

The Willow Primary School and Broadwaters' Children's Centre

Improvement Plan 2019-22

2020-21



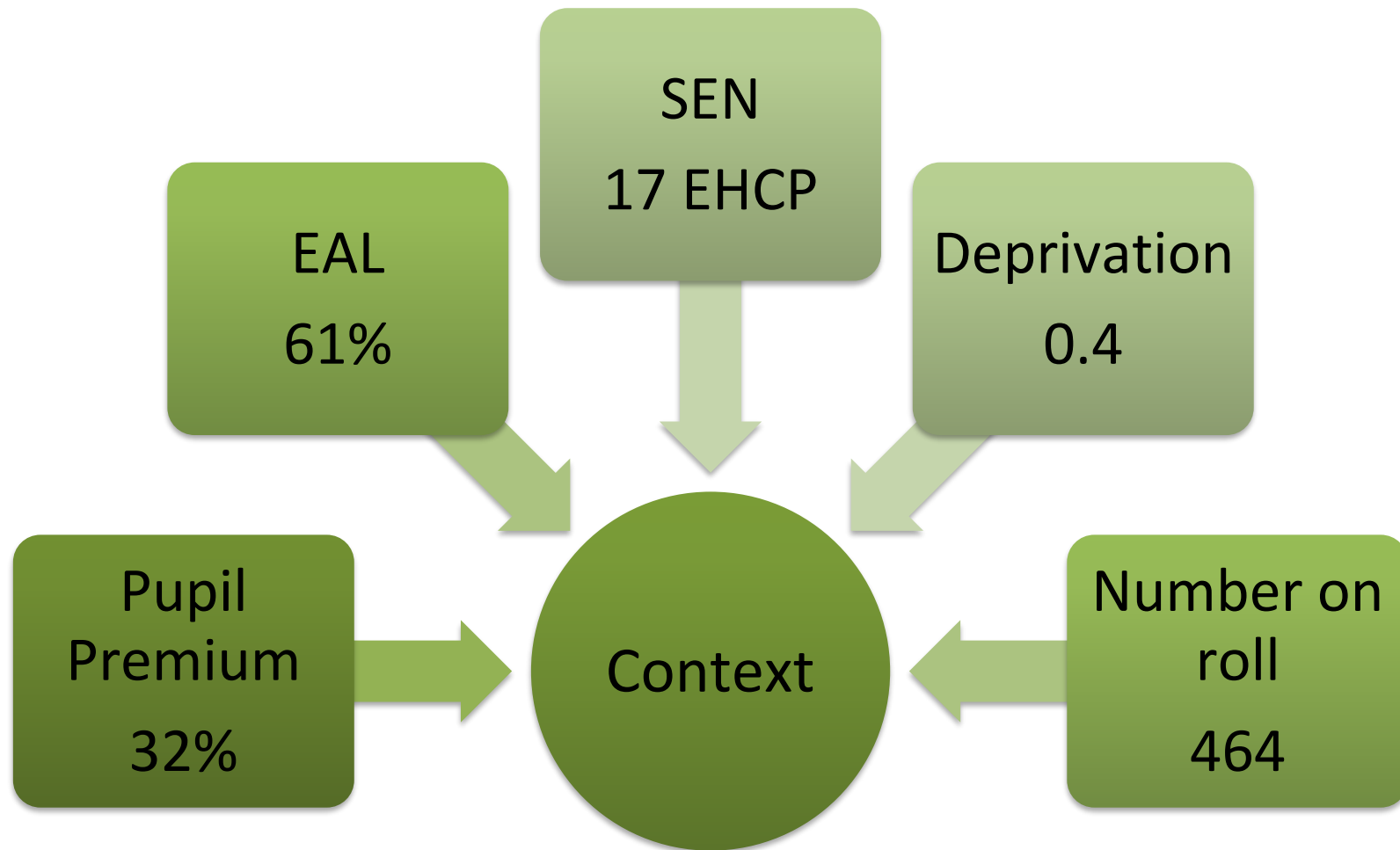


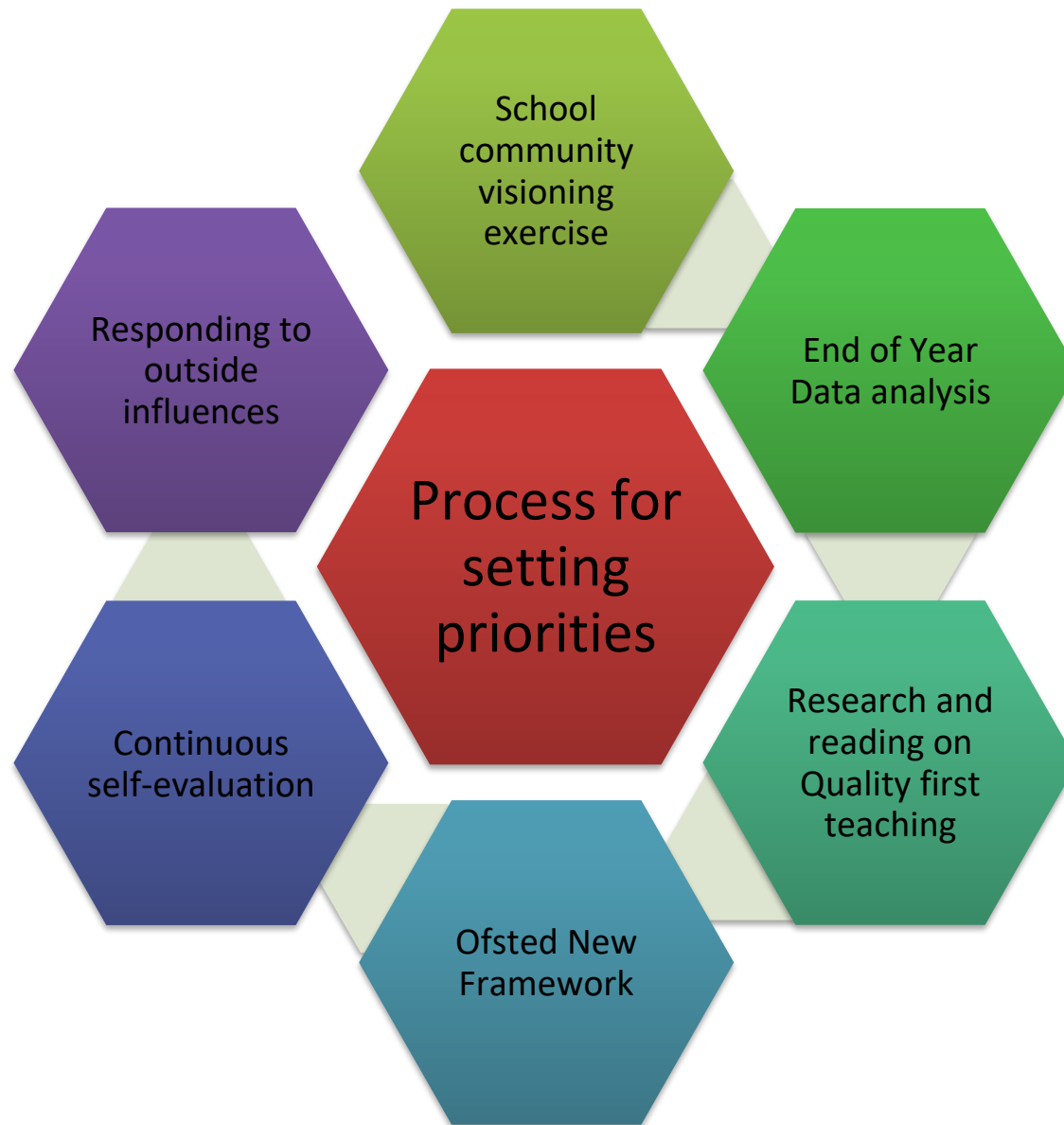
Mission

*Our children are
passionate learners who
excel academically and are
resilient,
reflective,
creative and
confident.*

*They leave us with the
competencies needed to
thrive in the current and
future world.*







Improvement Plan Priorities 2019-22

The Willow Curriculum

To build and implement a coherent and progressive curriculum that helps our children to develop the knowledge, skills and competences that they need to thrive in the current and future world.

The Leader in Me (LiM)

To develop our community of leaders who have the skills, expertise and opportunities to drive self, school and community improvement.

Broadwaters Inclusive Practice

To explore all opportunities to maximise impact on outcomes through our unique inclusive set up.

Healthy Living

To have a happy and healthy school community who have access to support networks and understand how to take care of their own emotional, mental and physical well-being.

Responding with Impact

- 5a: To improve the quality of verbal and non-verbal feedback in order to impact positively on our children's outcomes.
- 5b: To ensure quality online learning experiences are available for all.

Driving Racial Equity

To ensure that staff and pupils know, understand and are equipped with the skills to recognise and challenge racism and to promote racial equity.

Priorities

Priority 1. The Willow Curriculum

Intent – What are we going to teach and Why

Implementation – How are we going to teach it and Why. Development of language.

Impact – Planned outcomes

Priority 2. The Leader in Me

Everyone a leader of self

Subject Leadership – specialist knowledge

Leadership teams

Support staff leadership

Children as leaders

Parents as leaders

Priority 3. Broadwater s Inclusive Practice

Communication

Professional Development

Teaching and Learning

Lunchtimes and Playtimes

Shared Curriculum

BPAC

Priority 4. Healthy Living

PHSE&C and RSE

Healthy Schools

Staff workload

Family Support Worker Project

Emotional Well-being

Eco-School

Priority 5. Teaching and Learning

5a. Responding with impact:

Talk Partners
Post Lesson Feedback
Conferencing
Group Editing
Peer/Cooperative improvements

5b: Online learning:

Google Classroom
Blended Learning
Home Learning
The remote classroom

Priority 6. **Driving** **Racial Equity**

Unbiased global Curriculum

Anti-Racism training

African History training

Challenging our own practice

School Improvement Plan Priority timeline...

	2019-20	2020-21 NEW	2021-22
Priority 1a. The Willow Curriculum	<ul style="list-style-type: none"> • Reading A2 • Language Development (Word Aware) A1 • Concrete Maths S2/Sm • Spelling • Intent What are we going to teach and Why 	<ul style="list-style-type: none"> • Implementation of new curriculum • Concrete maths • Spelling • EYFS / KS1 reading • Further developing word aware 	<ul style="list-style-type: none"> • Implementation of new curriculum and evaluation
Priority 2. The Leader in Me	<ul style="list-style-type: none"> • Everyone a leader • Subject Leadership – specialist knowledge • Leadership teams 	<ul style="list-style-type: none"> • Subject Leadership 	<ul style="list-style-type: none"> • Parents as leaders • Support staff leadership • Children as leaders
Priority 3. Broadwaters Inclusive Practice	<ul style="list-style-type: none"> • Lunchtimes and Playtimes • Communication • BPAC 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Curriculum • Teaching Learning • Professional development
Priority 4. Healthy Living	<ul style="list-style-type: none"> • Emotional Well-being (Trailblazer) • Family Support Worker Project • 1decision/ Votes for Schools • Teacher Workload 	<ul style="list-style-type: none"> • Emotional and mental wellbeing (community) • RSE 	<ul style="list-style-type: none"> • Healthy Schools Gold
Priority 5a. Teaching and Learning - Responding with Impact	<ul style="list-style-type: none"> • Peer/Cooperative improvement A1 • Marking A1 • Conferencing S1 • Group editing S1 • In lesson feedback Sm1 • Talk partners Sm1 • Post lesson feedback Sm2 	<ul style="list-style-type: none"> • Conferencing • In lesson & post lesson feedback - including In a remote learning context 	<ul style="list-style-type: none"> • What's new • Feedback culture – growth mindset •
Priority 5b. Teaching and Learning – Online learning	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Google Classroom • Blended learning 	<ul style="list-style-type: none"> •

		<ul style="list-style-type: none"> • Home Learning • The remote classroom 	
Priority 6. Driving Racial Equity	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Anti-racism education • Developing global, unbiased curriculum • Staff training and development in anti-racism 	<ul style="list-style-type: none"> •

- *Due to the COVID pandemic, we have left Broadwaters Inclusive Practice for 20-21 as it is impossible to do justice to true whilst keeping the integrity of the podding system. In the interest of safety we have decided to leave this priority until 2021-22 and beyond (current pandemic permitting).*
- *We have added remote learning as a new priority in response to the need and regulation to provide online learning.*
- *We have also added 'Driving Racial Equity' as a priority in response to increasing need for our children to understand world wide issues in this area and their place within it.*

School Improvement Plan for 2020-2021

Green – means on track to achieve by end of year

Amber – means – on track to partially achieve

Red – means will not achieve by end of this year.

Priority 1: The Willow Curriculum To build and implement a coherent and progressive curriculum that helps our children to develop the knowledge, skills and competences that they need to thrive in the current and future world.					
Primary Leader	Edyta Ballantyne (AHT/Curriculum Leader) Alison Walmsley for the Children Centre Safiya Clunis – online/home learning				
Budget/Resources					
Monitoring Procedure	Teaching and Learning Lead Governor to monitor and termly RAG update to Full Governors.				
Priority Objectives	Targets	RAG			Comments
		Aut	Spr	Sum	
Raise attainment in reading across the school.	Key stage 2 SATs results are at least in line with national at the expected standard and greater depth.				
	Lesson observations show that teachers have strong subject knowledge (in 95% of lessons teacher subject knowledge is seen to be good or better)				
	Reading assessments show 80% of children making expected or better progress.				
	95% of learning walks show that when teachers use Word Aware Strategies it is done with adherence to the agreed system and completed effectively.				

Children's use a more extensive vocabulary in non-core curriculum	Lesson observations show that teachers have strong subject knowledge and systematic teaching methods for the teaching vocabulary. As a result both teacher subject knowledge and vocabulary progress is seen to be good or better, in 80% of lessons.				
	In pupil interviews and lesson discussions children can talk about the use of Word Aware Strategies (Word Wizard/Fun with words/ etc)				
White Rose maths scheme is embedded across the school increasing teacher expertise in the use of, and children's experiences in using, concrete materials	Monitoring of books and planning shows the White Rose scheme is being consistently followed in all year groups				
	Teachers have had training in - concrete, pictorial, abstract - approach and 90% report confidence in teaching maths using this approach				
	In pupil interviews and lesson discussions children can talk about the visuals and manipulatives they use to support understanding. Children in Year 5 & 6 can justify which visual or manipulative they would select and use for a given task.				
	Monitoring of maths lessons shows children using concrete resources to support their learning in 100% of lessons and that these are effectively used to develop children's understanding of mathematical concepts				
Children's spelling improves as a result of a consistent approach to the teaching of spelling across the school	Whole school spelling programme developed re launched				
	Clear evidence of consistent teaching of spelling (book monitoring, learning walks, homework)				
	Yearly Spelling Test- 80% of children score 75% or more in the end of year test.				

Priority 2: The Leader in Me (LiM)

To develop our community of leaders who have the skills, expertise and opportunities to drive self, school and community improvement.

Primary Leader	Dawn Ferdinand - Headteacher				
Budget/Resources					
Monitoring Procedure	Teaching and Learning Lead Governor to monitor and termly RAG update to Full Governors.				
Objectives	Targets	RAG			Comments
		Aut	Spr	Sum	
To provide all teachers to develop subject specific specialisms	All experienced teachers have identified a subject specialist area to further their knowledge and skills in the area				
	The majority of subject specialists have received at least one training/CPD opportunity to improve their understanding of their subject area				
	All subject specialists have contributed to an action plan and carried out actions in their subject area.				
To provide children with opportunities to understand themselves as leaders	A leadership programme has been developed for children – ready to launch in Septembers 2021				
	Children leadership roles have been developed and children can articulate their roles, responsibilities and impact.				

Priority 4: Healthy Living

To have a happy and healthy school community who have access to support networks and understand how to take care of their own emotional, mental and physical well-being.

Primary Leader	Dawn Ferdinand				
Budget/Resources					
Monitoring Procedure	Well-being Lead Governor to monitor and termly RAG update to Full Governors.				
Objectives	Targets	RAG			Comments
		Aut	Spr	Sum	
To support and improve the emotional well-being of children in the school.	100% of children (during pupil interviews) are able to identify ways to support their own emotional health.				
	80% of children who have accessed specific emotional support in school (counsellor, well-being officer, learning mentors) report improvement in their emotional state and can talk about how the support has helped them.				
To improve children's understanding of PHSE and their opportunities to discuss issues of concern.	PHSE, Pupil Voice and Circle Time are well established. Book looks and voting surveys indicate 100% engagement and compliance.				
	PSHE policy consultation has been carried out and policy has been created with positive feedback from stakeholders.				
	PSHE, Pupil Voice and Circle time monitoring shows 95% of sessions graded as good or better.				
	Teacher workload working party established and there is clear evidence of actions taken to reduce workload				

Teacher workload is reduced and teacher's work life balance has improved	Teacher workload and wellbeing questionnaire at the end of the year shows that actions taken have had a positive impact on workload and wellbeing				
Healthy Early Years Award	To achieve Healthy Early Years Award Silver				

Priority 5a: Teaching and Learning - Responding with Impact

To improve the quality of verbal and non-verbal feedback in order impact positively on our children's outcomes.

Primary Leader	Sarah Harris (DHT – Teaching and Learning Lead)				
Budget/Resources					
Monitoring Procedure	Teaching and Learning Lead Governor to monitor and termly RAG update to Full Governors.				
Objectives	Targets	RAG			Comments
		Aut	Spr	Sum	
Children make improvements to their writing through peer and teacher-led writing conferencing	Teachers have 1:1 conferences with children about their writing – each child is seen at least once a half term and target children more frequently				
	Book monitoring shows that in 90% of classes children are making improvements to their writing as a result of peer feedback				
	In pupil interviews pupils can talk confidently about the different forms of feedback they have on their writing: 1. Group editing 2. Verbal improvement writing groups 3. 1:1 peer assessment 4. marking				
Post lesson feedback is effective in addressing misconceptions and moving learning on	Book monitoring shows marking policy is used consistently in 100% classes				
	90% of teachers feedback that new marking policy has reduced time spent marking compared to the previous policy				
	Monitoring of children's books and ABC marking slides show that marking comments and feedback are effective and that improvements are made, and misconceptions addressed, in 100% of classes				

	In pupil interviews children can discuss how they give feedback to their teachers on their learning.				
Feedback in lessons between pupils and teachers means tasks and explanations are being adjusted to best match the learning needs and maximise progress	Lesson observations show that a range of questioning techniques are used in 100% of lessons: <ul style="list-style-type: none"> - Range of starter questions - Surface / deep / transfer questions - Appropriate timing of questions - Questions to assess understanding with immediate changes to teaching if appropriate - Mid-lesson stops with shared examples and discussion 				
	Lesson observations show children acting as coaches for each other using appropriate questions to support others' learning				

Priority 5b: Teaching and Learning - Online Learning To ensure quality online learning experiences are available for all.					
Primary Leader	Sarah Harris (DHT – Teaching and Learning Lead) & Safiya Clunis (AHT - Digital learning lead)				
Budget/Resources					
Monitoring Procedure	Teaching and Learning Lead Governor to monitor and termly RAG update to Full Governors.				
Objectives	Targets	RAG			Comments
		Aut	Spr	Sum	
Google classroom is an effective tool that supports quality delivery of online learning	Training for 2x senior leaders and 1x IT technician on set up of google classroom				
	Staff all trained in using google classroom				

During either pod or school closure provision, curriculum and learning experiences at home continues for children as it would have done in school	Monitoring shows provision is at least 90% compliant with remote learning expectations document in all of classes from years 1-6 (google classroom) reception (tapestry)				
	From those children with online access, 85% are accessing and engaging with online learning on a regular basis				
	Monitoring shows that teachers (yrs 1-6) are using the full range of google classroom tools when providing remote learning				
	Children receive regular feedback on their learning through verbal and written comments, in line with marking policy				
	Monitoring (work, teaching, provision) of remote sessions and online learning shows the large majority of children make good progress and outcomes are in line with expectations for the year group.				
	Monitoring shows that provision follows the medium term plans for the year group with clear progression from lesson to lesson for the vast majority of the curriculum				
For children who are isolating/quarantining when the rest of their class are in school there is a full daily timetables of learning provided closely linked to learning in school	Children at home are set assignments each day in a number of different subjects in line with core teaching they would have received in school				
	Blended learning for English, reading and non-core matches the curriculum areas that children remaining in school are following and is updated with new activities half termly				
	Blended learning for maths matches the daily learning for the children remaining in school for almost all lessons				
	Work submitted / returned by children show that the majority are engaging with the learning provided.				
Weekly home learning activities are provided for children through the google classroom platform	Monitoring shows provision is compliant with expectation in all of classes from years 1-6 (google classroom) reception (tapestry)				
	From those children with online access, 90% are accessing and engaging on a regular basis				

To provide high quality learning for those children who do not have sufficient digital access at home	To have an accurate picture of what access to online learning, through devices and internet, each child in the school has				
	Children without access to digital devices at home are able to borrow from school - system is established and most children without adequate access at home have better access through borrowing from school				
	Increase the number of digital devices in school which can also be used to loan to children for online learning as required (purchase 60 chromebooks)				
	Provide internet access for those with limited/no internet access at home (through DfE BT hotspots once available or provision of pre-paid dongles)				
	Provision of paper based resources for any unable to access closely match provision online				
To ensure high quality online learning and access for new to English pupils, SEND pupils and younger pupils	In the case of Otter class closing online provision for Otter SEND children will continue in line with remote learning expectations (see above)				
	Monitoring shows to home learning (paper based or online) is closely matched to need for SEN and new to English children				
Children have access to high quality reading materials & books whilst at home isolating	Children from years 3-6 have AR logins and the large majority access AR books and tests from home				
	Children in pods that close during the school day all take home at least 2 reading books for the lockdown period				
	Links to free online books are shared with parents and children				
	Donated books distributed regularly to disadvantaged pupils				

Priority 6: Driving Racial Equity

To ensure that staff and pupils know, understand and are equipped with the skills to recognise and challenge racism and to promote racial equity.

Primary Leader	Dawn Ferdinand				
Budget/Resources					
Monitoring Procedure	BAME Champion Governor to monitor and termly RAG update to Full Governors.				
Objectives	Targets	RAG			Comments
		Aut	Spr	Sum	
Develop an unbiased global curriculum	Each subject leader can identify on their curriculum map/resources, how they are positively promoting different cultures.				
	History curriculum in particular is developed to promote a secure knowledge of African History				
	A range of reading books/texts are used throughout the school which positively depicts people from a range of backgrounds				
	Children are specifically taught about racism, what it means and how it impacts on people of different ethnicities.				
	Children are given opportunities to learn about and understand racial equity and power to effect change.				
Develop staff confidence in recognise racism and unconscious bias	95% of feedback from school staff indicates that they are more knowledgeable and have more confidence to recognise and appropriately tackle racism.				
	100% of teachers can identify unconscious bias and can talk about steps they have taken to ensure that this is reduced in their practice.				

	School has carried out an audit of staff confidence in anti-racism and taken action in response to the audit				
Improve outcomes from black children	Black Caribbean children at both the expected standard, and greater depth are at least in line with all pupils (in-school data target) in reading, writing and maths.				
Improve outcomes for Turkish children	The gap between Turkish and All pupils has been reduced by 8% in reading and writing.				
To ensure that children from black and minority ethnic backgrounds feel that they are treated fairly	Feedback from children indicates that there is no significant difference between how different racial groups feel about how they are treated in school (ie, survey feedback).				