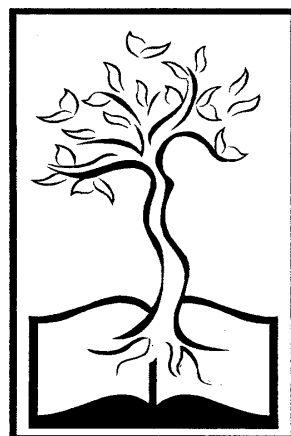


# Kenmore Park Junior School School Improvement Plan



2016 - 17

Approved by governors 12/10/16

# School Development Plan

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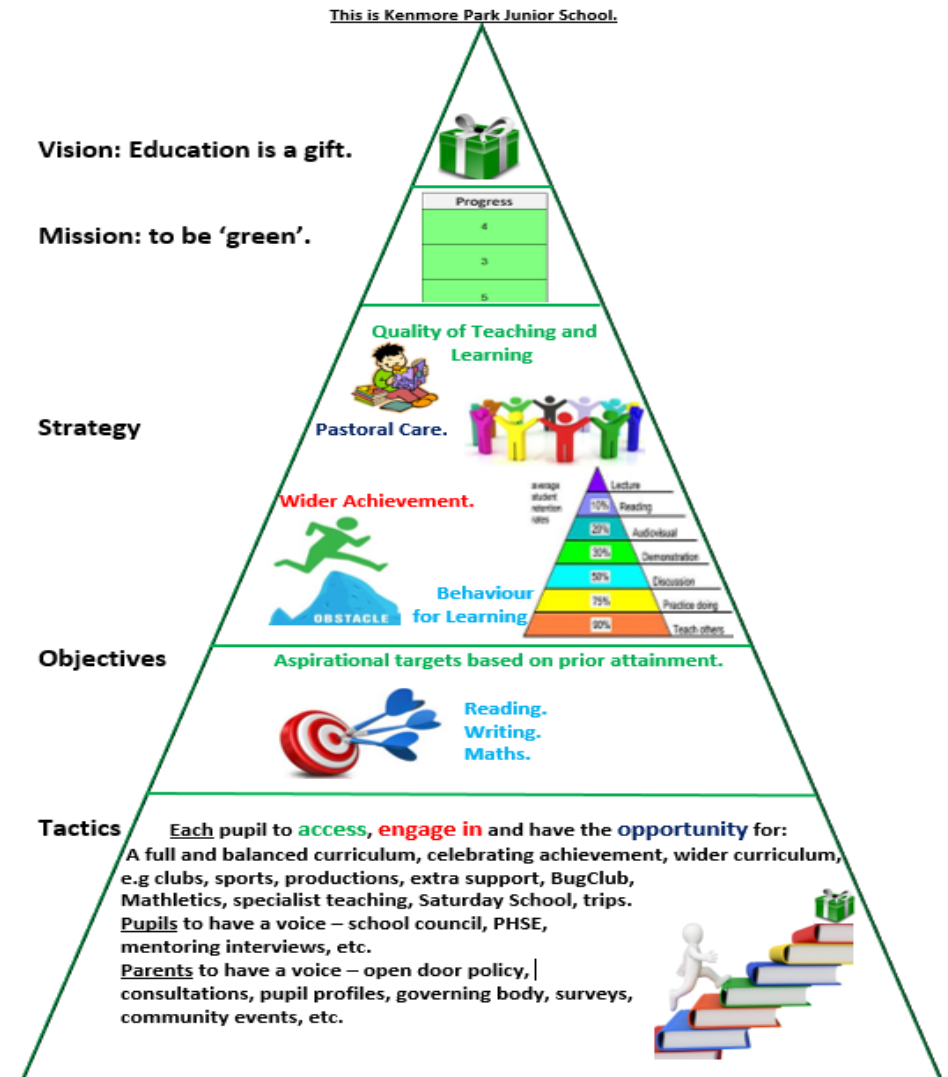
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# Vision

Education is the most powerful gift - ours to give, without exception.

## Mission Statement

To be green.



## Background to the Schools Vision and Mission Statement.

Over the last few years the Senior Leadership team, comprising of the Head and Deputy, Year co-ordinators, Pastoral Manager, Special Needs Co-ordinator and the Interventions teacher spent a long time looking at the school, the ethos behind it and why we do the job we do.

What we wanted for the pupils and their parents was to provide the very best education we could. We want our pupils to leave the school with high academic achievement, literate, numerate but above all to love learning and work to the best of their ability. We believe **that education is the most powerful gift**, a gift that we can give to our pupils so that they will be able to use that gift and follow life's many paths. It is a gift that can be taken to any country, town or village and it is a gift for life. Many of our pupils come from disadvantaged families and we see that the main route out of this is through education. We would hope that our pupils will retain their love for learning and this is something that will be passed onto their children when they are adults.

Our mission, **To Be Green**, stems from our work with assertive mentoring. At the end of each half term the children sit assessments tasks and tests to measure if they are making appropriate progress. They are then colour coded, Green, Yellow and Red. If a child is coded as Red then this shows that they have not made expected progress over the last half term. If they are coded Yellow, this means that they have made expected progress. If their coding is Green, they have exceeded the progress they should have made. Therefore, we want all of our children to be green. The statement also ties in with our belief that we should protect the world that we live on and that by supporting the environment we are helping to sustain a healthy planet for future generations.

## STRATEGIC APPROACH

We have five main areas for strategic development: -

1. Success - in everything the school and the pupil does.
2. Teaching and Learning - to ensure that the children are self-motivated learners and that we deliver the best possible teaching and resources to support them.
3. Pastoral Care - we aim to ensure that our children are safe and happy. We will support our children and families that are vulnerable and requiring additional support.
4. Wider Achievement - we are keen to promote all of our children's achievements and allow them to experience a wide range of activities to promote their interest in learning and achieving.
5. Behaviour for Learning - we instil in the children a wide range of strategies which will help them to succeed in their learning now and in later life.

## The Context of the School

The school serves a wide range of ethnically diverse pupils. Over 95% of the pupils are classified as having English as an Additional Language, (EAL). Many of these are Able, Gifted and Talented pupils, (A, G and T); recent analysis shows that the largest groups are Romanian, Gujarati, Middle Eastern and Afghani origins. 58% of pupils have EAL need. Deprivation rates are high, although mobility rates are much improved.

The school has maintained high quality provision over a number of years, Ofsted 2013, and previous Ofsted's have shown we are a successful, oversubscribed school.

Staff are long serving and experienced - there are no recruitment issues. However last year a number of staff left mainly for personal development or retirement. We were able to replace these staff with high quality teachers who have settled very well into school the school.

Last Ofsted - Good, with outstanding behaviour and safety of pupils.

Key focus - was to improve writing across the school: -

What have we done to improve Writing? - New English scheme / curriculum in place, (Wordsmith from Pearson - recommended by the LA. Writing celebrated throughout the school through initiatives such as Writer of the Week, (new 2014 curriculum). An Action plan in place with writing as key element. New assessment and mentoring system used throughout the school to accelerate progress in reading, writing and maths. Writing results showing an improving trend; still remains the highest curriculum priority.

## Year 6 Data 8<sup>th</sup> July 2016

<b>Subject</b>	<b>National</b>	<b>KPJS</b>	<b>Diff</b>
Writing	74%	72%	-2
GPVS	72%	81%	+9
Reading	66%	52%	-14
Maths	70%	72%	+2
Sci	Not released yet	84%	tbc
R+W+M	53%	49%	-4

86 children total in year group, 92% EAL. 3 pupils removed as they did not arrive in the UK in the last 2 years.

13 pupils arrived after September 2012 (after Y3 start).

86 - 13 = 73 children who have been at KPJS for full 4 years (86%).

Reading - 42 out of 73 working at the expected standard or above = **58%**.

Writing - 57 out of 73 working at the expected standard or above = **78%**.

Maths - 59 out of 73 working at the expected standard or above = **80%**.

GPVS- 63 out of 73 working at the expected standard or above = **86%**.

Science - 65 out of 73 working at the expected standard or above = **89%**.

R+ W+ M for 73 pupils that have been with us since start of Y3 = 56%

The addition of the 13 pupils has a large impact on our results - of these 13, 7 have complex vulnerable issues including child protection concerns.

24 Pupils are PPr - 10 of these pupils are vulnerable and 6 did not start with us in Y3. Their pass rates are:

Reading	Writing	Maths	GPVS	Science
38%	67%	62%	71%	67%

Correct at 11/7/16.



## Year 6 Data 13 Sept 2016. Additional Analysis

<b>Subject</b>	<b>National</b>	<b>KPJS</b>	<b>Diff</b>
Writing	74%	76%	+2
GPVS	72%	84%	+12
Reading	66%	55%	-11
Maths	70%	76%	+6
Sci	Not released yet	87%	tbc
R+W+M	53%	52%	-1

This document reflects KPJS's request to the LA/DfE to have 7 pupils removed from the data. 3 pupils due to the fact they have not been in the UK for more than 2 years, 1 pupil with exceptional medical background leading to large % of time absent from school and 3 pupils who have had no KS1 schooling.

89 - 7 = 82 children total in year group, 92% EAL.

13 pupils arrived after September 2012 (after Y3 start).

82 - 9 = 73 children who have been at KPJS for the full 4 years (89%).

Reading - 42 out of 73 working at the expected standard or above = 58%.

Writing - 57 out of 73 working at the expected standard or above = 78%.

Maths - 59 out of 73 working at the expected standard or above = 80%.

GPVS- 63 out of 73 working at the expected standard or above = 86%.

Science - 65 out of 73 working at the expected standard or above = 89%.

R+ W+ M for 73 pupils that have been with us since start of Y3 = 56%

These 13 new arrival pupils have a large impact on our results - of these 13, 7 have complex vulnerable issues including child protection concerns.

24 Pupils are PPr - 10 of these pupils are vulnerable and 6 did not start with us in Y3. Their pass rates are:

<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>GPVS</u>	<u>Science</u>
38%	67%	62%	71%	67%

Correct at 13/9/16.

# Key Priority 1

## Writing.

People responsible: All staff - quality first teaching

Completed by July 2017

Monitored by: MB, SM EB and Governors

Budget: Inset time and possible release time for staff - Max £2000

Preamble: - The school continued to improve its writing results during the 2016 SATs exams. However, we still need to continue to focus on writing as we have, for many years fallen slightly behind other schools. Current results show that our systems are working and that our writing is improving.

### Actions

1. To review school's data on writing and identify pupils and areas for development - compare and build on KS1 results.  
Highlight specific areas in need of accelerated progress
2. Implement Big Writing once a week allowing time for in depth feedback and editing. Children need to be aware of their own learning responsibilities and confidently edit and up-level their work
3. To ensure that all children make progress in writing. Audit children's books to ensure accurate assessment are taking place  
Use termly data to create focused intervention groups
4. Children to be given a 'hot' and 'cold' task on specific units of writing. The cold task is where the children are given a blue piece of paper and asked to write in a particular genre without any teaching input. The hot task is given at the end of a programme of work written on yellow paper. We will then be able to compare the tasks and see how much progress has been made
5. Create vibrant displays to create and celebrate writing
6. Ensure that AG & T pupils appropriately challenged not only with attainment but breadth and depth.

### Success Criteria

- Raise results across whole school
- Children able to edit and up-level their work
- Children making expected / accelerated progress.

# Key Priority 2

## Reading

People responsible: All staff - quality first teaching

Completed by July 2017

Monitored by: MB, SM, EB and Governors

Budget: Inset time and possible release time for staff - Max £2000

Preamble: - 2016 SATs results were lower than expected and this follows on from a dip the year before. The tests have changed format and our pupils found some elements of the new test very difficult. Our in-school reading assessment results were strong and showed a very different picture from the actual SATs results. Staff were concerned that our reading assessments did not prepare the pupils sufficiently for the new tests and there was a general feeling that the reading tests / assessments should be more in line with the style of the SATs papers.

### Actions

1. To review school's data on reading and identify areas of development for pupils. Then to review data and compare with KS1 results. Highlight specific areas in need of accelerated progress
2. Rewrite the assertive mentoring tests making them more 'paper based' rather than just verbal tests
3. Review planning of Guided Reading through a series of learning walks to check on guided reading and progress
4. Create a buddy system - train confident readers to support lunchtime club
5. Create vibrant displays to encourage reading
6. To implement 'Cracking Comprehension' book and tests throughout the school
7. Reading interventions such as early morning reading club, Read Up in Assembly time and BugClub homework
8. Ensure that AG & T pupils appropriately challenged not only with attainment but breadth and depth.

### Success Criteria

- Raise results
- New reading assessments in place
- Guided reading more consistently used across school
- Buddy system in place and monitored for impact.

# Key Priority 3

## Maths

People responsible: MB, SM + new Maths co-ordinator

Completed by July 2017

Monitored by: Mike, Sunil and Governors

Budget: Inset time

Preamble - Maths results were very good last year at end of KS2. However, consistency needs to be consolidated. We have also just lost our maths co-ordinator who moved to another school. We need to appoint a new co-ordinator and organise training for them.

### Actions

1. To review school data on Maths and identify pupils and areas for development - review data and compare with national. Highlight specific areas in need of accelerated progress.
2. Appoint new Maths co-ordinator
3. Children to practise regular arithmetic skills
4. Review school's maths resources
5. Review planning of existing Maths - learning walk, book trawl
6. Ensure that Mathletics is being used to support learning
7. Consolidation of 1st class@no 2 and implementation of Success@Arithmetic and maths Precision Teaching interventions
8. Create vibrant displays to highlight maths skills
9. To use CPG books for homework practice
10. Ensure that AG & T pupils appropriately challenged not only with attainment but breadth and depth.

### Success Criteria

- Pupils make accelerated progress
- New Maths co-ordinator appointed and trained
- Improved Maths SATs results
- AG & T pupils given appropriate work
- To Assertive Mentoring in line with new expectations.

# Key Priority 4

## IPC.

People responsible: MB, SM, ZD

Completed by September 2017

Monitored by: Mike, Sunil and Governors

Budget: Inset time

Preamble - IPC continued well last year. We need to refocus and check that IPC is still meeting pupil's needs and addressing the New Curriculum. Co-ordinator currently off on maternity leave. We also need to rewrite report comments and find a way to store and assess them through ICT system.

### Actions

1. Go through roadmap to see if all national curriculum areas are covered adequately
2. Ensure IPC is fully used to deliver a broad and balanced curriculum
3. Science to be given a bigger profile
4. Audit of resources - what is needed to move area forward?
5. Re-establish starting / exit points
6. Ensure links between IPC and literacy - sit with literacy co-ordinator and check links
7. Create vibrant displays to showcase IPC topics
8. Rewrite IPC comments for end of year reports.

### Success Criteria

- IPC running effectively
- More exit and entry events throughout the school
- Established overt links between IPC and literacy topics
- Comment bank ready for end of year reports.

# Key Priority 5

## Refurbish Corridors and Classrooms and the School Environment.

People responsible: MB, SM,

Completed by December 2017

Monitored by: Mike, Sunil and Governors

Budget: £20 000

Preamble: - The school has had a significant extension and building work in the last academic year and now the classroom furniture needs replacing to provide a vibrant and pleasant learning environment. The corridors are in urgent need to repainting but this has been held up by a continued roof leak. The council have been aware of this throughout 2016 and are now are putting out tenders for the roof repairs.

### Actions

1. MB to investigate new furniture and consult with staff and School Council
2. Continue with the development of new furniture in classes that was started last year. Each year group to have different coloured furniture and chairs to aid putting it back in the correct place after it has been used for concerts / events etc.
3. MB to keep encouraging the council to get roof repairs finished
4. MB to organise community service to repaint the corridors once the roof has been repaired
5. To ensure corporate image maintained that was developed towards the end of last year.

### Success Criteria

- New furniture purchased
- Corridors repainted
- School looking neat and tidy.

# Key Priority 6

## Pupil Premium Pupils

People responsible: MB, SM JM, FM

Completed by July 2017

Monitored by: MB, SM Governors

Budget: £5000

Preamble - Pupil premium pupils are some of the most vulnerable pupils have on roll. In the UK Pupil Premium pupils, (PP), achieve less well than their peers. Over the last year we have really developed our tracking and attainment processes for these pupils. We have tried a range of measures and interventions to try to narrow the gap between these pupils and their peers. These have been somewhat successful, but we really need to keep pushing hard to ensure that these pupils make accelerated progress.

### Actions

1. Identify all Pupil Premium Pupils
2. The Government changed its policy and now children whose parents have working Tax Credits are no longer eligible for Free School Meals even though most of these children remain as financially vulnerable as children who meet the new criteria. The school continues to identify these children and seeks to ensure they are supported academically
3. Baseline their achievement at beginning of 2016
4. All Pupil Premium children continue to be tracked closely to identify those not making expected or accelerated progress
5. Ensure that those not making sufficient progress to have either intervention or specialist support
6. The SENCo will provide data tracking information to SLT about Pupil Premium pupils' progress
7. Improve communication links with parents of target group
8. To compile a list of outside activities/clubs that Pupil Premium pupils partake in
9. Year 5 pupil premium children to be offered a place at Saturday school.

### Success Criteria

- Raised achievement of PP pupils
- Accelerated progress of target group
- Parents better informed of their child's progress



# Key Priority 7

## Parental Involvement

People responsible: MB, SM, JM

Completed by July 2016

Monitored by: MB, SM and Governors

Budget: £5000

Preamble: - Last year we re-invigorated our parental involvement and parental education programmes. We held a very successful parental seminar on the dangers of internet abuse. We also held an open door event showcasing how the parents can help their children at home. We also started Parent classes ran through Harrow College every Wednesday and Friday morning. Last year the courses were in Maths and English. Parent survey showed parents very happy with the school.

At the end of the year we had a session entitled 'unlock the power' where a neuroscientist came to speak to the parents about how to help their children use their brainpower more effectively and not forget everything they have learnt over the summer holidays. We also established close links with Sure start Harrow. Future plans for drop in sessions for parents. Also parents have been recruited as Home Start volunteers. During Parents day - SLT launched the vision and parents had the opportunity to visit their child's class and take part in their learning - extremely well attended over 100 parents.

### Actions

1. Reassess the structure of Parent events
2. More seminars so that parents can support their children
3. This year Harrow College will be running parent courses on Reading and Writing. We are excited that Home Start will be running a money management course. We have also tendered a joint bid with the Infant School to have an ESOL class in January and a BBC Children in Need funded course for targeted parents to interact with their children.
4. Coffee mornings / surgeries better attended
5. Target hard-to-reach parents - relationship building
6. Develop better lines of communication
7. Parent surveys
8. Dads and significant Lads group to be set up.

## **Success Criteria**

- More parents involved.
- Parents feel included and feel a valuable part of their child's education.
- Children will achieve as parents and school work collaboratively
- Improved attendance
- Parent Events well attended.

# Key Priority 8

## Development of Playground

People responsible: MB, SM, JM School Council

Completed by July 2017

Monitored by: MB, SM and Governors

Budget: £5000

Preamble: New build completed and the school can once again turn its attention to the children's play space. Some of the old playground equipment is now in the wrong physical space and will need to be moved. This will help PE / Games lessons as well as other whole school events such as sports day. We would also like to add in some outside gym / keep fit equipment that is suitable for the children to use at playtime

### Actions

1. Look at our current equipment and audit what is being used well
2. Pupil surveys about current provision led by school council
3. Formally identify areas of the playground and what sort of activities are allowed in each are, e.g. football zone
4. Draw up a plan for the siting of existing equipment and organise for that to be moved
5. Develop an outdoor keep fit / gym area
6. Develop the flora of the playground
7. School Council is designing a "friendship hut" to support PHSE and develop good friends for lonely children.

### Success Criteria

- Playground developed
- Less behavioural incidents
- Gym area set up
- Investigate other activities for pupils to do at playtimes.

## Key Priority 9

### Development of New Website

People responsible: MB, SM, JM LW

Completed by July 2017

Monitored by: MB, SM and Governors

Budget: £500

Preamble: - Our current website constantly needs updating. Currently it is difficult to post new things on there. We would like to develop a new website with a much more corporate image that can showcase what the school is really like as well as being a useful learning resource for both pupils, parents and staff.

#### **Actions**

1. Redesign new website incorporating a more corporate feel
2. Ensure all schools services are linked to the new website - e.g. Parentmail/Squid.
3. Ensure that there is an area for pupils to have input
4. Investigate tweets and other social media areas to link in
5. Launch new website
6. Ensure that authorities are made aware of new website - Ofsted, Harrow etc.

#### **Success Criteria**

- Website up and running
- Website being used by pupils, parents and staff
- Website updated regularly

# Key Priority 10

## Monitoring and Assessment - new system

People responsible: MB, SM, SLT

Completed by July 2017

Monitored by: MB, SM and Governors

Budget: £1000

Preamble: - our new assertive mentoring system has been working well and our monitoring of both formal, informal, planning and marking has considerably improved. However, the new National Curriculum has come into force and we need to ensure that our current systems mesh with the new demands from Government, LA and SATs.

### Actions

1. Change most of the reading tests to a written style format - Only stage 1 is to remain totally verbal
2. Maths tests need to be changed in light of new SATs expectations
3. Put in place 'cold' and 'hot' tasks in writing to show how much progression is being made
4. Year groups to include regularly monitoring books and report as part of year group meetings
5. MB / SM to do regular book monitoring / scrutiny and report back to staff
6. MB to check with Assertive Mentoring on new updates etc.
7. Greater use of CPG books for homework at appropriate age level for child.

### Success Criteria

- New reading tests being used effectively
- New maths tests designed and used
- Assessment procedures being used effectively to help planning

## Premises

The New build created huge and unexpected problems in the previous school year. The school new building wasn't quite ready for occupation and as a result we had to keep the school closed for the first few days of term to allow the builders to finish essential works. The builders then continued fitting out the school around the pupils which caused upheaval and stress at the beginning of the term

There were many defects and snagging that were not satisfactorily completed and some of these defects have yet to be resolved a year on. They include leaks, unsuitable toilet cubicles, shabby finishes.

However, the worst was yet to come as the school suffered a massive electrical surge during the Christmas and Easter holidays. The first surge knocked out the boilers and when they were due to be replaced the gas engineer found that our current chimney for the exhaust gasses was actually not suitable and he condemned the heating system. This resulted in having to have a temporary boiler in situ for about 3 months. The second electrical surge managed to destroy about 90% of the computers and ICT infrastructure in the building. This has resulted in a very large insurance claim which is ongoing but I am glad to say that at the time of writing most of our ICT systems are up and running again.

On top of all of this we now have quite an extensive leak in the old part of the school and which the council has chosen not to deal with for months. The remedial work for this is currently out to tender. Hopefully it will be repaired by the end of the first half term. As a consequence, we are unable to redecorate the corridors which are in desperate need of a repainting





## Budget 2016- 2017

Budget generally remains on track without any major worries. Finances are tight but there are additional expenses coming up with particular relationship to the new build. There are still many small additions that we need to buy to support the new build. The electrical surge had a deep impact on the budget as we had to pay for unexpected new ICT equipment. I know that eventually we will get most of the money back but it will take a long time to sort out the financial implications. On the plus side however, we have a new ICT suite which we won't have to pay for and the school was anticipating replacing most of those computers next year. The major effect on the budget will be the change in staffing this year. In August we lost 6 members of staff due to promotion, retirement or moving to schools closer to their homes. The replacement staff are not at the top of their pay scales and are therefore not as expensive. This will have a positive effect on the budget. However, our advertising costs were far more than anticipated and we have had to use agency staff to cover one of the vacancies. The real cost of all of this is still being calculated and the effects on the budget should be known in fuller detail by November. The real benefit of the changes however will come in the full budget in April.

We carried forward just over £232 000 from last year's budget - more than I was expecting. However, this figure is used to help balance this year's budget.

There has been a lot of talk about possible reductions in budget in the near future. Therefore, I am trying to be as prudent as possible this year in order to save money for any possible shortfall next year.

## Addendum Parent Questionnaire

	(Please tick.)	Strongly agree. 	Agree. 	Disagree. 	Strongly disagree. 
1	My child enjoys school, e.g. trips, clubs, computer tablets, productions...	100%			
2	My child feels safe at school. They can play and learn safely.	97%			
3	The school informs me about my child's progress; e.g. newsletters, targets, parents' meetings, open afternoon, exit points...	95%			
4	My child is making progress at this school, e.g. targets, regular tests, going for green, pupil profile sheet.	93%			
5	The teaching is good at this school, e.g. interesting and varied activities; concerts, extra staff, charity events...	95%			
6	The school helps me to support my child's learning, e.g., BugClub, Athletics, study support, revision books...	95%			
7	The school helps my child to have a healthy lifestyle, e.g. hot meals in school, healthy snacks, specialist sports coach, sports clubs...	98%			
8	The school makes sure that my child is well prepared for the future, e.g. changing year group and moving on to high school.	94%			
9	The school meets my child's particular needs, e.g. lessons for more able pupils, special needs, teaching assistants, specialist teaching in music, French, P.E./Games.	91%			



10	The school deals effectively with unacceptable behaviour – Ofsted said pupils showed outstanding behaviour.	97%		
11	The school listens and acts on my concerns, e.g. support with high schools, grammar school, speedy responses to queries.	92%		
12	The school is led and managed effectively, e.g. school awards, governors, vision.	96%		
13	Overall, I am happy with my child's experience at this school.	95%		