



Northern Parade Federated (Infant & Junior) School

School Improvement Plan

2019 - 2020



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: 72%+ achieve a Good Level of Development at the end of the EYFS 2020.

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 2020.

For Year 3 the Wildly Important Goals are: 65 – 70% achieve EXS+ in Reading at the end of Yr 3 Teacher Assessment 2020.

For Year 4 the Wildly Important Goals are: 75%+ achieve EXS+ in Reading at the end of Yr 4 Teacher Assessment 2020.

For Year 5 the Wildly Important Goals are: 75%+ achieve EXS+ in Reading at the end of Yr 5 Teacher Assessment 2020.

For Year 6 the Wildly Important Goals are: 70%+ achieve RWM Combined at EXS+ in the KS2 SATs 2020.

KEY PRIORITIES FOR SCHOOL IMPROVEMENT 2019 - 2020

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.

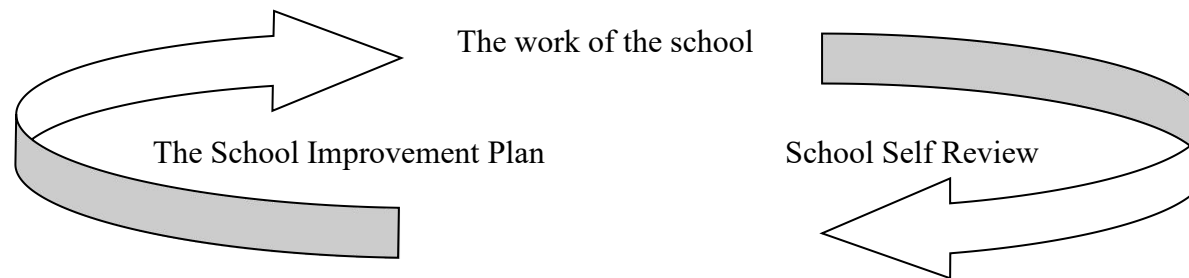
Schools exist in a climate of accountability and where a school has correctly identified its priorities there should be a good match with the key issues raised by Ofsted inspectors or other external sources who validate the school's judgements. These issues are discrete but actions that relate to improvements 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 subject 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.	Support 2 x TLR Curr Dev post-holders to understand new Ofsted EIF. Training for CTs. Design explanation of Curriculum Development at NPS for staff & governors. Subject Ldrs to write Curr statements, policies & curr progression for each subject; including Cultural Capital.	EHT 2 x TLR Curr Ldrs Subject Ldrs AHTs	EHT reports to LGB. 2 x TLRs Curr Ldrs bring back ideas from Ofsted training. Subj Ldrs report to 2 x Curr Ldrs & EHT.	Nov 2019 although 2 x TLR Curr Ldrs start in Sept 2019.	Termly to judge progress. In place by Sept 2020.
Improve standards & a love of Reading throughout the school	Pupils read more regularly (home & schl). 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. *For more detail see English Action Plan. Use of PiXL.	English Ldr English Project Team	En Ldr reports to EHT & LGB. AHTs feedback DDIs to En Ldr when relevant. Assmt/RSL regularly tracks progress & reports to EHT.	Sept 2019.	July 2020 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 & LGB. AHTs feedback DDIs to Ma Ldr when relevant. Assmt/RSL regularly tracks progress & reports to EHT.	Sept 2019.	July 2020 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. Teachers more reflective & self-aware as evidenced on BlueSky. Monitoring & evaluation addresses under-performance.	Introduce programme of Developmental Drop-ins. Ensure AHTs enact fortnightly DDIs & quality assure judgements. Peer observation at CPIS & LJS. Learn from best practice. Introduce PiXL with diagnostic assessments, QLA, PLCs & therapies. Ensure rigorous Appraisal.	EHT AHTs/Yr Ldrs Other local schls in KGA MAT	CEO regularly at NPS & conducts DDIs alongside AHTs. EHT conducts DDIs & quality assures AHTs. Teachers add DDI feedback to BlueSky. EHT reports to LGB. Govs conduct school visits linked to SIP & write reports.	Sept 2019.	DDIs fortnightly throughout the year to July 2020. End of yr appraisal July or Sept 2020.

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
Review & develop behaviour policy & practice	<p>Pupils & parents give positive feedback about Behaviour Policy e.g surveys.</p> <p>Behaviour & attitudes in lessons is effective & supports engagement in learning & better progress.</p> <p>Low-level disruption is rare & if it occurs it is dealt with well by staff.</p> <p>Leadership support rewards not just negative / sanctions.</p> <p>External partners note the positive behaviour of pupils.</p> <p>Number of exclusions reduces (from 16.5 days (NPJS) in 2018/19 to below 12 days in 2019/20).</p>	<p>New Behaviour Policy developed, agreed with staff, ratified by LGB & on school website.</p> <p>Behaviour system displayed in all classrooms.</p> <p>Parents & pupils consulted on Behaviour Policy.</p> <p>Leaders model expectations.</p> <p>Use the EEF 'Improving Behaviour in Schools' Guidance Report.</p>	EHT, Yr 6 AHT/DSL, Pastoral team, EHT, Senco/DSL	<p>EHT & AHTs consider this in fortnightly DDIs.</p> <p>Governor visit reports evidence behaviour & attitudes.</p> <p>CEO visits weekly.</p> <p>Parental feedback.</p> <p>Staff feedback, esp PPA & cover staff, plus NQTs & less-experienced.</p> <p>School Council & prefects.</p>	<p>Sept 2019</p> <p>Policy on website by Oct 2019</p>	<p>Termly then annually in July 2020.</p>
Develop the knowledge, skills & attitudes of staff when managing pupil behaviour	<p>All members of staff are clear & follow systems consistently, evidenced in staff surveys.</p> <p>Pupils with challenging behaviour have appropriate IBPs &/or PSPs.</p> <p>All staff model high expectations e.g. AHTs regularly out at playtime & lunchtime to support other staff, care of school property / belongings.</p> <p>NQTs & less experienced staff feel supported to manage behaviour, evidenced in Induction Tutor & Appraisal meetings.</p>	<p>Rewards & sanctions system is distributed to all staff.</p> <p>Ensure all behaviour (SEMH) documentation is in place.</p> <p>CPD – behaviour revisited on Inset Days & PDMs regularly so it is a high priority.</p> <p>Pastoral team have clear roles & responsibilities with job descriptions.</p> <p>Referral forms are systematically implemented.</p> <p>Explore Restorative Practice.</p>	CPD Leader Senco Pastoral (Dragons Den) Team MABSS – Specialist Teacher Advisor	<p>End of year appraisal meetings.</p> <p>Staff surveys.</p> <p>Parent View (online or paper copy).</p>	On-going	<p>July 2020 with mid-yr review March or April 2020.</p>
Improve overall attendance & reduce rates of persistence absence	<p>Overall attendance is 96% or above.</p> <p>PA decreases from 8.1% (NPJS) & 7.3% NPIS to each below 7%.</p> <p>Absence of Disadvantaged pupils (FSM Ever 6) decreases to be in line with (within at least 3%) of their non-FSM Ever 6 peers.</p> <p>SEND pupil absence is challenged on an individual basis in relation to need.</p>	<p>EHT & Yr 3 AHT respond to LOAFs verbally so parents understand school expectations.</p> <p>Admin staff & teachers liaise in a timely manner with leaders to address concerns.</p> <p>Senco to monitor SEND pupils.</p>	Attendance lead Senco Pupil Premium Champion	<p>Regular data to EHT.</p> <p>EHT reports to LGB.</p> <p>Termly scorecards to CEO & Trustees.</p> <p>Refer to IDSR & LA School Profile.</p>	<p>From Sept 2019</p> <p>From Nov 2019</p> <p>From Nov 2019</p>	<p>½ termly meeting of EHT, AHT & 2 x admin staff.</p>

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.	PSHE Ldr reports to EHT & LGB. School Council Ldr provides notes & feedback to EHT. AHTs & Senco monitor progress of EAL & ethnic minority pupils.	October 2019.	Termly to July 2020.
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 5 Dragon Values & promote specifically in assemblies & lessons. Introduce Dragon Values to all staff e.g. lunchtime. Pupil Premium Review. Greater number of pupils to access extra-curricular ops. SLE for Diversity & Inclusion (at LJS) to lead CPD. Review Anti-bullying policy. Review e-safety policy. Develop accessibility plan & equality objectives. Publish. Use Teaching Online Safety in Schools guidance.	EHT & all AHTs. Senco, Pastoral Team. Pupil Premium Ldr.	Governor visits evidence pupils & staff use of Dragon Values. Pupil Premium Review in Oct 2019. Sports Premium Ldr reports to EHT. Senco writes termly reports to Govs. Pupil feedback, both quantitative & qualitative. Govs monitor website compliance.	Oct 2019. PP Review annually or bi-annually.	July 2020.
Introduce P4C to staff & pupils (following EEF control group)	Pupils are more reflective & articulate about their thinking. Staff note improvements in pupils' thinking, speaking & listening skills. P4C has a positive impact on other areas of the curriculum.	Enact P4C CPD incl. 2 x Inset Days with SAPERE trainer. Incorporate P4C across the curriculum e.g. develop 'I see, I think, I wonder' approach. Staff to see P4C in action in other schools & make links. Communicate P4C work with parents.	P4C Ldr. AHTs. Comms officer & website mgr.	AHTs to feedback to EHT on quality of P4C training. P4C Ldr to monitor evidence of P4C in planning & in lessons. Report back to EHT & Govs Standards' Com.	23 rd Sept 2019.	On-going informal. Termly formal to July 2020.

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. EHT lead efficient & effective SLT meetings e.g. agenda & agreed actions followed up. Rigorous Appraisal. Ldrs access national training & qualifications, plus KGA CPD. EHT support to AHTs with specific responsibilities. Establish a RSL (Raising Standards Leader). EHT to model systems & quality assure AHTs' work.	EHT (who is KGA Schl Imprvmt Ldr) CEO of KGA. R Hunter (ext consultant) RSL	EHT models & quality assures AHTs' work. English & Maths Ldrs submit plans to EHT. Feedback from CEO & external consultant. RSL reports to Govs Standards' Committee & EHT produces regular scorecard for MAT CEO.	From Sept 2019. On-going.	July 2020 (& onward if 2 year course).
Develop an LGB with delegated duties to support & hold the school to account	LGB effective & Trustee Intervention Group no longer required. LGB challenge & support to the school is effective. 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 model high expectations, support & challenge. EHT 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.	Trustee Intervention Group & CEO oversee policy & practice of LGB. CEO & 1 x Trustee attend LGB meetings. NLG monitors agendas & minutes, reporting to CEO. KGA Trustees Ed & Standards Board.	Sept 2019. ½ termly LGB meetings through the year.	Termly reviews.
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 & govts are familiar with Ofsted 'Inspecting Safeguarding ...'. Improve Safer Recruitment. Purchase Educare to improve CPD (timely & evidenced).	DSLs & Deputy DSLs. PA & SBM / admin staff. LGB & SG Gov.	CEO & Director of Finance & Corporate Affairs. Annual Safeguarding Review by ext consultant (also works as Ofsted Lead Inspector). Safeguarding audits & compacts for LA / Portsmouth Safeguarding Partners.	Sept 2019	Monthly. Safeguarding standing agenda item on ½ termly LGB meetings.