



Northern Parade Federated (Infant & Junior) School

School Improvement Plan

2020 - 2021



King's Group Academies

Mission: The King's Group Academies' mission is to equip all pupils with the confidence, knowledge, skills and values that will enable them to thrive in the modern world.

Vision: Our vision is to create a global community of pupils and staff; broadening horizons, fostering understanding and raising aspirations by connecting our Academies with other King's Group schools across the world.

Values: Strong British traditions of respect, fairness and tolerance, our Academies strive for academic excellence, enriched with opportunities for personal development and success.

Big Hairy Audacious Goal: To be the top performing MAT nationally in 5 years

Breaking this down

- Grow King's Group Academies to 15 schools
- The performance of all Academies places them in top 10 in their family of schools (ref. DfE Compare Schools)
- The establishment of ongoing projects with The King's Group – 1 focused on the Quality of Education; 1 focused on Leadership

Northern Parade Federated (Infant & Junior) School

Motto: Eager to Learn ~ Live to Learn

Mission: Create a happy, secure & stimulating learning environment in which all members of the school community can grow in confidence & develop their full potential.

Vision & Values Statement: A creative community working together to motivate, challenge & build resilience in our independent learners.

Values: Teamwork, Resilience, Independence, Creativity, Challenge.

Whole School Outcomes: priorities and goals

- Both Northern Parade Schools (Infant & Junior) to operate at a level that Ofsted would judge as at least Good for Overall Effectiveness, with elements of outstanding practice. This will only happen with a stable & strong leadership that is focused on a curriculum that ensures the very best outcomes and quality of education for our pupils.
- Expectations must be higher, of ourselves, all staff, governors, pupils, parents & the community. To raise these expectations, we must ensure that they are clear & consistent, with constant reinforcement until they became habit.

Whole School Outcomes: priorities and goals for each year group:

For Year R the Wildly Important Goals are: 70%+ achieve a Good Level of Development at the end of the EYFS 2021.

For Year 1 the Wildly Important Goals are: 90%+ achieve the expected standard in the Yr 1 Phonics Screening Check.

For Year 2 the Wildly Important Goals are: 70%+ achieve RWM Combined at EXS+ at the end of KS1 Teacher Assessment 2021.

For Year 3 the Wildly Important Goals are: 75%+ achieve EXS+ in Reading at the end of Yr 3 Teacher Assessment 2021.

For Year 4 the Wildly Important Goals are: 60%-70%+ achieve EXS+ in Reading at the end of Yr 4 Teacher Assessment 2021.

For Year 5 the Wildly Important Goals are: 75%+ achieve EXS+ in Reading at the end of Yr 5 Teacher Assessment 2021.

For Year 6 the Wildly Important Goals are: 70%+ achieve RWM Combined at EXS+ in the KS2 SATs 2021.

KEY PRIORITIES FOR SCHOOL IMPROVEMENT 2020 - 2021

Driving Priority 1 – Quality of Education

Ensure that there is high quality curriculum intent, implementation & impact which results in improved outcomes for all pupils.

Driving Priority 2 – Behaviour and Attitudes

Improve standards of behaviour within lessons, around the school & at other times.

Driving Priority 3 – Personal Development

Improve the spiritual, moral, social and cultural development of pupils which contributes significantly to children with strong character who are well prepared for the next stage of their education, future careers & to be positive citizens within society.

Driving Priority 4 – Leadership and Management

Develop leaders at all levels to ensure that staff receive high quality support & development within a strong school vision & ethos.

Driving Priority 5 – To ensure appropriate measures are put in place to track and raise staff moral and well-being for all.

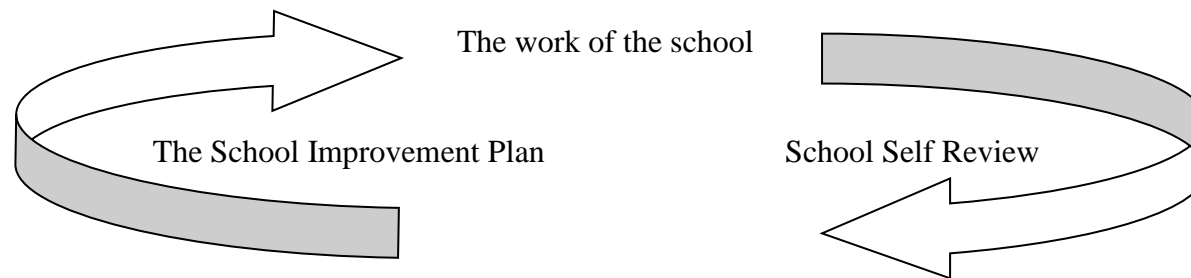
Schools exist in a climate of accountability and where a school has correctly identified its priorities there should be a good match with the key issues raised by Ofsted inspectors or other external sources who validate the school's judgements. These issues are discrete but actions that relate to improvements measured in relation to enhanced teacher or pupil performance by their very nature should form part of the ***School Improvement Plan***. Priorities identified by the school may well arise from school self-review, especially when a school knows itself very well.

The school review cycle then comprises:

School Self Review - audit and benchmarking

The School Improvement Plan – target-setting, curriculum development, action planning

The work of the school – implementation, monitoring and review



Naturally, schools have other plans e.g. subject leader/year leader action plans (particularly for English and Mathematics), those for attendance, inclusion. These often relate to the School Improvement Plan in its entirety or any one or combination of the priorities within it. All members of staff should be aware of the priorities and bear these in mind in their work and performance. Performance management/appraisal objectives will also be related so that everyone's efforts are centred on the school's priorities for raising standards and improving outcomes for our pupils.

Quality of Education

Driving Priority 1 – Ensure that there is high quality curriculum intent, implementation & impact which results in improved outcomes for all pupils.

Objective	Intended impact	Actions (RAG'd)	Lead staff	Monitoring & evaluation	Start date	Review date
Rigorously develop the curriculum	Curriculum progression for each subjects demonstrates effective sequencing, impacting on improved pupil outcomes across the whole range of subjects. (65%+ for RWM comb) Curriculum assessment is rigorous & identifies gaps & next steps in learning. Subject Ldrs can evidence standards. Ofsted grade this judgement as Good or better.	Training for CTs understanding Ofsted framework (specific to subject). To develop assessment for curriculum areas. Subject Ldrs to embed Curr statements, policies & curr progression for each subject; including Cultural Capital.	EHT HOS Subject Ldrs AHTs	EHT/HOS reports to LGB. Subj Ldrs report to SLT. Regular updates in PDMs.	Sept 2020	Termly to judge progress. In place by Sept 2021.
Improve standards & a love of Reading throughout the school	Pupils read more regularly (home & sch). Improved levels of fluency & comprehension. Phonics, KS1 & KS2 Reading results above national averages & moving towards FFT20 at EXS+.	Review Reading approaches & rewards from Yr R to Yr 6. Promote parental engagement in Reading. Join Library Service. Develop Virtual library, high profile of reading through reading competitions, reading assemblies, author visits, virtual story times from HoS *For more detail see English Action Plan. Use of PiXL.	English Ldr English Project Team	En Ldr reports to EHT/HOS & LGB. AHTs feedback DDIs to En Ldr when relevant. Assmt/RSL regularly tracks progress & reports to EHT/HOS.	Sept 2020.	July 2021 results & prov results.
Continue to improve Maths through the use of Numicon & a mastery approach	Pupils develop greater skills of fluency, reasoning & problem-solving. KS1 & KS2 Maths results above national average & moving towards FFT 20 at EXS+.	Distribute Numicon textbooks. Support Yr R with Numicon approaches. Continue 'mastery' CPD for teaching & support staff *For more detail see Mathematics Action Plan	Maths Ldr Maths Project Team	Maths Ldr report to EHT/HOS & LGB. AHTs feedback DDIs to Ma Ldr when relevant. Assmt/RSL regularly tracks progress & reports to EHT.	Sept 2020.	July 2021 results & prov results.
Support teachers to improve their pedagogy	Teachers respond to development points & can articulate improvements. Performance of teachers is judged to be consistently Good or better. PiXL supports teachers to target underachievement & key marginals.	Embed programme of Developmental Drop-ins. Ensure HOS enact three weekly DDIs & quality assure judgements. Learn from best practice.	EHT/HOS AHTs/Yr Ldrs Other local schls in KGA MAT	EHT/HOS conducts DDIs & quality assures AHTs and subject leads. Teachers add DDI feedback to BlueSky.	Sept 2019.	DDIs 3 weeks throughout the year to July 2021.

	Teachers more reflective & self-aware as evidenced on BlueSky. Monitoring & evaluation addresses under-performance.	Lesson studies across the cluster and partner schools across the city. Introduce PiXL with diagnostic assessments, QLA, PLCs & therapies. Ensure rigorous Appraisal.		EHT/HOS reports to LGB. Govs conduct school visits linked to SIP & write reports.		End of yr appraisal July or Sept 2021.
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Behaviour & Attitudes

Driving Priority 2 – Improve standards of behaviour within lessons, around the school & at other times.

Objective	Intended impact	Actions (RAG'd)	Lead staff	Monitoring & evaluation	Start date	Review date
Embed behaviour policy & practice (Review COVID 19 Addendum)	Pupils & parents give positive feedback about Behaviour Policy e.g surveys. Behaviour & attitudes in lessons is effective & supports engagement in learning & better progress. Low-level disruption is rare & if it occurs it is dealt with well by staff. Leadership support rewards not just negative / sanctions. External partners note the positive behaviour of pupils.	Embed Behaviour Policy. Behaviour system displayed in all classrooms. Parents & pupils consulted on Behaviour Policy. Leaders model expectations. Use the EEF 'Improving Behaviour in Schools' Guidance Report. Relaunch Dragon Values across schools.	EHT/HOS, Pastoral team (Dragons Den Team), EHT/HOS, Senco/DSL	EHT/HOS & AHTs consider this in Tri weekly DDIs. Governor visit reports evidence behaviour & attitudes. Parental feedback. Staff feedback, esp PPA & cover staff, plus NQTs & less-experienced. School Council & prefects.	Sept 2020 Policy on website.	Termly then annually in July 2021.
Develop the knowledge, skills & attitudes of staff when managing pupil behaviour	All members of staff are clear & follow systems consistently, evidenced in staff surveys. Pupils with challenging behaviour have appropriate IBPs &/or PSPs. All staff model high expectations e.g. AHTs regularly out at playtime & lunchtime to support other staff, care of school property / belongings. NQTs & less experienced staff feel supported to manage behaviour, evidenced in Induction Tutor & Appraisal meetings.	Rewards & sanctions system is distributed to all staff. Ensure all behaviour (SEMH) documentation is in place. CPD – behaviour revisited on Inset Days & PDMs regularly so it is a high priority. Attachment Training Pastoral team have clear roles & responsibilities with job descriptions. Referral forms are systematically implemented. Continue Restorative Practice.	EHT/HOS, Senco Pastoral (Dragons Den) Team MABSS – Specialist Teacher Advisor	End of year appraisal meetings. Staff surveys. Parent View (online or paper copy).	On-going	July 2021 with mid-yr review March or April 2021.
Improve overall attendance & reduce rates of	Overall attendance is 96% or above. PA decreases from 8.1% (NPJS) & 7.3% NPIS to each below 7%.	HOS & Yr 3 AHT respond to LOAFs verbally so parents	Attendance lead Senco	Regular data to HOS, AHT, Year Leads.	From Sept 2020	½ termly meeting of

persistence absence	Absence of Disadvantaged pupils (FSM Ever 6) decreases to be in line with (within at least 3%) of their non-FSM Ever 6 peers. SEND pupil absence is challenged on an individual basis in relation to need.	understand school expectations. HOS to review attendance with Attendance Officer. Admin staff & teachers liaise in a timely manner with leaders to address concerns. Senco/DSL to monitor SEND and Vulnerable pupils.	Pupil Premium Champion	EHT/HOS reports to LGB. Termly scorecards to CEO & Trustees. Refer to IDSR & LA School Profile.	From Nov 2020 From Nov 2020	HOS,& 2 x admin staff.
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Personal Development

Driving Priority 3 – Improve the spiritual, moral, social and cultural development of pupils which contributes significantly to children with strong character who are well prepared for the next stage of their education, future careers & to be positive citizens within society.

Objective	Intended impact	Actions (RAG'd)	Lead staff	Monitoring & evaluation	Start date	Review date
Promote more opportunities for all pupils to understand FBV	Pupils are respectful & responsible, prepared for the next stage of their education.	Enable pupils to have ops to explore democracy through voting e.g. School Council. Use displays around school. Develop respect for each other. Work with Trafalgar / UTC. Develop understanding of rule of law through school rules. Utilise EMAS for cultural dev.	PSHE Ldr, EMAS link, EHT/HOS.	PSHE Ldr reports to EHT & LGB. School Council Ldr provides notes & feedback to EHT. AHTs & Senco monitor progress of EAL & ethnic minority pupils.	October 2020.	Termly to July 2021.
Further develop equality & diversity throughout the school	Behaviour log & other incident logs show improvements. Also, specific actions taken & lessons learned. Children in receipt of the pupil premium, service premium or LAC premium are not disadvantaged & barriers removed. Website compliance. Parents & pupils report that the schools promote e-safety, risk awareness & how to report concerns.	Revisit 6 Dragon Values & promote specifically in assemblies & lessons. Embed Dragon Values to all staff e.g. lunchtime. Pupil Premium Review. Greater number of pupils to access extra-curricular ops. Review Anti-bullying policy. Review e-safety policy. Develop accessibility plan & equality objectives. Publish. Use Teaching Online Safety in Schools guidance.	EHT/HOS & all AHTs/Year Leads. Senco, Pastoral Team. Pupil Premium Ldr.	Governor visits evidence pupils & staff use of Dragon Values. Pupil provision reviewed Sports Premium Ldr reports to EHT/HOS. Senco/Inclusion Ld writes termly reports to Govs. Pupil feedback, both quantitative & qualitative. Govs monitor website compliance.	Oct 2020. PP Review annually.	July 2021.

To develop the RSHE Curriculum in line with stator requirements.	Pupils are respectful and responsible towards relationships, health and education.	PSHE Lds to develop the curriculum for all year groups. Staff receive training through PDMs. Communicate RSHE curriculum to parents.	PSHE Lds. EHT/HOS & all AHTs/Year Leads.	RSHE Leads to monitor evidence in planning and lessons. Report to govts and EHT/HOS.	October 2020.	Spring 2021
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Leadership & Management

Driving Priority 4 – Develop leaders at all levels to ensure that staff receive high quality support & development within a strong school vision & ethos.

Objective	Intended impact	Actions (RAG'd)	Lead staff	Monitoring & evaluation	Start date	Review date
Through support & bespoke CPD enable all leaders to be more highly effective	AHTs who are also Yr Ldrs drive up standards in own year groups ie improved pupil outcomes. Clarity of roles & responsibilities. AHTs upload evidence of progress on BlueSky incl use of a leadership baseline tool. National qualifications e.g. NPQSL, NPQH. Subject Ldrs are confident in 'deep dive' methodology (See QoE Priority 1).	Revisit school vision & values. HOS lead efficient & effective SLT meetings e.g. agenda & agreed actions followed up. Rigorous Appraisal. Ldrs access national training & qualifications, plus KGA CPD. HOS support to AHTs with specific responsibilities. Establish a RSL (Raising Standards Leader). EHT to coach and mentor HOS. HOS to model systems & quality assure AHTs' work.	EHT/HOS	EHT/HOS models & quality assures AHTs' work. English & Maths Ldrs submit plans to EHT/HOS. Feedback from CEO & external consultant. RSL reports to Govs Standards' Committee & EHT/HOS produces regular scorecard for MAT CEO.	From Sept 2020. On-going.	July 2021 (& onward if 2 year course).
The LGB to establish an active role in supporting the school.	LGB challenge & support to the school is effective. Improved links between year group governors and curriculum leaders. Ofsted note impact of Govs as part of leadership & management judgement (grade Good or better). Individual Govs & LGB as a whole can state their impact.	Ensure clear & agreed TORs. Establish clear & specific roles & responsibilities. EHT/HOS model high expectations, support & challenge. EHT/HOS point govts to appropriate questions & challenge in HT Reports to Govs. Respond to Governance Review & undertake CPD.	EHT, CEO. Chr of Govs. Adviser to LGB.	CEO & 1 x Trustee attend LGB meetings. NLG monitors agendas & minutes, reporting to CEO. KGA Trustees Ed & Standards Board.	Sept 2020. ½ termly LGB meetings through the year.	Termly reviews.

Continue to enhance the rigour of safeguarding policy & practice	Safeguarding is effective, recognised by LA & Ofsted. Pupils feel safe & are safe at school. Staff training is regular, robust & ensures safe practices. Parents recognise & report that their children are safe (in letters, surveys & questionnaires). External view is that safeguarding is effective & recommends next steps for improvement.	Establish clear & up to date Safeguarding & Child Protection policies. Develop DSLs & DSL office. Review the SCR. Ensure responsible staff & gobs are familiar with Ofsted 'Inspecting Safeguarding ...'. Improve Safer Recruitment. Purchase Educare to improve CPD (timely & evidenced). Embed effective use of 'My Concern'. Establish an effective Inclusion Team. Weekly Safeguarding Meetings.	DSLs & Deputy DSLs. PA & SBM / admin staff. LGB & SG Gov.	CEO & Director of Finance & Corporate Affairs. Annual Safeguarding (Dame Sylvia) Review by ext consultant (also works as Ofsted Lead Inspector). Safeguarding audits & compacts for LA / Portsmouth Safeguarding Partners (audit).	Sept 2020	Monthly. Safeguarding standing agenda item on ½ termly LGB meetings.
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Driving Priority 5 – To ensure appropriate measures are put in place to track and raise staff moral and well-being for all.

Objective	Intended impact	Actions (RAG'd)	Lead staff	Monitoring & evaluation	Start date	Review date
To ensure appropriate measures are put in place to track and raise staff moral and well-being for all.	A happy and well staff – cared for. Staff who feel they can have a voice and be heard. Points raised to be acted upon in an effective and trusting manner. Staff attendance improved. HR policies and procedures in place to support staff. Good staff retention.	To undertake termly questionnaires to monitor the morale and well-being of all staff. Well-being policy to be ratified and established. To take note of external guidance on managing work life balance and implement where appropriate. To embed process of 'Supervision' to ensure those who are working with the most challenging pupils have the appropriate forum to de-brief.	HOS/AHT/Year Ldrs	Outcome of questionnaires – moving forward. Return to work interviews when returning to work after long periods of absence.	Sept 2020	Half termly.

		To improve communication through use of Google Calendar, regular email updates to all staff. To use a range of informal methods to communicate appreciation of a job well done				