

Executive Summary

Lawdale Junior School: School Development Plan 2023-24

AIM: In all aspects of school life, aspire to an 'Outstanding' performance.

Ensure all progress and attainment scores are above National and Local Authority averages in 2024 and equivalent in each year group, with outstanding progress and attainment

Open a Specialist Classroom for Autistic pupils (SC)

Ensure provision for autistic children is of the highest standard and they make exceptional progress

All teachers and TAs have CPD to support a greater understanding of autism

Staff working in the SC have greater access to CPD regarding autistic pupils through support provided by Phoenix school

Parents of autistic pupils also have exceptional support and training opportunities provided by Phoenix and the school.

Curriculum – Core subjects

Increase the percentage of pupils attaining greater depth to above LA and National averages in writing and reading in all year groups, and close the gap between fsm and non fsm pupils.

Increase targeted interventions for pupils with weak progress in reading and writing and pupils scoring higher levels in Ks1 (especially GDS pupils and boys on fsm) e.g. tutoring, additional Booster clubs after school and Booster clubs during school holidays.

Reading comprehension and reading for enjoyment initiatives.

Strong focus on developing vocabulary.

Curriculum – Foundation subjects

Towards an Anti racist curriculum project-

Renew Rights Respecting Gold award

Artsmark – Achieve Artsmark silver or gold

Review resources and planning for all subject areas to develop diverse representation and awareness of bias based on our own knowledge and experiences

Broaden staff knowledge of history, power relations and colonialism eg read at least one book about racism

Develop subject knowledge and understanding of progression in art, humanities and PSHE.

Autumn term 2023 SEN support and Towards and Anti-racist curriculum

Spring term 2024, Art and Autism

Summer term 2024 -Towards an Anti racist curriculum

Why have we identified these priorities?

These objectives were identified after reviewing strengths and areas of development during the self-review process. We are using KS2 national and LA data.

Booster classes will operate through the school day rather than as after school clubs so that we can broaden the curriculum offer for pupils through the after school clubs.

We have a rotation of training in foundation subjects and this year we will focus on the subjects listed above. Last year we focussed on music, geography and RE.

Key Indicators- Targets for Summer 2024

Quality of teaching over time- in core subjects – 100% good+ and 70% outstanding					
Progress and attainment scores are above National Averages and TH averages in 2023 for Y6 pupils and above equivalent National averages and TH averages for Y4 pupils.					
95% of pupils make at least 4 years' progress in reading, writing and maths (i.e. above 0)					
50% of pupils make more than expected progress in reading, writing and maths					
2024 TARGETS EXS	Maths 90%	Writing 80%	Reading 85%	GPS 90%	RW and M 70%
GDS	35%	20%	35%	40%	15%
Scaled score	108	N/A	107	108	N/A
Close any internal school gaps between fsm and non fsm.					

Our vision

Everyone achieving success in a rights-respecting community.

SDP Teaching and learning

Secure improved progress of different groups and especially pupil premium boys in literacy and higher ability pupils.
- Increase attendance to 94.5% from 93.56% - Reduce unauthorized attendance from 1.2% to 1% (2022-23 TH =1.7%) - Reduce Persistent absence (PA) from 23% to 17% (90% attendance or lower). TH PA was 28% in 2022-23
Achievement of a variety of awards, e.g. Healthy Schools Gold, Artsmark Gold

National progress is 0 in each subject. School progress scores are all above national.

2022 results updated Jan 2023 revised National data

58 pupils	EXS School	EXS national	EXS LA	GDS school	GDS National	GDS LA	School Scaled score	National scaled score	LA scaled score	Progress
Reading	84%	75%	80	41%	28	33	108	105	106	+0.2
Writing	72%	69%	76	5%	13	16	N/A	N/A	N/A	-1.8
Maths	78%	71%	78	26%	23	29	106	104	107	-0.5
GPS	79%	73%	81	34%	28	37	107	105	105	N/A
RWM	67	59	67	5%	7%	10%	N/A	N/A	N/A	N/A

All results are above National averages, except greater depth in writing.

2022 EXS results - Excluding 7 pupils who joined during or after year 5

All results would have been at or above the LA averages if these late entrants were not included in the results.

51 pupils	EXS School
Reading	86%
Writing	76%
Maths	80%
RWM	73%

Results for 2023

59 pupils	Exs	Gds	EXS School	School target 2023	EXS national	EXS LA	GDS school	GDS Target 2023	GDS National	GDS LA	School Scaled score	National scaled score	LA scaled score	School progress score
Reading	48	14	81%	85%	73%	80	27%	42%	29	31	105			-1.9
Writing	42	4	71%	80%	71%	77	7%	20%	13	19	N/A	N/A	N/A	-2.0
Maths	53	19	88%	80%	73%	79	32%	40%	24	33	106			0.6
GPS	50	22	85%	85%	72%	82	37%	40%	30	39	106			N/A
RWM	38	3	66%	75%	59%	66%	5%	18%	8	12	N/A	N/A	N/A	N/A

Pupils are performing at or above National averages at the end of the Key stage for the expected standard in all subjects.

Pupils are achieving at or above expected standards compared with local authority schools in reading, maths, GPS and the combined score.

Pupils at Lawdale are achieving above national averages for greater depth in GPS and maths. LA schools achieved higher percentages for pupils achieving above greater depth in all subjects.

Staff have developed the curriculum so that progression is clear and now need to review the curriculum further to ensure an anti racist curriculum.

Our vision

Everyone achieving success in a rights-respecting community.

Objectives will be achieved by:

- Use of metacognitive strategies to aid thinking, memory and learning
- Providing interventions for targeted pupils with low reading and maths progress scores (G&T, SEN and PP pupils) e.g... Booster clubs, support for pupils to identify and focus on correcting errors on test papers and to improve their writing, reading and maths skills.
- Tutoring of 133 pupils
- Raising teachers' awareness of and expectations of pupils' writing progress
- Sharing information about the curriculum with parents through workshops, the website and letters

Staff development to meet these aims

Specifically, development is focussed on the following areas:

- Autumn term 2023 -SEN and Towards and Anti-racist curriculum
- Spring term 2024, -Art and Autism
- Summer term 2024 - Towards an Anti racist curriculum
- Making good use of assessment materials / reports used with online tools such as Maths whizz and Accelerated reader
- Termly tracking of progress

Continuing to use the following to support a Growth mind-set:

- Lesson studies
- Peer observations and feedback
- To continue to ensure all teachers, especially new teachers, encourage choice, collaboration and challenge for all pupils.
- Ensuring our shared set of values, beliefs and rights support this purpose and promote a collective responsibility that supports achievement of the objectives.

PLANNING AND ASSESSMENT

Pupil learning

Raise achievement through closer analysis of progress of individuals and groups of pupils

- Identify children not making progress in maths/English – teachers and DH/ HT teaching groups
- Booster groups and/or tutoring for pupils with weak progress and who are pupils premium in writing, reading and maths
- Year 3 on-entry assessment to assist with accurate progress monitoring

Staff learning

Develop curriculum knowledge and understanding of progression in foundation subjects

- Audit and develop resources to promote diversity
- Performance management observations to continue to monitor quality of choice / collaboration/ peer support
- Monitor closely the higher achieving KS1 children - to ensure challenge is sufficient to ensure good or better progress for this group

Learning for families and the wider communities

- Ensure parents are informed of learning, curriculum and progress of children
- Support families with online learning
- Intervention plans for children not making progress after each assessment cycle – meet and discuss with parents

English (Reading and Writing) ---- Anita Vanjara

Objectives

Pupil Learning

To develop stamina in reading and writing and understand features of genre types with a focus on word choice and grammar focuses. Continue to read daily, with a particular focus on pronunciation, to support writing and become lifelong readers.

- Build speed in reading through reading fluency strategies to increase WPM read
- Pupil choice on books being read in class for pleasure ensuring that choice includes representation of multicultural authors
- To be aware of authors backgrounds and origins.
- Develop editing skills using drama, inference, and prediction including change of emotion, setting or character – include what if.... statements
- Teacher to read to the class every day – modelling prosody (using rhythm, intonation and stress to connect words into meaningful phrases
- Develop creative writing with writing stems – to continue writing in any direction a child chooses that is appropriate to the writing stem.
- Tutoring and interventions eg boosters after school, before school, holidays to support pupils with weak progress, including GDS pupils in reading and writing
- SEN pupils, especially autistic have greater range of literacy support eg communication software, books for SEN pupils

Staff Learning

To support children with gaps in writing, build stamina with word choice and use of grammar for a variety of fiction and non-fiction writing. Continue to nurture the love of reading to support writing through effective monitoring of AR and class reading. Support children with fluency in reading and pronunciation.

- Literacy lead to assess all pieces of writing each term to ensure consistency with feedback to each teacher and expect a plan from each teacher for children who are not making progress
- Focus of book looks in SMT will be children not making progress in writing
- 1:1 meetings with teachers and literacy lead to plan for pupils with weak progress
- Set clear expectations for quantity of high quality writing in each lesson eg S2 and above should be able to produce a paragraph and year 5 and 6 average child should be producing 1 page plus in a Big Write lesson
- Develop editing lessons with a focus on increasing GDS.
- Understand progression in non-fiction writing
- Phonics lessons implemented by one member of staff to ensure consistency – overseen by phonics lead – focus on year 3 and Phoenix class
- Increase pupil reading out aloud to increase confidence through reading fluency strategies
- Provide phonics sounds mat (particularly in year 3 and SEND) for children struggling to read.
- Offer a range of multicultural authors books for class read
- Librarian to organise/audit books using author names alphabetically to ensure multicultural representation.
- Teachers to audit their own personal choices of read aloud books for multicultural representation
- Literacy lead to audit shared readers for multicultural representation
- Literacy lead and SEN lead to audit literacy resources for early learners for multicultural representation

Community and family learning

Community and family to understand ways to support children with writing and spelling through daily reading.

- Support daily/weekly Home Learning
- Ensure that children are reading their AR and library books daily at home
- Support weekly spellings
- Family inset to promote reading and writing strategies at home
- Use comprehension question stems to support parent with their child reading at home.

Success criteria/impact

- Increase GDS in writing and reading
- Use a variety of vocabulary with increased precision
- Develop confidence in writing ideas
- Raised awareness of multicultural authors
- Increase fluency in reading
- Correct pronunciation misconceptions

Our vision

Everyone achieving success in a rights-respecting community.

MATHS- Rebecca Workman

Pupil learning

- Planning must be informed by the Curriculum Framework, which encompasses NC objectives and ready-to-progress criteria. White Rose continues to be our main scheme of work but teachers must ensure prior content is secure before starting on current year objectives.
- All greater depth pupils should be encouraged to develop a deeper understanding of content using resources such as NCETM's mastery at greater depth challenges.
- Planning and resourcing for SEND pupils should include use of resources to develop number sense and basic number facts such as complements to 10, 20 or 100. Teachers should use KS1 objectives if appropriate. These should be shared with and understood by support staff and are available in the Curriculum Framework.
- Pupils in the new year 3 cohort who are working well below expected standard will be provided with daily maths activities from the White Rose EYFS and year 1 framework, starting with addition and subtraction within 10. Year 3 staff and Phoenix class staff will be working more closely to ensure consistency in maths as well as opportunities for repetition across the day. Activities will all use concrete materials and will be short (approx. 15 minutes) until pupils are ready to progress and have developed their concentration skills. Recording will be mostly pictorial for a few pupils who are not yet able to form numbers. Workbooks will be provided for these SEND pupils to reduce teacher workload and to allow opportunities for recording, assessment and progression over time.
- Lessons should be linked to examples of real-life maths where possible, including examples of maths outside of the classroom and as a part of a variety of careers and jobs.
- Assemblies will showcase a diverse range of famous mathematicians.
- Lesson starters should continue to be used to provide pupils the opportunity to retrieve and recap prior learning. They should be short (5 minutes or less) and should be from a strand not currently being taught so pupils are less likely to forget what they have learnt previously.
- Meta-cognitive strategies are to continue to be applied, with a focus on thinking aloud, modelling the thought process and normalising mistakes. Positive messages from PSHE and mindfulness techniques should be applied in maths lessons to ensure children don't feel like they are behind. Growth mindset messages should be shared and encouraged, to ensure that the anxiety felt by many returning students does not hinder their willingness to learn and attempt new challenges.
- Maths Whizz will be used to give children the opportunity to experience activities from a mixture of maths strands at a personalised level. The current year 3s were given access to Maths Whizz over the Summer to help mitigate the effects of having been out of school for 6 weeks.

These objectives have been chosen based on analysis of data across the school and the expectations of the National Curriculum.

- Check lessons and displays show real-life maths in meaningful contexts.
- Encourage increased use of Maths Whizz through incentives such as certificates and prizes.
- Support planning across school, especially for pupils accessing a year 1 curriculum/pupils in Phoenix class.
- Reinforce use of place value charts, especially for $\times \div 10/100/1000$.
- Continue running maths competition in school (similar to previous Count On Us Challenge).

Staff learning

Understand national progress measures and assessment

- Staff meetings: competition resources, progression, NC coverage and SEND planning.
- Attend Maths CPD e.g. Network Meetings
- Teachers to have assistance with planning and opportunities to observe colleagues, including watching reception/year 1 sessions for those with SEND pupils.

Community and family learning

Ensure parents are informed of learning, curriculum and progress of children

- Weekly use of Maths Whizz.
- Governors and/or parents to be invited to help run and supervise in-school competition events.
- Coffee morning session.
- Website to be updated with links to useful maths activities.

Success criteria/impact

Maths Attainment Summer 2023 WTS/EXS/GDS	Year 3 (current year 4)	Year 4 (current year 5)	Year 5 (current year 6)	Year 6 SATS
WTS	26%	34%	13%	12%
EXS+	74%	66%	87%	88%
GDS	19%	41%	43%	32%
Boys	33%/67%/17%	41%/59%/38%	8%/92%/46%	%/%/%
Girls	21%/79%/21%	25%/75%/46%	17%/83%/41%	%/%/%
FSM	32%/68%/18%	39%/61%/46%	10%/90%/37%	%/%/%
Non-FSM	20%/80%/20%	29%/71%/36%	17%/83%/52%	%/%/%

- Close gap between FSM/non-FSM in current years 4 and 5.
- Increase number of pupils working at greater depth in LKS2.
- Maintain high pass rate for year 4 times tables check.

SEND and Interventions

Annette, Joe , Rushana

Lawdale Junior School will continue to provide a varied and rich curriculum, which is inclusive of all our learners, and allows them to make good or better progress, including learners with additional and special educational needs.

As all pupils' progress is tracked by class teachers, subject leaders, the SENCo, and SLT, any learner, who is making low progress or at risk of making low progress, will be identified and supported with appropriate high-quality interventions.

Phoenix Class

- To ensure that all autistic learners, attending Phoenix Class, receive high quality class teaching, which is additional to the high quality in-class teaching they will receive in their base classes.
- To ensure that all learners attending Phoenix Class, regardless of learning stage, receive teaching and support that is tailored to their academic needs and their needs as an individual.
- To ensure that the staff, who teach and support in Phoenix Class, understand the range of needs of the learners in the class, and the strategies used to support them.
- To ensure that Phoenix Class offers the necessary support and provision needed by the learners that attend.
- To collaborate with subject leaders to develop the curriculum offered so that learners attending Phoenix class are able to access it at an appropriate level.
- To ensure appropriate and on-going training is provided to all staff in working with autistic children.
- To continue to draw upon training and services from external professionals, such as the Speech and Language Therapist, to provide training and advice to support staff who teach and support in Phoenix Class.
- To provide training for parents of autistic children through the school and Phoenix

Pupil Learning

- To continue to ensure that all learners, including those with an EHCP and those receiving SEN Support, are receiving high quality in-class teaching and that teachers support staff fully understand their needs
- Ensure planning includes appropriate differentiation, scaffold, and challenge.
- Ensure that all learners with SEND are receiving any additional support, that they are entitled to
- To continue to develop and strengthen the school's procedures for identifying learners with additional or special educational needs
- To make accurate use of assessments, both before and after interventions have been delivered, to evaluate the impact on the pupils' learning and progress.
- To collaborate with subject leaders to explore opportunities to enrich the learning experience of learners with SEND and the more able learners outside of, and in addition to, the curriculum.
- To ensure that more-able learners/ those with high learning potential are identified and are exposed to appropriate levels of challenge, across the curriculum, to continue to deepen and strengthen their knowledge across subjects/ their respective subject.

Staff Learning

- To continue to ensure staff understand the range of needs that the school currently welcomes and supports, along with strategies to support learners with those needs.
- To ensure appropriate training is provided to class teachers and support staff in SEN needs that are specific to their class, such as working with autistic individuals.
- To continue to provide support to subject leaders, class teachers and ECTs with planning and resourcing learning to ensure it is accessible to learners with SEND, with appropriate scaffold and challenge.
- To continue to provide training and support for TAs and support staff to ensure they are able to support the school's learners with SEND and deliver specific and high-quality interventions.
- To draw upon training and services from external professionals, such as the Speech and Language Therapist, to provide training to support staff to carry out respective sessions, which will supplement the work of the professionals.

Community & Family Learning

- To strengthen home and school communication by sharing with parents/carers *End of Term/Year Provision Maps*, detailing the support and interventions in place for their child.
- To provide parent/carers with regular reports, where appropriate, of the interventions used with their child. For example, Speech and Language Therapy reports.

SDP Teaching and learning

- To invite and encourage Parent Voice through completion of a *Pupil Profile: Parent View*, to assist in developing a more well-rounded understanding of the school's learners with SEND as individuals.
- To provide support to parent/carers of learners with SEND, who have entered years 5 and 6, in preparing for their transition to secondary school.
- To regularly update the school website's SEND & Inclusion page to keep parents/carers informed of developments and work of the school's SEND provision. This is to include the new SEN email address.

PSHE/Healthy Schools – Ms Vanjara

Pupil Learning

Aim: To understand the importance of mental and physical well-being and healthy relationships

- Participate in calm me time for mindfulness during PSHE, following lunchtime, embedding breathing exercises to help alleviate anxiousness and prior to tests to help with focus and concentration.
- To understand the importance of talking about mental health and that it can affect anyone at different times.
- Learn strategies to cope with issues and know what help is available
- Understand the significance of a healthy diet and the effects of hidden sugar in products.
- The importance of a healthy lifestyle to promote physical and mental well being
- Reflection Friday - understanding it is good to talk about your mental health and embed strategies to support mental wellbeing.
- Understand the importance of regular sports activities during to build on fitness, perseverance and how this can support mental health
- Reintroduce year 6 prefects to model behaviour and respect to all year groups
- To recruit and train playground prefects to support less confident children.

Staff Learning

Aim: All staff to promote emotional and physical wellbeing informally and formally within the school – be aware of children in the school that may need emotional support.

- Understand the negative impacts on mental health of racism
- Promoted through modelling of mediation/breathing and promoting healthy eating choices
- Provide opportunities to talk about mental health – supporting the school in removing the stigma attached to such issues,
- Supporting planning across year groups updated with the 2020 Jigsaw resources
- Update RSE lesson once new guidelines have been published – due early 2024
- Book looks
- Continue to model good practice with regards to mental health awareness ensuring staff have training updates and support.

Community and family learning

Aim: Community and family to have an integral role in supporting children with physical and mental health

- Parent meetings to view RSE resources – updated once 2024 guidelines have been published.
- Parent workshop meditation and mental health strategies to support their children
- Parent information on Healthy food choices with a focus on sugar intake,

Success criteria/impact

- Know about healthy choices and lifestyles and effects of sugar.
- Promotion of healthy mind-set through mental health
- Consolidate the statutory requirements of RSE updated if required following government review.

Our vision

Everyone achieving success in a rights-respecting community.

Science – Elizabeth Marshall

Objectives

Continue to build children's science capital in a variety of ways.

Deepen understanding by using additional resources.

Provide appropriate science feedback to move children forward with their science learning.

Pupil Learning

- Pupils will learn to choose and become more confident which enquiry type would suit their investigation (e.g. pattern seeking, secondary research, fair-testing, identifying and classifying or observing over time)
- Pupils will develop a greater understanding how their knowledge and working scientifically skills are linked
- Pupils will develop knowledge of modern-day scientists and professions link to their own learning – they will learn about a range of scientist from different cultures and backgrounds
- Children will embed previous learning by revisiting during lessons
- Children will revisit science topics in cross curricular ways (e.g. shared reading, English lessons)
- Pupils will further develop understanding of areas of real life where they can see science at work
- Children will continue to develop their ability to create more detailed predictions, evaluations and conclusions using language structures
- Children will learn about a greater variety of modern day and historical scientists.

Staff Learning

- Teachers will have access to White Rose Science materials to supplement lessons using in order to deepen children's scientific knowledge
- Staff will use exemplification materials to support planning and teaching.
- Teachers will have access to half termly online CPD to support their subject knowledge of science.
- Teachers will research and share careers that use science during lessons.
- Teachers will include where science is seen in real life on displays, lesson notebooks and home learning.
- Teachers will continue to provide opportunities for children to think before sharing ideas.
- Staff will continue to embed child led question generation.
- Staff will continue to build on last year's planning by using a stimulus for observation and question generation at the start of a science unit.
- Staff will refer to the Tower Hamlets assessment grids to support judgments and identify next steps.

Community and family learning

- Home learning will include 'talking science' at home, as well as investigations that can be completed at home.
- Practical science activities will be sent home (particularly for science week).

Success criteria

- Teachers will be more confident with their delivery of science
- Books will show deeper learning – particularly with scientific knowledge

PE - Marc Nurse

Aims

- Ensure teaching and learning in P.E meets outstanding Ofsted criteria.
- To continue to adhere to the government guidelines to support PE for children who are self-isolation.
- Ensuring that all pupils are engaged in learning that is fun, safe with a whole child focus.
- Ensure a Growth Mind-set in P.E. Lessons will have adapted lessons that enable pupils to experience a variety of contexts such as athletics, games, health and wellbeing and locomotion whilst remaining a safe distance apart and not sharing equipment.
- Metacognition strategies to include – "thinking about thinking", "knowing about knowing", becoming "aware of one's awareness" and higher-order thinking skills allowing. Allow children more time to think about the questions.
- Identify talented pupils for dance, gym and general sports.
- To include cross curriculum in music for dance (song of the week).

Pupil learning

- Increased opportunities and range of sports for inter-school sport and competitions
- Identify children who can play for the borough teams who show ability to do so.
- 100% participation in intra-school competition in a variety of sports.
- Clubs provided, based on pupil survey and develop quality of clubs.
- Discuss possible order of skill acquisition (defending principles and attacking principles).
- Use Higher Order Questioning, for example, Creating: How many ways can you...?
- Familiarity of rules of game, skills required and possible differentiated activities etc.

Staff Information

- Ensure that there are cross curriculum opportunities used in Math's, English, Science and Music.
- Send termly report updates to class teachers.

Family and Community learning

- Ensure opportunities are highlighted to families re training in and out of school and, OOSHL etc. see G&T plan.
- Encourage parents to attend Sports day or any sporting activities we have at the school including

Evidence for PE Leader folder:

- Monitor provision of lunchtime clubs etc. Through timetable checks.
- Monitoring of PE lessons and OOSHL show lessons are good or better – spring term 2023.
- Questionnaire on attitudes to PE in summer 2024.
- Report on spot checks of PE provision at Lawdale (Spring 2024) E.g. Timetable of sports opportunities available to pupils.
- Monitoring data of numbers of children using clubs and girl's participation in clubs.
- Begin to compile a year by year plan of units taught and sports / activities taught in those units.
- Map of provision with a balance of sports / activities completed by end of school year.
- Photos of sporting action on the school website and newsletter.
- Framework of the curriculum Design – Intent, Implementation and Impact on the children.

RE Objectives - Rebecca Cane

Pupil Learning

Aim: To embed the new TH RE curriculum

- Make connections across and within religious and non-religious beliefs
- Encounter a range of different religious beliefs
- Enquiry and debate similarities and differences
- Explore questions about life and death
- Look at what people believe in and why
- Encourage reflection so pupils can make sense of religion, their own ideas and way of living in conjunction with the world around them
- Key religions to focus on: Christians, Islam, Hinduism and Judaism (with the possibility to look at others)
- Teaching British Values through RE
- Use pupil voice to explore areas for further development
- Ensure that RE is accessible for all learners
- Audit, evaluate and add RE resources to support the creation of an anti-racist curriculum

Staff Learning

Aim: All staff to become more confident and consistent in their implementation of the new RE curriculum

- Evaluate the assessment grids in each year group
- Use staff questionnaires to take ongoing feedback regarding the planning, teaching and assessing of RE
- Familiarity with the assessment strands: Believing, Expressing and Living
- Feedback from book looks
- Cross year group sharing of good practice facilitated by SLT
- Record assessments on Otrack at the end of the year. Use E,D,S grading (in line with school)
- Review how RE is planned, prepared and taught to ensure learning is equitable

Community and family learning

Aim: Community and family to have an understanding of the importance of RE

- Share information with parents about the RE curriculum and assessment grids e.g. Workshop, letters, website
- Discussions about learning from other religions and non-religious views
- Knowledge of the key religions we study in RE

Success criteria/impact

- Staff and pupils know about and understand a range of religions and worldviews.
- Pupils can express ideas and insights about the nature, significance and impact of religions and worldviews. Pupils gain and deploy the skills needed to engage seriously with religions and worldviews
- Parents understand the content of the RE curriculum, how we assess pupils in RE and why the teaching of RE is important.

Computing – Andres Musgrave Bolanos

Computing

We will continue to provide children with rich, deep learning experiences and educate our pupils on how to use technology positively, responsibly and safely in today's modern technological world. Internet safety remains a crucial aspect of the computing curriculum and we will continue to embed this across the school's computing curriculum.

Objective: To enhance pupils' understanding of internet safety and equip them with the necessary skills to navigate the online world safely.

Pupil learning

- Provide resources/software/technological devices to support provision of computing for learners with SEND in Phoenix class and whole school.
- Celebrate ICT specialists and inventors from a range of different cultures
- Dedicated internet safety refresher sessions, with allocated E-safety topics every half term
- Continue to develop pupil skills in algorithms and coding using Scratch and Beebots
- Provide extra-curricular learning (coding club) for children with a passion for computing
- Ensure displays are updated to reflect the children's most current work
- Develop cross curricular links through the use of software (e.g. data loggers, Digimaps, tinkerCAD and J2data)
- Carry out pupil voice surveys to improve teaching and learning
- Develop cross curricular links to reading using books about coding in shared reading
- Technician to set up new year 3 pupils with individual logins and create shared folder for accessing examples of work

Impact

- Pupils from a range of ethnicities see themselves represented in ICT careers and as ICT inventors
- Children develop understanding of technology around them and develop their digital literacy
- Children understand the importance of using the Internet safely and can better understand the dangers of releasing personal information, as well as how to recognise unethical behaviours or prevent cyberbullying
- Children continue to develop their 'computational thinking' skills
- Inspire pupils to take on careers in computing
- Children's display work reflects the intent of the computing curriculum
- Children consolidate their computing skills using software other subjects (i.e. DT, Geography & Science)
- Children's perspective of their computing journey is valued and voices are considered to improve their learning experience
- Children develop understanding of computing through reading
- Year 3 pupils use individual accounts and develop understanding of how networks work and the importance of keeping their data safe and organised

Staff learning:

- Staff learn about the range of backgrounds of different inventors of ICT and the range of carers available in ICT
- Work with Phoenix class teacher to support provision of computing adapted for learners with SEND
- Provide training for staff to teach refresher sessions, with allocated topics of internet safety, every half term
- Support ECTs & new staff through 1:1 meetings to ensure they understand the progression of skills framework and coverage maps (intent and implementation)
- Develop subject leader role – Review and improve the way coding is taught
- Assess the impact of learning using the assessment grids
- Monitor implementation through learning walks to identify areas of strength and areas for development to inform & support plans
- Ensure teachers are continuously referring to the vocabulary progression framework
- Monitor medium term plans to ensure implementation matches intent
- Review and update acceptable use policy and computing policy

Impact

- Inclusive teaching adapted to meet the needs of all learners
- Teachers knowledge of internet safety is enhanced and are therefore more confident in delivering dedicated sessions on E-safety
- ECT has clear understanding of intent, implementation and impact of the computing curriculum
- National curriculum outcomes are met and school meets statutory requirements
- Teachers understand progression of skills, how to build on previous learning and prepare pupils for their next steps

Our vision

Everyone achieving success in a rights-respecting community.

SDP Teaching and learning

- Policies are reviewed and governors ratify
- School implementation matches intent
- Meeting curriculum expectations

Community and family learning

- Reinforce parents training with E-safety
- Organise regular parent workshops and information sessions to educate parents on internet safety best practices
- Share resources and guidelines for parents to facilitate internet safety discussions at home

Impact

- Parents have a greater understanding of how to keep their children safe at home

Design & Technology- Annette Rook

Objectives

- To raise staff and pupil awareness of the range of designers of products from different cultures and design through history
- To develop the quality of finished D&T products

Pupil learning

- Develop children's understanding of the different aspects of the D&T process.
- Develop and strengthen children's evaluation skills and their ability to implement any improvements.
- Develop children's ability to use a range of tools and materials safely and effectively.

Staff learning

- Learn about a range of different designers from different ethnicities related to the specific products created in school

Community and family learning

- Display D&T products for parents and visitors
- Provide information to parents about the D&T curriculum and progression of skills e.g. letters, website etc.

Impact

- Staff and pupil awareness of different designers represented from a variety of cultures
- Use planning and displays as evidence to D&T being covered across the school.
- Pupils show clear progression in a range of D&T skills and products improve in quality
- Staff confidence in delivering D&T is increased

Art-Elizabeth Marshall

Objectives

Develop the art curriculum to show greater creativity and depth, moving towards the Artsmark Silver award.

Develop the art curriculum in line with the *Tower Hamlets Towards An Anti-Racist Curriculum Project*.

Develop understanding of the progression in the early stages of art to support SEND pupils, especially those in the Phoenix classroom

Pupil learning

- Children will develop greater belonging and ownership of their work.
- Children will begin to understand their own next steps more clearly, using child-friendly assessment tools.
- Children will be asked to apply and be part of Lawdale's Art Council to create a stronger pupil voice for the arts.
- Children will respond to a range of artists from diverse backgrounds.
- Children will continue to develop specific vocabulary linked to the area of art that they are learning.
- Children will refine the process of creating a piece of artwork – from research to experimentation and creation followed by revisiting and editing – focusing on unique outcomes.
- Children will develop a greater growth mind-set from the expression of art.

Staff learning

- Staff to refine planning to link with Artsmark focus – ensuring creativity and depth
- Further develop planning to create a more ethnically diverse and representative curriculum in line with the *Tower Hamlets Towards An Anti-Racist Curriculum Project*.
- *Staff training on early stages of art*
- Staff to introduce child-friendly assessment grids to use with the children at the end of each unit
- Staff to research and develop planning with further links to a range of artists linked to Tower Hamlets project
- Staff meetings to develop areas of art linked to Artsmark and next steps.

Community and family

- Parents to attend after school gallery to show class/ year group art work.
- Home learning to talk with parents about new artists and to discuss artists that are being covered in class.

Success Criteria

- New and adapted plans and lessons using Artsmark as a focus.
- Children will be more aware of their next steps.

Humanities Objectives -DH

Pupil Learning

Aim: To engage pupils in a high-quality history and geography education that will help them to gain a coherent knowledge and understanding of Britain's past and that of the wider world and the interrelated nature of local, national and global environments, as they progress through the school. This learning will be supported by high quality, carefully chosen resources and out of school learning opportunities for all children, which will support understanding and progress over time.

Staff Learning

Aim: Develop our own integrated curriculum and assessment system

- Develop skills using Digimap as a teaching tool for humanities topics, through staff training opportunities.
- Refine and develop vocabulary lists for each history topic to ensure coverage and opportunities to revisit.
- Develop a system for geography, as for history, that gives children the opportunity to revisit their knowledge over time and offers an evidence trail for progress.
- Ensure that children can make links between the different areas of humanities.
- Support staff with training (especially NQT and newer members of staff) building on inspiring lessons.
- Provide feedback on planning, book looks and lesson observations.

Pupil learning

- Continue to develop confidence with the concept of chronology in history through revisiting prior learning and explicitly identifying continuity and change and cause and effect.
- Develop further out of school learning opportunities for all year groups to contextualise understanding, including local history and fieldwork.
- Provide artefacts for topics where they will enhance learning, giving the children the opportunity to explore and discuss them in context.
- Teaching British Values through History and Geography

Community and family learning

Aim: Community and family to have an understanding of the geography and history curriculum and how we assess it:

- Provide knowledge organisers for all humanities topics
- Evaluate if parents find the knowledge organisers useful
- Topic work to be displayed throughout the school

Success criteria/impact

- Geography and history lessons show clear development of skills
- Children are able to talk about their learning and situate it in history and/or in the world
- Children to continue to produce topic books to a high standard
- Observations show that staff deliver a rich, exciting, challenging and inspiring humanities curriculum

Spanish -Maria Musgrave Bolanos

Pupil Learning

- Continue to develop cross curricular links to reading and topics
- Focus on aspirations – how languages might help with pupils' future lives
- Continue to develop classroom environment and topic (tier 3) vocabulary in classrooms

Staff Learning

- Continue to develop subject leader role – CPD/training
- Monitor curriculum coverage
- Share coverage opportunities and cross-curricular linking with year group leaders
- Continue to support ECTs & new staff - 1:1 meetings

Community and family learning

- Parent workshops
- Visit GB meeting and ensure governors understand intent, implement and impact
- Introduce and share progression of skills framework, curriculum coverage maps and examples of work

Success criteria/impact

Pupil

- Children are able to use Spanish vocabulary that is connected to topics (tier 3)
- Children continue to develop understanding of curriculum vocabulary through reading and writing sentences in Spanish
- Children access topic vocabulary in the classroom to develop their understanding

Staff

- Strong subject leadership
- National Curriculum outcomes are met
- School meets statutory requirements
- Teachers and ECTs understand progression of skills, how previous learning is built upon and prepares pupils for their next steps

Community and family

- Parents have a greater understanding of how languages is taught
- Governors understand the school's intent, implementation and impact for Languages (Spanish)

Rights Respecting School- Rebecca Workman

Main Aim: To apply for reaccreditation from UNICEF this academic year.

Pupil learning

Year 3 will be introduced to children's rights and given opportunities to explore the UNICEF Charter.

All year groups will take part in the annual Outright project. This year the focus is on how environmental issues affect children's rights.

Rights Respecting Ambassadors will be chosen from every class. They will meet and decide upon a local issue that they would like to campaign on.

All pupils should be developing an understanding of their rights and should be seeing this in all lessons, as well at other times throughout the school day.

Staff learning

Understand national progress measures and assessment

- Staff meetings: Outright resources, children's rights in lessons, home learning opportunities etc.
- Attend UNICEF drop-in sessions to share good practice with other RRS schools.
- Start to link work on children's rights with our new project; Towards An Anti-Racist Curriculum

Community and family learning

Ensure parents are informed of learning, curriculum and progress of children

- Parental involvement in campaigning (Spring term).
- Governors and/or parents to be invited to help run and supervise in-school events such as Socceraid.
- Coffee morning session.

BEHAVIOUR and SAFETY

Lead staff: Annette Rook and Nicola Bishop

Objectives

- Improve behaviour of pupils to outstanding using a Growth Mind-set attitude to behaviours e.g. resilience, persistence etc.
- Focus on all staff understanding the new requirements in KCSIE
- Focus on ensuring pupils understand how to safe online
- Increase understanding of issues e.g. Prevent issues, British Values and Children's rights
- Increase staff and pupil understanding of the impacts of racism and develop own understanding of

Pupil learning actions

- Create classroom charters.
- Use a restorative justice model to support improved pupils' behaviour
- Support pupils with understanding bullying behaviours, including ostracizing, in assemblies, class and school council et.
- Increase pupils' knowledge and awareness of the Rights Respecting UNICEF articles by reviewing in class and assemblies

Staff learning actions

- Review behaviour and safety policies in light of changes to KCSIE
- CP training in line with school policy schedule
- Update all staff safeguarding training

Family and community learning actions

- Develop parental understanding of positive behaviour policy and anti bullying policy through parent meetings and newsletters

Impact

- Pupils behaviour is good or better.
- Pupils, parents and staff understand the behaviour policy and support it.
- Fewer behaviour incidents recorded cf previous years
- Reduce formal exclusions
- Fewer racist incidents
- Greater understanding by staff and pupils of the impact of racism on individuals and communities

ATTENDANCE—Annette Rook

Key staff: Raani, Rushana, Hafsana

Objectives

- Increase attendance to 94.5% from 93.56%
- Reduce unauthorized attendance from 1.2% to 1% (2022-23 TH =1.7%)
- Reduce Persistent absence (PA) from 23% to 17% (90% attendance or lower). TH PA was 28% in 2022-23

Pupil-related actions

- Continue to reward high attendance, children and parents informed of the prize in Autumn term for 100% attendance. Must attend for terms 1-6.
- Class prizes for 100% attendance for the day/ week
- Review Attendance policy
- Engage the whole school in reducing lateness- teacher support and prizes to encourage punctuality of targeted individuals. "In to win" competitions and prizes weekly
- All pupils taking extended leave / self-isolation to have work provided that matches class learning as much as possible, teachers to organise and TAs to monitor
- Pupils with regular absences to complete missed work for homework or work to be sent home.

Staff learning actions

- Inform the LA within 5 days of all new joiners and leavers moving schools outside of non-standard joiners and leavers times.
- Office to alert Headteacher on 5th day of absence of any child
- Home visit to any child not attending with no response from parents/ carers.
- Follow procedures for missing children in line with LA guidance.
- Involve school nurse with pupils with frequent illnesses and request medical evidence
- Keep a list of all pupils with long term medical conditions to ensure parents are not contacted unnecessarily and to monitor their attendance and impact on progress
- Use fixed penalty notice scheme to tackle leave during term time
- Continue with current procedures and policies for unauthorised absence.
- Referral to AWO using LA referral criteria
- Taking occasional days (2 additional days allocated by the government as holiday to be taken when the school decides) on Eid to avoid additional absences
- Identify significant groups with low attendance / lateness each half term

Parent / carers actions

- Learning Mentor and Attendance and welfare officer involvement with parents with low attendance.
- HT to notify parents / carers each half term of attendance targets procedures through parents' meetings, newsletters etc.
- HT to meet parents / carers of pupils intending to take extended leave
- Training on need to come to school and the impact of poor attendance.

Impact

- Improved attendance to meet set targets
- Reduction in families taking extended leave
- A higher percentage of pupils engaging in home learning when self-isolating.

LEADERSHIP and MANAGEMENT

SLT

- Booster support is set up and pupils with weak progress in writing in each year group are supported from October
- 1:1 or 1:3 or 1:6 support is set up for pupils not making expected progress by reviewing test papers, work book and writing with them.

Teachers

- All teachers will have:
 - a. A challenging pupil progress target based on prior assessments
 - b. A whole school development target individualized according to the teacher fully meeting the Teacher Standards and related to **creating a more inclusive curriculum with diverse resources**
 - c. A personal progress development target
- All targets will be appropriate for the professional standards and leadership role of the teacher after reviewing the Teacher Standards.
- Targets will be reviewed half way through the year.
- Career opportunities will be reviewed and developed where possible

Teaching assistants and support staff

- All TAs will be set targets based on observations and the focus of training for the year and these will be reviewed termly.
- TAs will continue to have specific TA training in and out of the classroom e.g. observing the class-teacher, peer observations etc.
- Other support staff will have targets set by their line managers and these will be reviewed termly
- Career opportunities will be reviewed and developed where possible

CPD Programme

- The whole school CPD programme will focus on the main aims of the SDP.
- The CPD programme will be managed by the Headteacher and deputy headteacher for teachers and TAs. The programmes will reflect the needs of the school, identified through analysis and self-evaluation.
- The CPD needs of individual staff will be addressed as part of the planning process when setting PM targets.
- CPD events and opportunities to be utilised with other schools
- Lesson studies also used to support peer learning
- Opportunities for peer working across schools to be identified and partnerships formed with local schools.
- Coaching will be continued as a staff development tool.
- Peer observations will also be used to support teachers in developing their practice by providing opportunities to focus on Looking for learning in peer classrooms.

Lesson observation

- The monitoring cycle will be followed as in the Monitoring Policy.
- An overview of performance of teaching staff will be created showing clearly the impact of feedback and CPD (in house and external opportunities) on teacher performance over time and resulting improved progress and attainment.

Change management

- Pupil needs are paramount in all change management.
- Staff views will be considered before changes are made.
- Major changes, other than statutory changes, will involve consultation and reviews and clear indications of why some ideas are adopted and others excluded.
- All change will involve a period of introduction or possible trial before implementation

Our vision

Everyone achieving success in a rights-respecting community.

SDP Teaching and learning

- All change will be reviewed and evaluated.
- Support staff will have regular meetings with their line managers, as a group, to review possible changes.

Governors

Chair, Vice Chair, all Governors

Objectives

- Ensure all vacancies are filled with a half term of vacancy arising
- Ensure one year of dates for all committees and full GB meetings are set in advance
- Ensure protocols are set up for committees – eg Chair, minute taker, agendas set in consultation with
- Governors are highly ambitious for the pupils and lead by example.
- Governors have a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes
- Governors attend focus visits each term
- Governor's understand the purpose of deep dives into subject areas and are able to use the information to assess the quality of education provided by the school
- Lead governors' established for key subject areas
- Governors stringently hold senior leaders to account for all aspects of the school's performance.
- Through highly effective, rigorous planning and controls, Governors ensure financial stability, including the effective and efficient management of financial resources.
- Increase Governors' visibility in the school

Actions

- Set up regular governors' review mornings, at least once a term, for learning and health and safety
Autumn: Safeguarding , Spring: RE , Summer ART- all governors to be invited to attend reviews. 2 / visit expected
- Lead staff to visit and feedback to Governors at GB meetings.
- Ensure a high level of attendance at GB meetings.
- Recruit new Governors as needed to fill vacancies.
- Complete a skills analysis once a year to ensure the governing body is representative of a balance of interests and expertise.
- Agree terms of reference for individual committees with clear remit and functions.
- Governors participate in the SEF process by reviewing key documents related to the schools' performance at GB meetings.
- Governors visits are recorded and show governors are visible in the school community
- List of events published so that governors are more engaged with the school and community;

High Level Plan for Future Years

Objectives 2024-25

Teaching and learning	Increase the percentage of pupils achieving greater depth in writing and reading to match LA averages 100% of lessons observed as good or better - first observation
Inclusion and equality	Close the internal school gap between fsm and non fsm. Consolidate specialist classroom to ensure high quality provision for all SEN pupils
Literacy	Improve teaching so that 100% of literacy lessons are judged good or better Literacy results improve so that the school is in the top 20 percentiles for similar schools
Maths	Develop links with Oaklands and Elizabeth Selby further to ensure consistency across all ages Maths results improve so that the school is in the top 10 percentiles for similar schools
Science	Review practical science – ensure science teaching is outstanding.
Healthy schools	Achieve a sustainable progress on the STAR-Track this year the target is achieve higher progress. To be successful in at least 3 competitions
Creative Curriculum	Focus on local community/parental involvement –Looking at creative approaches to core subjects Achieve Artsmark Gold
Governors	Ensure full governing body membership Increase governors’ participation in school activities Review governing body effectiveness –secure outstanding criteria

Objectives 2025-6

Teaching and learning	Increase the percentage of pupils achieving above age expectations in art and RE
Inclusion and equality	SEN pupils make better progress than SEN pupils nationally. FSM pupils continue to make better progress than FSM pupils nationally.
Literacy	Improve teaching so that 100% of literacy lessons are judged good or better Literacy results improve so that the school is in the top 5 percentiles for similar schools
Maths	Improve teaching so that 100% of maths lessons are judged good or better Maths results improve so that the school is in the top 5 percentiles for similar schools
Science	Review schemes of work and use of investigations
Healthy schools	Update Healthy Schools status. Review Prevent strategies.
Creative Curriculum	Focus on local community/parental involvement – creative arts fair Looking at creative approaches to core subjects (numeracy and science)
Governors	Ensure full governing body membership Continue to Increase Governors’ participation in school activities Review governing body effectiveness –embed outstanding

Our vision

Everyone achieving success in a rights-respecting community.

SDP Teaching and learning

Budget 2023-24

Pupil Premium- see PP strategy document for details of how PP pupils are supported.	£189,150
Sports Premium See separate document for details of how the Sports grant is used- Youth Sports foundation – PE equipment £2000 Swimming lessons £12,500	£18,180
Literacy Library and other books/ resources to support literacy curriculum- £1,000 Literacy resources - £500 Book week- prizes and visiting authors and other resources £1000 PDC – use of PDC library - £0 EAL materials	£2500
SCIENCE= Science show/ week - approx. £700 Science resources purchased from science budget for non- consumables= £500 Consumables e.g. batteries , light bulbs, model making equipment to be purchased as and when required = £500	£1700
Maths = New text books and resources - £500 Maths whizz - £7344	£7,844
Training budget Online training -Child protection and Prevent PDC / external course courses various focused on individual staff needs THEP – School Improvement £4,000	£10,000
Assessment Various tests £4,000 - audit old assessments and use unused stock to reduce costs O’ track (Optimum Reports) - £947	£4000

Supporting documents and evidence

- Ofsted report 2023
- Ofsted criteria for Outstanding schools
- ASP –Analyse School Performance 2023
- SATs results and teacher assessments for the last 3 years
- FFT reports
- Pupil Survey 2023
- Staff Survey 2023
- SWOT analysis of progress and development 2023

Related documents

- Budget 2023-24 and 3 year plan
- Attendance policy
- LA Attendance reviews

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