

John Ruskin Primary School Improvement Plan 2022-23

Context

- This is a larger than average inner city school with two classes in each year group. In addition, there are three classes for 24 children with developmental language disorders.
- The early years consists of two reception classes and two nurseries. One of the nurseries is situated in the Brandon Estate; the other is on the school site.
- The school is situated in an area of very high deprivation with many social problems, high levels of knife crime and gang involvement. Many families are involved with social care. Many children live in homes of multiple occupancy. 59% of pupils come from the most deprived deprivation band [IDACI band 1], 96% are from band 1 or 2.
- The proportions of children who speak English as an additional language, who are eligible for pupil premium funding, or who have identified special educational needs or disabilities are well above the national picture. 70 different languages are spoken in the school.
- The senior leadership team consists of key staff who hold responsibilities for particular aspects of the school; this team is also long established and through effective succession planning is stable.
- Ofsted inspected the school in October 2018 under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. It was judged that the school continues to be outstanding, and that safeguarding is effective.

To improve further, the school needs to:

- Continue to embed knowledge acquisition and retention throughout the curriculum
- Continue to ensure the needs of all the SEND pupils to be met through the use of appropriate strategies and learning objectives in order for them to make at least expected expected progress.
- Ensure there is a sharp focus on the acquisition of a wide, appropriate and subject specific vocabulary in order to communicate effectively and to enhance curriculum knowledge and understanding

John Ruskin School Improvement Plan 2023-24

Quality of Education (learning outcomes)

Maintain the percentage of children achieving GLD so that it is in line with national outcomes and monitor groups to ensure there are no trends of under achievement that develop

Continue to ensure the needs of all the SEND pupils to be met through the use of appropriate strategies and learning objectives in order for them to make at least expected progress.

To increase the percentage of disadvantaged children achieving above expectations

Quality of Education (teaching, assessment & curriculum)

Ensuring there is a sharp focus on the acquisition of a wide, appropriate and subject specific vocabulary in order to communicate effectively and to enhance curriculum knowledge and understanding

To continue to embed knowledge acquisition and retention throughout the curriculum

To further develop the role of TAs in supporting teaching and learning

Leadership and Management

To continue to develop the role of subject leaders

To continue to develop the governing body's awareness of the school's curriculum intent, implementation and impact

Personal Development, Behaviour & Attitudes

As part of RHE curriculum continue to develop a whole school approach to wellbeing by embedding actions on mental wellbeing and focusing on physical health and resilience and celebrating differences.

To provide opportunities for children to develop their talents and interests in school, through extra-curricular activities and in the community

NB: Headings may be changed/adapted to suit the individual needs of your school.

EYFS objectives should be included in any column, as appropriate.

Quality of Education (learning outcomes)

Key Priority 1:

End of Year Targets (Main school)

EYFS		KS1				Lower KS2				Upper KS2			
Nursery	Rec	Year 1		Year 2 (4ASDchn)		Year 3		Year 4		Year 5		Year 6	
40-60E: 50% All prima areas	GLD: 65%	% exp+	% GD	% exp+	% GD	% exp+	% GD	% exp+	% GD	% exp+	% GD	% exp+	% GD
		R: 75%	R: 15%	R: 75%	R: 16%	R: 80%	R: 20%	R: 80%	R: 24%	R: 75%	R: 30%	R: 75%	R: 35%
		W: 70%	W: 15%	W: 70%	W: 16%	W: 75%	W: 18%	W: 75%	W: 18%	W: 70%	W: 20%	W: 82%	W: 24%
		M: 75%	M: 15%	M: 75%	M: 14%	M: 80%	M: 20%	M: % 80	M: 20%	M: 75%	M: 20%	GPS: 85%	GPS: 45%
		Phonics 90%										Maths: 85%	Maths: 30%
												RWM: 70%	RWM: 12%

Attainment: at least the London average at expected+ by end of KS2, or LA average, if higher. **Progress:** as a broad guide, at least 90% make typical progress

Actions for Improvement			Cost	Impact Criteria	Review	
Key objectives	Actions and who is responsible?	When?	Cost/ Resources	What will success look like?	Who will monitor? How?	Evaluation notes/next steps
Maintain the percentage of children achieving GLD so that it is in line with national outcomes and monitor groups to ensure there are no trends of under achievement that develop	<ul style="list-style-type: none"> Reception teachers to identify after each assessment point which children could be targeted to receive support to meet the Early Learning Goals SH Support to be planned in to daily reception practice utilising ELS in-lesson interventions, HLTA and class teacher time SH Parents to be given materials to support their children at home, i.e GPC cards, phonics and maths games, fine motor activities SH After each assessment point, compare attainment and progress of Pupil Premium children to non-PP children. At progress meetings plan specific 	<p>After each assessment point</p> <p>At progress</p>	<p>Planning Meeting time weekly</p> <p>Parents Evening time</p> <p>Progress Meeting Time</p> <p>9 days supply cover</p> <p>£1755</p>	<ul style="list-style-type: none"> Percentage of children achieving GLD remains in line with National Average Progress for PP children and SEND children is in line with or greater than non PP / SEND children 	<p>SH- through data</p> <p>TLT who line manage teachers</p>	

	<p>actions to address any differences TLT/SH</p> <ul style="list-style-type: none"> • After each assessment point, compare the progress of SEND children to non-SEND children. At progress meetings plan specific actions to address any differences DB/SH • Compare EYFS key measures to Reception cohort SH 	meetings				
For the needs of all the SEND pupils to be met through the use of appropriate strategies and learning objectives in order for them to enable to make expected progress.	<ul style="list-style-type: none"> • All year groups to use vocabulary folders to support vocabulary acquisition: DB/SM • Create a platform for staff to share SEN strategies and resources as peers. LC • INSET: Training for teachers on how best to use support staff and develop independence for those pupils which have a 1:1, including sharing in-school TA training & EEF research LC • Peer observation focus for SEND TAs to concentrate on use of identified strategies introduced in training LC • Triangle of independence of strategies to be demonstrated to TAs as appropriate LC • Ensure coordinator monitoring takes account of the provision and outcomes for SEND CT • After each assessment point, compare the progress of SEND children to non-SEND children. At progress meetings plan specific actions to address any differences CT/DB 	<p>Jan 2024</p> <p>Sept 2023</p> <p>Termly</p> <p>Ongoing 23-24</p> <p>Ongoing</p>	<p>Budget for SEND resources £300</p> <p>Budget for peer observations 5 days supply cover £975</p>	<p>Progress for SEND children is in line with or greater than non SEND children</p> <p>IEP targets met</p>	<p>TLT + subject coordinators – through coordinator monitoring</p> <p>SLT through line managing teachers and TAs</p>	

		After each assessment point				
To increase the percentage of disadvantaged children achieving above expectations	<ul style="list-style-type: none"> Teachers to identify after each assessment point which PP children could be targeted to receive support to work at greater depth by the end of the year CT At progress meetings plan specific actions to target specific PP children to achieve greater depth by the end of the year CT/TLT 	<p>After each assessment point</p> <p>At progress meetings</p>	<p>Planning meeting time</p> <p>Deployment of TA support</p>	<p>Identified PP children achieve greater depth by the end of the school year</p> <p>In identified year groups the gap will reduce by 5%</p>	<p>SLT through line managing teachers</p> <p>TLT through data</p>	

Quality of Education (teaching, assessment & curriculum)						
Key Priority 2:						
Actions for Improvement			Cost	Impact Criteria	Review	
Key objectives	Actions and who is responsible?	When?	Cost/ Resources	What will success look like?	Who will monitor? How?	Evaluation notes/next steps
Ensuring there is a sharp focus on the acquisition of a wide, appropriate and subject specific vocabulary in order to communicate effectively and to enhance	<ul style="list-style-type: none"> SALT led INSET on the teaching of vocabulary, e.g. vocabulary jars LC Ensure all curriculum word lists are up to date HN / JM / SS Monitoring focus (Amend proformas to include target) – SLT Spring Term Curriculum Focus for drop-in sessions HN / JM 	<p>Jan 2023</p> <p>By Nov 2023</p> <p>Aut, Spr & Sum</p> <p>Spr 2023</p>	<p>Free</p> <p>SLT time monitoring</p> <p>HN & JM time – Curriculum focus and vocabulary sheets</p>	<ul style="list-style-type: none"> Accelerated progress across all curriculum subjects Accelerated progress in C & L in EYFS Increased ability for pupils to use subject-specific vocabulary as part of SLT monitoring Parent survey results regarding 	<p>HN/JM – Reception upwards, SH – EYFS</p> <p>TLT via monitoring</p>	

<p>curriculum knowledge</p>	<ul style="list-style-type: none"> Add key vocabulary to parents' curriculum information sheets. CT Ensure key words are displayed and updated in classrooms PC 	<p>By Dec 2023</p> <p>By Dec 2023</p>	<p>1 day supply cover £195</p> <p>PC – subject leader time</p> <p>1 day supply cover £195</p>	<p>curriculum/vocabulary</p> <ul style="list-style-type: none"> Key words displayed and referred to in classrooms 		
<p>To continue to embed knowledge acquisition and retention throughout the curriculum</p>	<ul style="list-style-type: none"> Metacognition strategies: Introduce 4 strategies from the A-Z - IM / HN A more detailed roll out of effective use of knowledge organisers and low stakes quizzing in and out of lessons to support pupils' knowledge acquisition. Research shows that regular retrieval can help children to store knowledge in their long-term memory and recall it more easily. The practice frees up their working memory to learn new things. HN / JM Pupil Voice: - SLT <ul style="list-style-type: none"> age related subject knowledge focus questions evaluating the effectiveness of knowledge acquisition strategies and the impact in order to reshape On School council's regular agenda HN / LC Develop the cross-curriculum knowledge statements in Medium Term Plans (Interconnected knowledge) JM / HN 	<p>CPD 19/9</p> <p>Ongoing 23-24</p> <p>Monitoring Aut, Spr & Sum</p> <p>Monitoring Aut, Spr & Sum</p> <p>Ongoing 23-24</p> <p>Aut, Spr & Sum</p>	<p>£700</p> <p>HN/JM time, INSET time as required</p> <p>TLT monitoring time</p> <p>HN/LC time</p> <p>Planning meeting</p>	<p>rated progress across all curriculum subjects</p> <p>able to talk confidently about learning to learn</p> <p>rs explicitly teaching metacognition strategies, using low stakes quizzing - seen in monitoring</p> <p>able to apply metacognition strategies independently – seen in monitoring</p> <p>able to make explicit links between subjects independently</p> <p>nes of Knowledge Day</p> <p>ack from parents re workshops</p>	<p>IM/HN</p> <p>JM/HN</p> <p>SLT</p> <p>HN/LC</p> <p>HN</p> <p>HN/JM</p>	

	<ul style="list-style-type: none"> • Knowledge Day: A Day where the normal timetable is collapsed and children experience a curriculum based on a combination of two or three subjects e.g., https://thirdspacelearning.com/blog/cross-curricular-learning-everyday-maths/ HN / JM • To be shared with Parents through workshops, sharing assembly, newsletter-HN/JM • Parent Workshops (with children including practical demonstrations), speak to school governors to increase engagement: HN/JM <ul style="list-style-type: none"> ○ A2: Metacognition IM ○ Sp1: How to do use KO effectively with their children JM ○ Sp2: Blooms Taxonomy Questioning – to check and elicit knowledge IM ○ Su1: SEND focus DB / SM ○ Su2: Low stakes quizzing JM 	<p>Sept/July as per KS1/KS2 timetable</p> <p>As per left column</p>	<p>Curriculum budget</p> <p>£250</p> <p>HN/JM time, refreshments</p> <p>3 days supply</p> <p>£585</p>		<p>HN</p>	
<p>To further develop the role of TAs in supporting teaching and learning</p>	<ul style="list-style-type: none"> • Monitoring focus SLT <ul style="list-style-type: none"> - Autumn - developing independence and role of TA during teaching input stage. - Spring – modelling and questioning (linked to summer INSET task) - Summer - metacognition term – IM • Spring half day INSET metacognition training for TAs 	<p>As per left column</p> <p>April 2023</p>	<p>TLT monitoring time</p> <p>INSET time</p> <p>TA time off</p>	<ul style="list-style-type: none"> • SLT notes from monitoring regarding TAs and each term’s focus • Feedback from TAs regarding metacognition training and implementation • Expected / above levels of progress from TA class focus groups or intervention groups. 	<p>TLT</p> <p>LC (CPD lead)</p>	

	<ul style="list-style-type: none"> TA peer observations – LC TA meeting curriculum update – HN TAs take part in a lesson study model with staff from a “Thinking A to Z” school re metacognition. HN / LC Open invitations to Tuesday INSETs - LC 	<p>Aut 1, Spr 1 & Sum 1</p> <p>22/9/23</p> <p>Tbc</p> <p>Once per term when CPD released</p>	<p>timetable</p> <p>HN time</p> <p>Tbc</p> <p>n/a</p>		HN	
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Leadership & Management

Key Priority 3:

Actions for Improvement			Cost	Impact Criteria	Review	
Key objectives	Actions and who is responsible?	When?	Cost/ Resources	What will success look like?	Who will monitor?	Evaluation notes/next steps
To continue to develop the role of subject leaders.	<p>Subject leaders will have the opportunity to meet with link advisor to develop their management role through coaching HN</p> <p>Investigate opportunities to meet with colleagues from other settings in order to gain ideas on how to develop their subject area HN</p> <p>Subject leaders to informally observe their area in EYFS and have follow up discussion with the EYFS lead to share</p>	<p>Ongoing</p> <p>Spring 24</p> <p>Spring 24</p>	<p>Subject Leader time</p> <p>6 days supply cover</p> <p>£1170</p>	<p>Subject leaders' feedback on process is positive.</p> <p>Subject leaders will implement at least one idea / initiative gained.</p> <p>% Turnout for events.</p>	HN	

	<p>good practise. CT</p> <p>Subject leaders to take part in monitoring of their subject in EYFS, e.g. records, books etc. CT</p> <p>Subject leaders to investigate where their subject fits in EYFS ‘Development Matters’ to ensure that progression grids reflect this accordingly. SH/CT</p> <p>Subject leaders to update plans -following metacognition INSET -to ensure they are in line with year group maps. HN/LC</p> <p>Subject leaders to update curriculum maps and identify strength and weakness (RAG rating system) HN</p>	<p>Summer 2024</p> <p>Autumn 2023</p> <p>Spring 2024</p> <p>Autumn 2023</p>	<p>Subject Leader time</p> <p>2 days supply cover</p> <p>£390</p>	<p>Subject leaders are able to report back re what their subject looks like in EYFS as part of an impact statement.</p> <p>Plans are updated accordingly.</p> <p>RAG rating system completed and used to identify targets for development plan.</p>	<p>SH/HN</p> <p>HN</p> <p>HN</p>	
<p>To continue to develop the governing body’s awareness of the school’s curriculum intent, implementation and impact</p>	<p>Subject leaders to share with their corresponding governor/s their intent and implementation and how their subject is developing. (Impact Statements Style). CT</p> <p>Subject leaders to prepare an end of year report for Governors on their subject area, outlining the impact. (Impact Statements Style). CT</p> <p>Link governors to observe teaching in their area.CT/JB</p> <p>Governors take part in monitoring of</p>	<p>Ongoing</p> <p>Summer 2024</p> <p>Ongoing</p>	<p>Subject Leader time</p> <p>Govs time – no cost</p> <p>INSET time in summer term</p> <p>Govs time – no cost</p> <p>Govs time – no cost</p> <p>Govs time –</p>	<p>Governors’ performance at mock LA interview is judged good or better.</p> <p>Governors identify strengths and weaknesses of the curriculum / school including during data analysis with CT.</p>	<p>CT/ JB</p> <p>Review of Governor’s minutes</p>	

	<p>their subject area e.g. books and discussion with children along with subject leads. CT/JB</p> <p>Governors to be invited curriculum events in order to build their knowledge of the JR curriculum CT/HN</p>	<p>Summer 2024</p> <p>Ongoing</p>	<p>no cost</p> <p>Govs time – no cost</p>			
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Staff costs: (Averaged across group) Leadership scale £380 per day; TLR holders £274 per day; Mainscale teachers £230 per day; TAs £107 per day