative, annual data is held in Microsoft Access. Assessment Manager is the obvious media for holding this data more coherently, but there are problems with the 'user friendliness' of the application and capacity of LA to support this application. OFSTED said that, "<i>senior staff have a thorough understanding of how to use assessment data. Teachers have an accurate view of the pupils' attainment year on year, which is used to inform future teaching.</i>" However, we need to store data in a form that is easier for staff to access and more suits our needs as they develop.</p> <p>We will:</p> <ul style="list-style-type: none"> • investigate alternative systems and adopt the one that appears most suitable • ensure this is compatible with recording assessment in the non-core subjects • endeavour to introduce a system that could support FS assessments • Ensure staff are able to access the data and receive appropriate training

3. Enjoy and achieve	d. Raise attainment at Level 2 and Level 3 in the core subjects in KS1 in line with (or above) national expectations	<p>Trends at KS1 show that, apart from the drop in 2006, we have maintained attainment at about the national average for the previous couple of years. This has been an on-going focus in our school improvement plans over the past few years. We have done a lot of work to support this but need to maintain our emphasis.</p> <p>We plan to:</p> <ul style="list-style-type: none"> • review the impact of our new phonics scheme • continue to improve our practice in KS1 • Continue to develop consistency both within KS1 and FS to KS1 <p>In addition to this the new Primary National Frameworks should help to ensure that the focus is on the children's needs not on curriculum coverage.</p>
	e. Improve continuity and progression within the Foundation Stage and from the Foundation Stage to KS1	<p>This is an ongoing priority. The appointment of a KS1 coordinator in 2004 has helped to develop consistency. The new phonics scheme has supported the literacy work in both stages. Work has been done to identify continuity issues between the two curricula. The re-organisation of the FS in Sept 2006 has facilitated a much more integrated approach in FS. There are regular team meetings to discuss curriculum planning, management and organisation issues in both stages. Meetings are now held in Y1 and Y2 for transferring parents as well children.</p> <p>This work needs to develop and we intend to:</p> <ul style="list-style-type: none"> • review and adapt the new arrangements in FS • plan joint training for staff in the two stages - eg, for guided reading. • Review our FS to KS1 transitions arrangement with a view to producing a transition policy • Review our FS Policy
	f. Agree strategy and timetable for introducing a Modern Foreign Language	<p>We have regularly offered opportunities for learning a modern foreign language through our programme of clubs: French (beginner and intermediate) as well as Spanish. Many of our staff speak good French. Registration and greetings in classes are often conducted in different languages.</p> <p>We need to introduce a MFL into our curriculum, according to DfES guidance, by 2010. We will:</p> <ul style="list-style-type: none"> • identify which language to teach, how to teach it and an implementation plan for its introduction. • continue to explore club opportunities to enhance this offer
	g. Embed new CPD systems and enhance school's learning culture	<p>The newly agreed CPD system is working well and offers a much more systematic, 'joined-up' approach to staff training needs. However, the professional review of support staff is not systematic.</p> <p>To develop this further we will:</p> <ul style="list-style-type: none"> • review the new system and allow it time to embed • use Investors in People as a way of auditing our systems and provisions as well signposting future development • continue to develop support staff Professional Reviews in order to make this more systematic and less dependent on the Headteacher

4. Make a positive contribution	a. Continue to develop our relationship with St Mary's Church	<p>St Mary's church organise an assembly each week, a termly service, a weekly lunchtime club and occasional outside events to which our pupils are invited.</p> <p>To encourage this relationship to grow we will:</p> <ul style="list-style-type: none"> • review our current relationship and seek ways to extend it • explore the closer integration of our activities to enhance the offer of both school and church to the benefit of their users
	b. Continue to develop relationship with, and services for, parents	<p>We strive to maintain an open relationship with parents. Weekly newsletters, enhanced reports, meetings and parent workshops are examples of this (see 1b). In surveys parents say the school listens to their concerns, though a few parents have expressed that they would like more information from school and it was in response to this that we began to send home more detailed summative assessment information.</p> <p>We recognise that this relationship cannot be taken for granted and will continue to work hard to provide useful information and services for families which will help them to feel a part of the community and able to contribute positively. We will:</p> <ul style="list-style-type: none"> • develop our before and after school provision, according to need. • develop our workshops and learning opportunities for parents and for families • improve and systemise more effectively the mechanisms by which we gather the views of our parents
	c. Further develop relationship with local community	<p>We have a fruitful relationship with other groups in our local community - immediate neighbours (York Street businesses, St Mungos and the West London Day Centre) and reading volunteers from BNP Paribas, for example. These relationships could be developed to, for example, help to meet 5b below as well as provide opportunities for our children to engage positively with the community outside school.</p> <p>We would like to:</p> <ul style="list-style-type: none"> • explore opportunities to develop our pupils' understanding of the world of work • build on the relationship with the homeless shelters adjacent to our site • Involve school council in issues beyond our immediate boundaries
	d. Develop awareness of environmental/ethical issues	<p>We have, over the past few years, increased our emphasis on developing environmental responsibility. We installed a paper/card recycling bank two years ago and children take responsibility for this. We also compost some of the green waste from our gardens. However, too much waste paper is generated and electrical equipment (esp ICT equipment) is often not switched off</p> <p>We feel it is time to extend this now and intend to:</p> <ul style="list-style-type: none"> • Raise the profile of waste reduction and energy saving through an Environment Week • Extend our recycling commitment • Audit our energy use to identify savings • Investigate fair trade/ethical trading opportunities

5. Achieve economic wellbeing	a. Develop extended services	<p>The school has always offered a range of services and opportunities for parents and pupils. In 2006/07 we committed to the 'Pathfinder 2' programme with the intention of meeting the core offer for extended services by the start of 2007-08.</p> <p>We will:</p> <ul style="list-style-type: none"> • Develop our services in response to the needs of our community (<i>see 4b above</i>) • Develop our links with external providers to provide high quality learning and advice for our parents, particularly the Portman Centre. • Investigate possible new links with the Adult Learning Service.
	b. Develop children's understanding of the workplace	<p>The school works with volunteers from local businesses (BNP Paribas, for example) and has developed a good relationship with these institutions. We have visited local workplaces occasionally and on an ad hoc basis.</p> <p>We want to use our relationship with these institutions more systematically and plan to:</p> <ul style="list-style-type: none"> • Liaise with our business 'partners' to develop a more systematic approach to arranging visits • Organise a programme of local visits for our older KS2 classes with a focus on the workplace and jobs.
6. Other leadership and Management Priorities	a. Embed self evaluation and school improvement process	<p>The school has an annual cycle that timetables key events such as professional development reviews, SIP, monitoring activities and assessment. There is also an external timetable that feeds information into schools (RaiseOnline, LA Information Profile, etc).</p> <p>In order to ensure that these events feed coherently into our Self Evaluation Process we need to:</p> <ul style="list-style-type: none"> • Review our calendar • Review our processes • Ensure 'self evaluation' events are timetabled with reference to the other priorities in the school year • Review our data storage systems and rationalise centrally held data.
	b. Adapt and enhance staffing structures with reference to workforce remodelling agenda	<p>The workforce remodelling programme as it applies to teachers has been implemented (conditions of service, TLRs, etc). We have an established Performance Management (Professional Development) system for teaching staff. The experience of support staff is more patchy and this is an area we want to prioritise. Refer to 3g.</p> <p>We will:</p> <ul style="list-style-type: none"> • Use our IIP involvement to identify ways of improving our professional development of support staff. • Offer staff quality CPD through our new CPD system and coordinator. • Review our staffing structure for support staff and line management for professional review purposes. • Implement single status requirements

6. Other leadership and Management Priorities	c. Develop role of extended services coordinator	<p>The school is committed to offering appropriate extended services to pupils and parents. Our Learning Mentor has taken on the role of coordinating many of our extended services - eg, parent workshops, maintaining links with external support services, coordinating our volunteers, etc. The line management of this work has developed in an ad hoc way and has not been rationalised.</p> <p>As the scope of this work grows we need to:</p> <ul style="list-style-type: none">• Review the current range of services and commitments• Evaluate future needs• Identify a person and set aside dedicated time to coordinate this work• Draw up a job description for this work
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