

## The Big Picture

We are focussing on these six main areas of development for this forthcoming year:

- The quality of teaching in Key Stage One to ensure standards meet national expectations.
- The quality of teaching in our foundation subjects including History, Geography, Music and Sport
- A review of our teaching strategies (Particularly within Mathematics) to ensure that we are developing stretch and Challenge
- Commitment to continuous professional development for all – but particularly development of Middle Leadership within the school
- The development of Good and Outstanding practice across the AFACT trust
- Developing and embedding models of Outstanding governance within our schools

The purpose of these key areas is to ensure that all staff have clarity over their roles and contributions that they can make to these overarching key areas

## Our Targets for the year –

**EYFS – 75% GLD (70% achieved)**

**Phonics – 81% (83% achieved)**

Objective	Outcome KS1 Expected +	results	Greater Depth	results	Outcome KS2 Expected +	results without Prov.	results with Prov.	Greater Depth	results without Prov.	results with Prov.
Reading	75%	76	15%	17	91%	90	79	28%	28%	24%
Writing	70%	58	10%	0	78%	90	79	12%	21%	18%
SPAG	70%		10%		78%	93	82	31%	34%	30%
Mathematics	79%	75	12%	10	78%	90	79	22%	28%	24%

Poverest Primary School – Orpington

School Improvement Plan 2018 – 2019

**QUALITY OF EDUCATION**

To ensure that the quality of education throughout the school is Good or Outstanding

<b>Key Priority</b>	<b>Activities</b>	<b>Timescale</b>	<b>Person(s)</b>	<b>Success Criteria</b>	<b>Monitoring and Evaluation</b>	<b>Progress or Impact</b>
What are the main objectives based upon criteria for Good or Outstanding delivery	What specifically must be done? Consider the cost, sustainability and versatility of the resource.	What are the completion dates?	Who is leading the initiative?	How do you know the milestone has been reached?	What evidence do you have, how do you review it and where is it kept?	Current date RAG or commentary

<p>As part of our drive to further enhance our programme of Monitoring and Evaluation of Teaching and Learning (METAL), we will review and introduce new procedures and practice to improve teaching standards</p>	<p>Develop a process of pupil voice that reflects the views of our learners as part of our review and development of Teaching and Learning</p> <p>We will develop the use of Parent view still further</p> <p>Develop aspects of our Student Leadership so that it contributes to our overall development processes</p> <p>Integration of the Class Dojo system as part of the review process</p>	<p>Carry out review of policy and procedure in Sept 2018</p> <p>Implement first round in October 2018</p> <p>Further Review and development in December 2018 Process to be embedded by January 2019</p>	<p>Deputy Headteacher PH</p>	<p>The METAL programme is providing key information and identifying early where practice either needs support or enhancement in time ensure that learning progress is maintained</p> <p>Learning outcomes to be in-line with national</p>	<p>Headteacher to take an overview of the process and inform governors on a timely basis of any significant developments or interventions that have been necessary</p>	<p>Progress is better than last year and in nearly all areas for all Key stages we have met national standards for last year</p> <p>Parent view is now being obtained through Google forms and 185 parents have completed this.</p> <p>Cray Valley Forum, Class/Ambassadors Peer Mediators Inclusion Council with other Bromley Schools Digital Leaders talk other schools LGBT+ Ambassadors</p> <p>Action: Pupils to review SIP next term</p>
<p>A review of our effectiveness in Core subjects to be carried out to ensure continuity of provision. Mathematics will be an initial focus because our outcomes for 2018 were not quite as strong.</p>	<p>Mathematics review to be carried out and consideration of blocks of time to ensure an equitable provision.</p> <p>Development of a strategy to ensure that all pupils are stretched and challenged to a sufficiently high enough level.</p>	<p>Review to be carried out in Early September 2018</p> <p>Strategies to be deployed by December 2018</p>	<p>Deputy Head PH</p>	<p>Later review of METAL in January will demonstrate that the strategies are effective, in place and fit for purpose for the remainder of the year</p>	<p>Teacher I/C Mathematics will be accountable for the changes.</p> <p>Deputy will keep the HT informed of progress on a month by month basis</p>	<p>Whole curriculum has been reviewed and consideration for Arts Mark has been included in this</p> <p>Teachers are prepared for September</p> <p>Maths results are up throughout the school</p>

						<p>Gaps analysis proved very useful and gaps addressed.</p> <p>Action: New results to be reviewed. Literacy Tree to be introduced to increase number of children who are more-able writers</p>
<p>Policies re-launch to coincide with the re-branding of the school after the completion of the school building programme</p>	<p>Take the opportunity to sharpen up our Poverest approach to key policies and to ensure that methodology is consistent across the school and Key Stages.</p> <p>Training and development for all staff in September as to which are the key policies the school wants to ensure consistency over. INSET/CPD for all staff as to why this is important and the impact for Learning will be if we have consistency.</p> <p>Middle leadership Development programme will enhance this consistency</p>	<p>September 2018</p>	<p>SW</p> <p>SW</p> <p>PH/EW</p>	<p>Impact assessment in December should demonstrate greater consistency of approach across the school and across each key stage.</p> <p>Middle leaders own assessment from CPD evaluations should demonstrate that a key issue has been about consistency of approach</p>	<p>Headteacher and key teaching and Learning governor will monitor and evaluate the impact following the impact assessment in December and report back to governing body</p>	<p>The school video is on website. Prospectus is ready. School marketing now more appealing and up to date.</p> <p>Action: waiting for new Afact Logo to go on. All policies will be in Google Drive.</p>

	EYFS development programme will also enhance this consistency	assessment in December 18 Commences from Late September to Mid November 18 with an impact assessment in December 18	EW			Development completed from Schools Direct Programme. Teacher passed with outstanding judgement.  Action: EW to work the Ash for next year.  Teacher to undertake NQT year.
To enhance and develop the schools approaches to the development of a Most able pupils strategy with attendant actions for supporting these pupils	Develop a strategy that embraces much of the Fisher Family Trust recommended good practice on Most able pupils.  Set up a small focus group of MA pupils under the leadership of Assistant HT to explore what support they would most welcome.  With the help of the MA pupils, launch the programme to all staff so they can integrate this practice into their pedagogy  Conduct a review in late Spring term to determine the impact (Include pupil voice on this as part of METAL)	September 2018  November 2018  December 2018  May 2019	GM/PH/EW	Do the MA pupils feel that they are being stretched and challenged in a productive and fun way?  Pupils feel that they can contribute more to the programme in the future and make recommendations to staff	Headteacher will monitor the progress of this project and take part in a critical analysis as part of the schools METAL programme	Improvement in Key Stage Two and One but not with writing in Year Two.  Action: More-able writers in Y2  Pupils to play a greater role in analysis of learning and achievement for more-able
To seek to develop the Schools provision for ASD pupils further	Objectives to be agreed following findings from our audit in September.	Dec 2018	GM	Pupils in the provision	SEN Provision Audit 19/11	Other schools have been in to see how we do things here.

					SEN Data analysis with Special schools/ SEN expert 23/11 LA Provision Audit 4/12	Provision staff more confident about their delivery due to audit from national SEN advisor.  Action: to make inclusion, for those who can manage, more successful.  Develop training to offer other schools/provisions.
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**PUPILS' PERSONAL DEVELOPMENT**  
To ensure that the quality of pupils' personal development is Good or Outstanding

Key Priority	Activities	Timescale	Person(s)	Success Criteria	Monitoring and Evaluation	Impact or Progress
What are the main objectives based upon criteria for Good or Outstanding delivery?	What specifically must be done? Consider the cost, sustainability and versatility of the resource.	What are the completion dates?	Who is leading the initiative?	How do you know the milestone has been reached?	What evidence do you have, how do you review it and where is it kept?	Current date RAG or commentary
To further develop links with the wider community and promote the school further	<p>To take part in a number of initiatives in the local community including but not limited to:</p> <p>The Kemnal Mural Project</p> <p>Pupil Ambassadors</p> <p>The new Police project</p>	<p>July 19</p> <p>Sept 18</p> <p>July 19</p>	<p>EI</p> <p>EW</p> <p>EW</p>	<p>Has an impact been made on the pupils and their own self perception?</p> <p>Has the wider community begun to engage more with the school compared to two years previously?</p> <p>How will we know?</p>	<p>Inter-Bromley Schools Cross Country</p> <p>Bank of America with Y6</p> <p>Majorie McClure Sports Day</p> <p>Poverest Adult Centre to attend Nativity</p>	<p>Cray Valley Forum which representatives from School Council attend. Children feel they have contributed to the responsibilities of their local community. E.g. it was one of our pupils whose idea, that the group are adopting, for a litter walk in the local area with other schools.</p>

						<p>Kemnal have supported sports clubs and Sports Day. Older pupils have acted as role models, sports days ran smoothly and our pupils have a positive image of a local secondary school and our pupils have a positive outlook for their secondary education future.</p> <p>All ambassadors active and local community were in for the New Build and Food Bank.</p> <p>Police have been in - EYFS team excellent/ Y6 due to stealing. Bromley High have been in to teach Latin. Year 5s went to two lectures from leading pillars of society at Bromley High. Shine project at Bromley High. Year 3 &amp; 5 did two projects with our local church schools on church and prayer. All have provided experiences of life beyond primary school.</p> <p>Action: Initiatives to be developed next year and an awareness of new initiatives/opportunities to join.</p>
Development of Class Ambassadors/Restorative Justice mediators	Programme will need to be launched / Re-Launched with the pupils in September	September 2018	PH	Has the programme been worth the effort and resourcing to enable this to happen?	Headteacher to monitor the programme and report to Governors on a regular basis	Successful so pink slips have been reduced apart from particular children.

	<p>Regular training opportunities given to ambassadors as well as devising an incentive scheme / Recognition for the work they are doing for the school</p> <p>Review of programme to take place later in the academic year</p>	<p>October 2018</p> <p>June 2019</p>		<p>What have been the key benefits from instigating this scheme?</p>		<p>Training has continued with children and Parent Workshops. Parents own behaviour management has been empowered.</p> <p>Reviewed by Behaviour Matters and pleasing results in June 19.</p> <p>Action: New children to be trained in September and to link with schools in the Afact group who are moving to this system.</p>
<p>Introduction of Pupil Enterprise as a project in the school</p>	<p>To plan &amp; promote an enterprise/career days in the school so that pupils have a good understanding of the concept and can practise their skills.</p> <p>Possible development may be for parents to be involved in a more ambitious project in the summer term</p>	<p>December 2018 to coincide with Christmas fair</p> <p>June 2019</p>	<p>PH</p>	<p>Do pupils demonstrate an understanding of the key concepts of enterprise?</p> <p>Can a small group of pupils undertake a longer term enterprise project in the form of a regular club?</p>	<p>Headteacher to monitor and meet with pupils from time to time.</p> <p>School Council – Speak up with silence – raising money for children who go unheard and whose rights are not upheld. Proceeds towards their education.</p>	<p>STEM Day for whole school.</p> <p>All pupils engaged with the day, experiencing STEM based activities which they would not normally have the opportunity to have. Parents also enjoyed viewing what the children experienced at the end of the day and viewing STEM activities not seen before.</p> <p>Bank of America for more-able PP pupils. Children developed business skills including planning, marketing and presentation skills.</p> <p>Metro Bank for Y3. Children went there and they came to us.</p>



						Action: To hold a similar day next year so children can build on their understanding from this year. To take up similar opportunities offered by local businesses.
<b>PUPILS' WELFARE, HEALTH AND SAFETY</b> To ensure that pupils' welfare, health and safety is Good or Outstanding						
<b>Key Priority</b>	<b>Activities</b>	<b>Timescale</b>	<b>Person(s)</b>	<b>Success Criteria</b>	<b>Monitoring and Evaluation</b>	<b>Impact or Progress</b>
What are the main objectives based upon criteria for Good or Outstanding delivery	What specifically must be done? Consider the cost, sustainability and versatility of the resource	What are the completion dates?	Who is leading the initiative?	How do you know the milestone has been reached?	What evidence do you have, how do you review it and where is it kept?	Current date RAG Commentary
Development of a non-paper system for use with personnel concerned with safeguarding management protocols.	<p>Plan and implement a trial so that this can be tested before complete adoption. It may be appropriate to use the current back-up paper system until it is clear that the no-paper system is fit for purpose</p> <p>To ensure that this system is completely electronic and can engage with all necessary agencies</p>	<p>Pilot in September 2018</p> <p>Roll out in October 2018</p> <p>December 2018</p>	EW	Has the plan as implemented ensured that all agencies have adequate information and that the system is fit for purpose and can meet the demands of any eventuality	<p>Headteacher to keep a watching brief on this project and to inform the governors on its successful implementation</p> <p>Safeguard is being used for reporting all safeguarding issues now. Staff/governors have also used this for safeguarding training.</p>	<p>Safeguard system has been excellent and definitely meant that all key staff are aware of issues/actions. This has saved time, actions can be addressed quickly. Consistent records are kept with no paper copies fulfilling GDPR and ensuring nothing is lost. Immediate access to past reports helping to inform decisions.</p> <p>Action: New staff to be trained.</p>

<p>Complete implementation of GDPR</p>	<p><b>All staff to be trained on GDPR</b></p> <p>Preparation of a Scholar pack to provide to parents and pupils</p>	<p>September 2018</p>	<p>CW to oversee the implementation</p>	<p>Are all staff familiar with GDPR and the implications for our School?</p> <p>Are parents aware of implications?</p>	<p>Business Manager to ensure that the Service level agreement is upheld by provider</p> <p>Training 2/10/18 for all staff and Chair of Governors attended</p>	<p>We have followed this year's advice from Bexley GDPR advisor. All staff received training in the Autumn and changes to daily practice made in order to be compliant.</p> <p>Action: New member of staff to be trained.</p>
<p>Implement a Mental Health Initiative to promote the Mental Well being of all in the school community</p>	<p><b>Establish a Mental Health Lead</b></p> <p>Plan the project and define the stages and who shall be involved and at what stage</p> <p>Determine the support structures and procedures that will need to be put in place "a priori"</p> <p>Implement the plan.</p>	<p>September 2018</p> <p>October 2018</p> <p>Nov 2018</p>	<p>KB/PH</p>	<p>Can Pupils, Staff and Parents cogently speak about the schools drive to implement a Mental Well being plan and talk with confidence to a wide range of audiences?</p>	<p>Deputy Headteacher to inform Governing body on progress and developments regularly throughout the academic year</p>	<p><b>HT and Head of Pastoral Care trained for the role of mental health lead.</b></p> <p><b>Head of pastoral care has attended all local authority training on this and the new mental lead forum.</b></p> <p><b>Impact has been that we are following the national guidance.</b></p> <p>Action: We are part of the new Bromley Trailblazers project to begin properly in September. Focus on Y4-9 transition to secondary.</p>
<p>To work closely with Kent Police to ensure that the Schools E-Safety policy and procedures are fit for purpose.</p>	<p>Meetings early in the term with Police to ensure that procedures are in place</p> <p>Parents briefing sessions arranged in collaboration with Police</p> <p>Delivery of training for staff and parents (Separate occasions during the Autumn Term)</p>	<p>September 2018</p> <p>September 2018</p> <p>Early October 2018</p>	<p>EW</p>	<p>Do both parent and pupils know how they can stay safe whilst on-line and make sure that they know what do if they are not sure</p>	<p>Deputy Headteacher will inform Governing body of developments</p>	<p><b>2 visits from the police during the year. Incidents recorded and the new system has an out of school computing incidents category.</b></p> <p><b>Esafety parent workshop.</b></p> <p><b>Esafety assembly for children and class workshops.</b></p>

	Monitoring of policy and practice to be carried out throughout the year  Evaluation of the project	June 2019				<p>Children are aware of the serious implications of incidents, although we are experiencing an increase in reported incidents, which may show children are feeling more confident to report.</p> <p>Esafety part of safeguarding on weekly newsletter.</p> <p>DHT attended LGFL Esafety training.</p> <p>Action: Continue to record and address incidents next year. Use Police sessions for the new Y5/Y6. Assembly and parent info to continue.</p>
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**THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**  
To ensure that the effectiveness of leadership and management throughout the school is Good or Outstanding

<b>Key Priority</b>	<b>Activities</b>	<b>Timescale</b>	<b>Person(s)</b>	<b>Success Criteria</b>	<b>Monitoring and Evaluation</b>	<b>Impact or Progress</b>
What are the main objectives based upon criteria for Good or Outstanding delivery	What specifically must be done? Consider the cost, sustainability and versatility of the resource	What are the completion dates?	Who is leading the initiative?	How do you know the milestone has been reached?	What evidence do you have, how do you review it and where is it kept?	Current date RAG or commentary
To further develop Middle Leadership within our School and to identify & nurture future leadership	To work to develop leadership at all levels within our school through a	September 2018	EW/PH/GM	Middle leaders are making a good to outstanding contribution to the overall leadership of our school	Headteacher to evaluate and monitor progress and developments	Middle leaders attended weekly SLT meetings, led phase meetings and contributed to SIP/SEF and

	<p>programme of identifiable CPD</p> <p>Plan the programme in consultation with staff both internally and across the AFACT Trust (It would make sense for all schools to engage with this process)</p> <p>Publish the plan and open the availability to all staff.</p> <p>Deliver the Plan over a four to sixth month period to enable as many to engage as possible</p> <p>Evaluate and develop plan for next Academic Year</p>	<p>September 2018</p> <p>Early October 2018</p> <p>October 2018 Commence</p> <p>June 2018</p>				<p>carried out actions arising from it.</p> <p>Middle Leaders did 5 day training which both passed and this helped to sharpen focus on areas of improvement.</p> <p>Action: History/Geography leads to do this next year.</p>
<p>Further development of Governance at our school. [Note: This is a relatively new Governing body that will require some support as they transition their roles]</p>	<p>Plan and develop a range of development opportunities for governors (In consultation with them) that can be delivered in-house with Cooperative Schools Network support</p> <p>Implement this plan to expedite a pump priming support plan early in the Autumn Term</p>	<p>August 2019</p> <p>September 2018</p>	CSNET	<p>Do Governors understand and can demonstrate to any audience that they know the school well including its strengths as well as areas for Development?</p> <p>Are governors taking on their role as critical friend?</p>	Chair of Governors	<p>Experienced chair of governors in post.</p> <p>Governors learnt from Ofsted inspection in September.</p> <p>Vice Chair makes regular visits into school (Fortnightly) and attends most school functions.</p> <p>Additional governors appointed have filled the gaps identified in the skills audit.</p> <p>New governors becoming more confident in their role.</p>

						<p>through increased experience.</p> <p>Action: Training planned for September.</p>
<p>To prepare for and implement a plan for strategic developments for our school</p>	<p>Plan for a series of away days for the SLT of the school so that strategic milestones over the next two to three years are planned for and anticipated</p> <p>Book a suitable venue with a sufficient time frame for the Whole SLT to be involved</p> <p>Possible development might be for a joint AFACT strategic day for all SLT</p> <p>[Note – if required, CSNET could help facilitate?]</p>	<p>September 2018</p> <p>Mid October 2018</p> <p>Other days possibly planned</p>	<p>School SLT</p>	<p>Outcomes and outline plans shared with Governing Body?</p>	<p>C of G to be engaged with this process and development</p>	<p>Away day in the Autumn term with the Afact Group, enabling SLT to evaluate and reflect without interruptions.</p> <p>SLT days at school. SLT met at school as difficult to have all members out of school at once, particularly because of the needs of our provision children.</p> <p>SLT training has occurred in partners or with 3 out of the 4 members. Training has kept SLT up to date with latest initiatives.</p> <p>Action: SLT day to be held during school breaks. SLT to be given a day in lieu. SLT to liaise with other schools in the Co-operative network beyond our foundation trust.</p>