

**ST. ANDREW'S CHURCH OF ENGLAND**

**PRIMARY SCHOOL**

**IMPROVEMENT PLAN**

**GROWING AND LEARNING TOGETHER WITH GOD**



September 2021 – August 2022

## **Our Vision- Growing and Learning Together with God**

**“There is no difference between the one who plants and the one who waters. God will reward each one according to the work each has done.” 1 Corinthians 3 v 8**

Our School vision is to work in partnership with the whole school community, where everyone has a sense of belonging, to collectively nurture, motivate and inspire pupils within a caring, Christian environment. We will enable all children to build resilience and develop a love of learning in order to become confident, successful and independent learners, reaching their full potential academically, spiritually and socially.

**Our Context** – We are a 1 form entry Primary School in the heart of Uxbridge. Currently with places for 210 pupils from Reception to Year 6 and 26 spaces in our Nursery. As at September 2021 we have 178 pupils on roll (32 spaces across R to 6) and 13 children in our Nursery. 6 Nursery children attend full time, either via the 30 hours’ funding or they pay for the additional 15 hours. We have 19 children from Nursery to Year 6 on the SEN register (9%), with 4 of these children having EHCPs. 26% of pupils receive Pupil Premium funding and we have 6 service children. 22% of children are on Free School Meals. Since the full re-opening of schools in March 2021, our attendance was 93.7% with a Persistent Absence of 11% of children, which is 21 children in Years R to 6.

As a Church school, we have close links with St. Andrew’s and St. Margaret’s Churches in the Parish of Uxbridge, and we are supported by the London Diocesan Board for Schools.

**Ofsted**- Previous Inspection in January 2019 was graded as Requires Improvement. SIAMs inspection in March 2016 was graded as Good.

**Significant changes**- Over the past few years there have been changes in the way technology and communication works across the school. Even prior to the Pandemic, the introduction of online systems for sharing with parents, making payments, booking clubs, reporting absences, sharing information and giving parents more opportunities to ask questions, raise concerns and share feedback. During the Covid-19 pandemic there has been a significant increase in the use of online technology to provide on and off-site education, to facilitate meetings between school and parents, and meetings and training for staff.

Another significant change has been that there has been a higher than average staff turnover. This is significant within a small school. It has enabled new opportunities and new initiatives. However it has also caused some anxiety amongst parents, and with the current Ofsted rating, pupil numbers are lower than perhaps 5 years ago. This in turn has led to the whole school budget decreasing which has led to the need for very careful planning and reorganising in order to achieve value for money.

There is much greater consistency across the school, with a wider leadership structure which encompasses the Senior and Middle Leaders and provides a much more robust system for leading and developing improvements across the school.

More recently there has been a change in the whole school curriculum which is now consistent and thematically linked. This is a developing picture in line with the latest Inspection Framework.

<b>RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP</b>	<b>LEADERSHIP AND MANAGEMENT</b>
For children to be able to reflect on and share their thoughts, beliefs and opinions confidently and sensitively	To follow up on actions, holding others to account and seeing things through to completion
<b>QUALITY OF EDUCATION</b>	<b>EFFECTIVENESS OF EARLY YEARS</b>
To improve outcomes in Writing across the school	To ensure there is a passion for the curriculum which drives improvement across all areas, especially social skills, independence and language and literacy
<b>PERSONAL DEVELOPMENT</b>	<b>BEHAVIOUR &amp; ATTITUDES</b>
To make the school a happy and safe place to work and attend	To improve the percentage of Persistent Absence across the school

## Key Issue 1: RE and Collective Worship

Intent	Implementation	Lead Person	When will this be done by	Resources/Costs	Success Criteria (Impact)	Monitoring	Evaluation (Impact)
For children to be able to reflect on and share their thoughts, beliefs and opinions confidently and sensitively	<p>Reintroduce Collective Worship across school using a blended model</p> <p>Ensure all children participate in school prayer, special words and phrases used in each session</p> <p>Set up the worship ambassadors and involve them more in setting up and leading CW</p>	FA	<p>Straight away in Autumn</p> <p>Autumn half term</p> <p>After Autumn half term to be in place</p>	Time to work with Worship Ambassadors	<p>All children will be used to attending CW in the Hall and online</p> <p>All children will say the prayer and words confidently</p> <p>WAs will take an active role in CW and in Eucharists</p>	<p>FA and HW to ensure CW is high quality</p> <p>LDBS also to monitor</p> <p>FA and HW to meet half termly with Was</p> <p>SLT to observe Was end of Autumn term to gauge their understanding of their role</p>	<p>Collective worship has been successfully reintroduced with all teachers actively involved in leading.</p> <p>Worship ambassadors taken on roles reading prayers at Eucharist and Carol service.</p> <p>Weekly class reflections on CW.</p>
For children to be able to reflect on and share their thoughts, beliefs and opinions confidently and sensitively	<p>Ensure reflective questions happen in all RE lessons, enabling children to say or write in response</p> <p>Identify clear links with Prospectus topics for promoting inclusion via BAME, LGBTQ+ famous people</p> <p>Introduce weekly newsround or similar activity to enable children to debate/discuss real world issues at an age appropriate level in a safe, secure environment</p>	FA	<p>In place Autumn 1 and ongoing throughout the year.</p> <p>KS1 to move to own books from Spring onwards</p> <p>Weekly newsround to start w/c 27/09</p>	Time to monitor	<p>EYFS and KS1 will have evidence of reflective comments in their scrap books that are written by adults about what children have said</p> <p>KS2 to have evidence in their RE books each week</p> <p>Children will be able to talk about their own feelings and their own faith and make links between different faiths</p> <p>Teachers will feel confident to discuss issues in class with children</p>	<p>FA/SLT to monitor half termly via work scrutiny</p> <p>AL to monitor curriculum overviews for evidence half termly through the curriculum maps and planning</p> <p>FLT to have half termly discussions with focus group of pupils to evaluate responses to things going on in the world etc.</p>	<p>Reflective questions have been monitored and feedback given but inconsistent across year groups.</p> <p>Donation of books themed on inclusion and diversity and shared across classes.</p> <p>Newsround not being viewed consistently across the school.</p> <p>Big Picture News being used across school</p>

## Key Issue 2: Leadership and Management

Intent	Implementation	Lead Person	When will this be done by	Resources/Costs	Success Criteria (Impact)	Monitoring	Evaluation (Impact)
To follow up on actions, holding others to account and seeing things through to completion	<p>Always give a date for submission in any requests – put this on the calendar</p> <p>Offer support regularly – open door policy and remind people to ask for help before the deadline is due</p> <p>Follow up with individuals who miss deadlines</p> <p>Link to PM targets and performance if still not done – involving line manager and making it a formal meeting and/or SLT</p> <p>Explain why deadlines are in place and the bigger picture for expectations</p> <p>FLT to support each other to chase others and model this to the rest of the school</p>	ND	<p>End of September</p> <p>Ongoing</p> <p>Ongoing</p> <p>End of October and ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Training in how to have those hard conversations</p> <p>Time to put things on the calendar</p>	<p>Everyone will know when things are due by</p> <p>Staff will not feel afraid to say they need some support with a task</p> <p>Staff will understand their professional responsibility to complete tasks on time and will understand the impact of their failure to do so</p> <p>There will be greater empathy and understanding and sharing of responsibilities</p>	<p>SLT to check things are on the calendar every week</p> <p>FLT meetings recurring item on any support given or any follow up needed</p> <p>ND to monitor PM reviews and notes in personnel files of any formal meetings</p> <p>FLT meetings recurring item on how we are getting on with this</p>	<p>Has had a slight impact on staff morale as now perception of nagging and perception of having to nag.</p> <p>Some more formalised support in place for some staff members.</p> <p>Almost all staff on board and welcoming clarity of expectations and specific, timely feedback. Continual support being sought from each other on the team, and from external sources (NLE working with ND)</p>
To follow up on actions, holding others to account and seeing things through to completion	<p>Subject leaders to carry out learning walks or scrutiny at least once a half term</p> <p>Curriculum Lead to meet with Subject Leaders each term to go through folders</p> <p>Continue to celebrate achievements via the Friday news, star of the week, shout out board</p> <p>Provide modelled examples as needed</p> <p>Implement a within 24 hour response such as ‘yes I’ll do that’ for any individual requests to do things</p>	AL	<p>By Autumn half term and then ongoing</p> <p>Termly</p> <p>Weekly</p> <p>Ongoing</p> <p>From w/c 27<sup>th</sup> Sept.</p>	<p>Time to follow up and monitor</p> <p>Wellbeing fund</p>	<p>Subject leaders will know that staff are doing what they have been asked to do</p> <p>Subject leaders will know what is expected of them</p> <p>Staff will feel appreciated for their hard work</p> <p>Staff will feel supported with challenges</p> <p>Leaders will know that requests have been received and understood</p>	<p>SLT to check Subject Leader files and action plans to ensure there has been monitoring of subject areas</p> <p>T&amp;L Committee meeting to collate feedback on impact of subject leaders each term</p> <p>Staff surveys throughout the year to gauge general feedback</p>	<p>Strong profile from Subject Leaders in terms of their presence &amp; feedback &amp; support for their subjects.</p> <p>Actions to improve staff wellbeing are continuing to have an impact – staff shout outs, Friday news, staff star of the week which now includes pupil voice.</p> <p>Pupil voice being used to follow up and make changes as needed</p> <p>Start, Stop, Continue in place</p>

### Key Issue 3: Quality of Education

Intent	Implementation	Lead Person	When will this be done by	Resources/Costs	Success Criteria (Impact)	Monitoring	Evaluation (Impact)
<p>To improve outcomes in Writing across the school</p>	<p>Set up Spelling Shed across the school and use it to drive improvements in spelling</p> <p>Ensure all children are taught good writing habits – from gross and fine motor skills development to handwriting practice when needed</p> <p>Celebrate whole school writing projects every term and showcase examples of writing in every classroom</p> <p>Ensure consistent approach to working walls and writing displays from EYFS to Y6</p>	RW	<p>Autumn half term all classes using it weekly</p> <p>Staff able to identify any children needing provision and support with handwriting</p> <p>Termly projects with matching displays</p>	Cost of Spelling Shed	<p>Parents and children will regularly access Spelling Shed from home</p> <p>Staff will support children in school to access if they have difficulties at home</p> <p>There will be an improvement in weekly spelling tracker activities on the program but also in the writing</p> <p>Progress will be evident on whole school displays between year groups</p> <p>There will be an improvement in handwriting for key children</p> <p>Children will know what to look for on working walls to help them</p>	<p>RW will liaise with LA team and GB link governor to ensure that there is monitoring of writing displays and working walls at least once a term</p> <p>Teaching &amp; Learning Committee will also monitor via anonymised reports from Spelling Shed</p> <p>Working walls checked each half term by RW/DM</p>	<p>Spelling shed has been introduced but needs to be embedded.</p> <p>Evidence of whole school writing projects are on display.</p> <p>Classes videoed performance poetry and shared with parents on dojo and with bubbled classes.</p> <p>Working walls have been monitored and feedback given but lacking consistency across year groups.</p> <p>Handwriting Policy in place and being reinforced across school</p> <p>Spellings still an area for development across the school</p> <p>Bible Festival and Theme weeks having an impact on writing opportunities and standards</p>

<p>To improve outcomes in Writing across the school</p>	<p>Make clear link between the teaching of Reading and Writing through implementing new Phonics scheme and Bug Club shared</p> <p>Model stem sentences and correct speech at all times in all lessons</p> <p>Ensure high quality vocabulary is used in writing and on display in classes</p> <p>Track progression of skills in writing across year groups</p>	<p>MA AL</p>	<p>Training at autumn half term</p> <p>By Autumn half term</p> <p>Ongoing throughout the year</p>	<p>Cost of ELS and books</p> <p>Time to monitor its delivery</p>	<p>Children will use phonic knowledge to help with spelling and writing</p> <p>Children will be able to say sentence answers and then write these as modelled by stem sentences and the Bug Club shared activities</p> <p>Subject leaders will be able to see skill progression through scrutiny of work</p>	<p>MA and RW will evaluate effectiveness of new phonics and Reading schemes at end of Autumn to see if impact on reading and writing attainment</p> <p>SLT and GB learning walks to monitor vocabulary on display at least once a term and to listen out for use of stem sentences in lessons</p> <p>FLT tracking termly – moderated by LA adviser</p>	<p>Physical resources for the writing part of a phonics lesson have not been received. Delivery is pending.</p> <p>Whole staff training was carried out 10/21. KS1 and EYFS support staff have also been trained.</p> <p>High quality vocabulary evident and consistent across the curriculum and year groups.</p> <p>Hub visit and training for teachers and TAs</p> <p>Monitoring visit and training from Inclusion Team on using stem sentences</p> <p>Positive impact of phonics interventions</p> <p>Delivery of new reading books and all ELS resources now in place</p>
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## Key Issue 4: Effectiveness of Early Years

Intent	Implementation	Lead Person	When will this be done by	Resources/Costs	Success Criteria (Impact)	Monitoring	Evaluation (Impact)
<p>To ensure there is a passion for the curriculum which drives improvement across all areas, especially social skills, independence and language and literacy</p>	<p>Seek and utilise support from LBH Early Years team on improving the learning environment and planning for EYFS</p> <p>Train up FLT members in new EYFS framework, Baseline and good learning and teaching in EYFS</p> <p>Work as whole staff team to match EYFS ELGs and NC objectives to understand links and progression</p>	ND	Autumn half term	<p>Time</p> <p>£500 for resources</p> <p>National College online webinars</p> <p>Visits to or videos/photos of other schools</p>	<p>Key changes will be evident in Reception classroom that show the topic/theme being covered. Pupils will show behaviours for learning and independence when working. Focus groups will happen in every lesson. Clear behaviour management strategies will be seen and praised daily. All members of FLT will be more confident in what good learning in EYFS looks like and will be able to talk about it. All subject leaders will be able to talk about what their subject should look like in EYFS and what it does look like in EYFS. They will be able to map out and show skill progression.</p>	<p>LA team – SH and WT to monitor EYFS provision at least half termly with thorough audits</p> <p>FLT to monitor EYFS weekly in line with action plans from Sue Hynds etc.</p> <p>Subject leaders to monitor the teaching of their subject areas in EYFS through their half termly subject leader time and to provide a written summary to SLT</p> <p>If no Ofsted by end of Autumn term then seek monitoring visit from another good school in the borough to audit EYFS provision as a whole, or MN from LDBS</p>	<p>There has been good support from the LA with an action plan and targets to improve provision.</p> <p>SLT have provided support with assessment and baseline.</p> <p>Teaching staff compared EYFS curriculum with their own &amp; there is greater understanding from subject leaders with regard to the EYFS framework.</p> <p>Staff changes had significant impact in all areas. Children are motivated, writing has improved and opportunities have increased. Children are busy and focused.</p>

<p>To ensure there is a passion for the curriculum which drives improvement across all areas, especially social skills, independence and language and literacy</p>	<p>Work with Inclusion Commitment Team to train up staff to support needs of pupils in EYFS</p> <p>Effectively use resources and the physical environment to support needs and to promote excitement and enjoyment of the curriculum and activities</p> <p>Track coverage and progress through a useful, non time-consuming system – combination of Dojo Portfolio uploads and highlighting key objectives and dating them</p>	<p>MC TC</p>	<p>Autumn half term</p>	<p>Time £500 for resources £600 for assessment system of some sort</p>	<p>All practitioners in EYFS will take part in training – online or face to face – in how to support SEN pupils (OT, Physio, ASD training, Attention Hillingdon etc.) Staff will show evidence of using things they have learned when working with children. SEND children will have clear provision and support in place which will be visible in the environment but also on the timetables and planning. There will be evidence of children having met key objectives and of progression via the increase in objectives highlighted and supporting evidence on Dojo Portfolios</p>	<p>TC to monitor feedback forms from training for the TAs and ensure actions are being put into practice</p> <p>SEN team from the LA to monitor progress each term</p> <p>SLT to carry out data drops each half term</p> <p>Spring and Summer term ELG tracking via spreadsheet to see progress and attainment</p>	<p>Support from SENDCo &amp; Inclusion Commitment to identify issues. Additional staff deployed to support. SLT support with tracking &amp; monitoring.</p> <p>Evidence of SEND children having met key objectives. Key staff in place to support. Funding secured. Equipment and environment much more supportive. NELI training and Language Link interventions happening.</p>
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## Key issue 5: Personal Development

Intent	Implementation	Lead Person	When will this be done by	Resources/Costs	Success Criteria (Impact)	Monitoring	Evaluation (Impact)
To make the school a happy and safe place to work and attend	<p>Work with Borough SEN team to set up the Inclusion Commitment</p> <p>Identify targets for improvement in terms of inclusive practice in the classroom</p> <p>Set up a referral system for SEN interventions</p> <p>Organise TAs to run interventions across the school</p> <p>Monitor effectiveness of interventions and show evidence of progress or otherwise</p>	TC	<p>Audit carried out early Sept.</p> <p>Action Plan drafted by Autumn half term</p> <p>Referral system set up for after Autumn half term</p> <p>TA training ongoing during Autumn and Spring</p> <p>End of term analysis of intervention</p>	<p>Time to get all paperwork documents together for SEN</p> <p>Inclusion Commitment</p> <p>Time to release TAs for training</p>	<p>All stakeholders in school will know strengths and areas for development as a school</p> <p>SENDCo will have an overview of key interventions being delivered</p> <p>Children will only be referred once QFT has been exhausted</p> <p>Monitoring will show progress or lack of from each intervention</p> <p>Children will make links from interventions back to their work in class – embedded skills</p>	<p>Regular feedback via the Inclusion Commitment paperwork and observations</p> <p>Half termly monitoring by SLT and TC of the effectiveness of the referral process</p> <p>TC and SLT to monitor delivery of interventions at least half termly</p>	<p>Successful safeguarding review.</p> <p>Audit carried out and action plan implemented. Provision map in place and reviewed.</p> <p>Inclusion commitment started to be monitored in January.</p> <p>TA training carried out for Language link, Neli and the inclusion commitment.</p> <p>Pupil progress discussions and regular monitoring of SEND support and progress.</p>

<p>To make the school a happy and safe place to work and attend</p>	<p>Appoint new Caretaker and prioritise making school grounds and environment tidier Continue to fund-raise and seek grants to fund improvements to the environment Ensure school vision and values are displayed prominently and brightly in key areas of the school</p>	<p>BA</p>	<p>Autumn term  Spring term once SBM in place  Ongoing from installation of art work 14<sup>th</sup> Sept</p>	<p>Recruitment and training costs Grounds maintenance costs H&amp;S facilitator costs Cost of art work installation Time to fund-raise and write bids</p>	<p>Children will be proud of their school Staff will be proud of their school Parents will encourage other parents to join the school All children will know the vision and values Playtimes will be happy Pupil voice will report on happy, safe times</p>	<p>HT &amp; H&amp;S Governor to monitor impact of new Caretaker and impact on school environment at least half termly  RE/CW Governor to monitor impact of school vision and values on display by pupil voice each term Resources &amp; Finance Committee to monitor impact of outgoing costs and ensure school is generating income by Spring term at least</p>	<p>Recruitment and retention challenges. Vision and values prominently and brightly displayed. School council and nativity raised funds along with the Friends. Wellbeing questionnaire carried out with positive results. Actions have been implemented. Climbing frame fixed and in use again. Continual balancing of budget and lack of Caretaker. Ongoing work to improve environment. Lots of little bits and pieces of improvement.</p>
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## Key issue 6: Behaviour and Attitudes

Intent	Implementation	Lead Person	When will this be done by	Resources/Costs	Success Criteria (Impact)	Monitoring	Evaluation (Impact)
To reduce the percentage of Persistent Absence across the school	<p>Appoint highly skilled Attendance Officer to deal with routine daily, weekly and monthly processes for following up on poor attendance</p> <p>Create case studies of children with improved attendance over past year</p> <p>Pastoral support workers to divide and support the PA families with weekly calls/meetings</p> <p>Make referrals to Stronger Families as needed for families in need</p>	ND	<p>ASAP depending on recruitment issues</p> <p>Autumn half term</p> <p>Autumn and ongoing</p>	<p>Recruitment costs</p> <p>Time to prepare case studied</p>	<p>PA will improve</p> <p>Case studies will show progress with a number of families even if still &lt;90%</p> <p>Parents will feel supported with issues around getting their children in to school</p>	<p>ND to monitor work of Attendance Officer and continue to work with Participation Team to make referrals etc. as needed</p> <p>Monthly figures analysed as part of Monthly return to Participation</p> <p>HT Reports to show progress against target</p>	<p>AO completed 2 weeks &amp; then left.</p> <p>Change in Pastoral Staff too.</p> <p>Newly appointed Pastoral Support worker – focus on working with parents</p> <p>Impact of Covid on nearly all PAs</p>
To reduce the percentage of Persistent Absence across the school	<p>Roll out and monitor Pastoral Interventions each half term</p> <p>Set up and promote extra-curricular activities and clubs; utilising PP funding where appropriate for certain pupils</p> <p>Create tracking sheet for spending for PP children on these things</p> <p>Prioritise improvements to the physical environment and utilise Sports Premium funding to enhance playtime equipment and Sports opportunities for all</p>	ND	<p>By w/c 20<sup>th</sup> Sept.</p> <p>By w/c 27<sup>th</sup> Sept.</p> <p>Sports equipment order placed by 1<sup>st</sup> Oct</p>	<p>Time to set up tracker and monitor it</p> <p>Costs from PP and Sports Premium</p>	<p>Pastoral Interventions will show improvements in self-esteem, anger, social skills etc.</p> <p>Provision maps will show PP children being given wider opportunities</p> <p>School environment will continue to improve</p> <p>More sports equipment and resources will be available – children will be happier</p> <p>Children will not want to miss out on opportunities</p>	<p>TC to monitor provision and impact half termly</p> <p>ND to monitor what PP families are having each half term</p> <p>MC to monitor orders and deliveries and usage of sports equipment each half term, with support from TI</p> <p>SBM to monitor spending of PP and Sports Premium accordingly each half term and present this to Resources and Finance committee each term</p>	<p>Clubs, activities, provision in place to support families to attend, improve punctuality.</p> <p>Sports Premium resources have enhanced the playtime provision.</p> <p>New Pastoral Support role to take on more of a focus on supporting PA children and families</p>