

# **Kings Avenue Primary School**



## **School improvement plan**

---

**2021-2022**

## School and local context

### School level Guidance

		2017	2018	2019	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	419	374	316	■	■	■	■	■
	Nat	279	281	282					
% FSM6 pupils	Sch	60	57	57	■	■	■	■	■
	Nat	24	24	23					
SEND support	Sch	19.6	24.3	24.1	■	■	■	■	■
	Nat	12.2	12.4	12.6					
% SEND EHC plan	Sch	2.4	2.1	1.9	■	■	■	■	■
	Nat	1.3	1.4	1.6					
% of EAL	Sch	61	60	59	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	87	87	88	■	■	■	■	■
	Nat	86	86	86					

Key Ofsted actions from last monitoring report (June 2021)	<ul style="list-style-type: none"> <li>▪ strengthen subject leadership to develop curriculum plans further, to include more opportunities for pupils to debate and to revisit subject knowledge</li> <li>▪ develop governors' understanding of their allocated subject curriculums, which will help them to offer more support and challenge to subject leaders.</li> </ul>
Key staffing areas of issue (e.g. temporary posts, staff receiving support)	<ul style="list-style-type: none"> <li>▪ Partnership with Granton Primary School, an outstanding school in Lambeth. Shared EHT and SENDCo, Subject leaders on paired work</li> </ul>
Budget information (e.g. free reserves, in-year surplus or deficit, 3 year projections)	<ul style="list-style-type: none"> <li>▪ Deficit projected to be cleared in 3 years' time</li> </ul>
Key performance indicators for the next 3 years	<ul style="list-style-type: none"> <li>● Proportion of children achieving a good level of development at least in line with national average</li> <li>● Proportion of children achieving expected and greater depth standards in key stage 1 at least in line with national average in reading, writing, and mathematics</li> <li>● Proportion of pupils achieving expected and greater depth standards in key stage 2 to be in line with national average in reading, writing, and mathematics. Progress in all subject not below the national score.</li> </ul>

### OBJECTIVES FOR 2021-2022

Achievement gap issues	Record details of any gaps between pupil groups (e.g. groups by gender, ethnicity, disadvantaged/non-disadvantaged). Objectives need to close these gaps
Objective 1	<b>To ensure pupils are developed as fluent readers by the end of Year 2</b>
Objective 2	<b>To narrow the gap between disadvantaged pupils and other pupils by end of key stage2</b>

Objective 3	<b>Our pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. (OFSTED Monitoring visit 2021)</b>
Objective 4	<b>To strengthen subject leadership to ensure curriculum plans are consistently and securely implemented as intended. (OFSTED Monitoring visit, June 2021)</b>
Objective 5	<b>To ensure that attendance is in line with, if not exceeding, national average of 96.4%</b>

**OBJECTIVE 1 To ensure pupils are developed as fluent readers by the end of Year 2**

***Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.***

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE/ GB Strategic Intent
Continue to implement the school's phonics programme from Reception to Year 2	September 2021 to July 2022	Phonics Leader	£500 to refresh phonics materials	Phonics Leader- On going AHT- Half termly EHT/HoS- Half-termly	Phonics Screening Check remains above 85% year on year	Quality of Education- Early Reading (SEF)

					Proportion of pupils meeting expected standards by the of key stage 1 not lower than 75%	
Ensure those who have responsibility for teaching & leading of Reading receive high quality training in the teaching of Early Reading	September 2021 to July 2022	AHT for CPD + Phonics Leader	£1500 CPD budget	CPD + EHT	All senior leaders, including teachers and support staff who deliver phonics across the school receive the same training by the end of the first term	Quality of Education- Early Reading (SEF)
Develop pupils' love of reading across the school	September 2021 to July 2022	Phonics leader + English leaders + Phase Leaders + Reading champion	£2000 for books	AHT + English leaders- on-going Phase Leaders- on-going AHT Half-termly EHT/HoS- half-termly	Pupils have access to decodable books  Daily story time for all classes in key stage 1, at least 2x a week in key stage 2  Clear system of home reading for pupils, parents are supported to deliver this	Quality of Education- Early Reading (SEF)

					All pupils receive daily Active Reading sessions	
--	--	--	--	--	--------------------------------------------------	--

**OBJECTIVE 2 To narrow the gap between disadvantaged pupils and other pupils by end of key stage 2**

**Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.**

**Article 12: You have the right to help from the government if you are poor or in need.**

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE/ GB Strategic Intent
Early identification of and effective interventions for disadvantaged pupils in the EYFS, <b>especially those whose achievement was</b>	September 2021 to July 2022	Admission officer + EYFS Phase Leader + HT	Training + materials + staffing cost  £10,000	EHT/HoS+ SENDCO	Disadvantaged pupils identified at the point of admissions	Quality of Education –Curriculum Impact (SEF)

<p><b><i>adversely affected by the COVID19 pandemic</i></b></p> <p><b>Planned intervention:</b> Train adults to implement the Nuffield Early Language Program</p>					<p>Gap between proportion of DA and other children achieving a good level of development in the EYFS, not more than 10%</p>	<p>Leadership &amp; Management- Progress of pupils who are in receipt of Pupil Premium (SEF)</p>
<p>Disadvantaged pupils receive additional support to enable them to make sustained progress to meet at least expected standards in</p> <p><b><i>KS 1, especially those whose achievement was adversely affected by the COVID19 pandemic</i></b></p> <p><b>Planned intervention:</b> Provide small group tuition to identified pupils via NTP- accredited tutors, and use of academic mentors</p>	<p>September 2021 to July 2022</p>	<p>KS1 Phase Leader +DHT</p>	<p>Tuition cost, subsidy from DfE</p> <p>£25,000</p>	<p>EHT/HoS + SENDCO + Pastoral Manager</p>	<p>Gap between proportion of DA and other children achieving the expected and greater depth standards in reading, writing, and mathematics by the end of key stage 1, not more than 5%</p>	<p>Quality of Education –Curriculum Impact (SEF)</p> <p>Leadership &amp; Management- Progress of pupils who are in receipt of Pupil Premium (SEF)</p>

<p>Disadvantaged pupils receive additional support to enable them to make sustained progress to meet at least expected standards in</p> <p><b>KS2, <i>especially those whose achievement was adversely affected by the COVID19 pandemic</i></b></p> <p><b>Planned intervention:</b> Provide small group tuition to identified pupils via NTP- accredited tutors, and use of academic mentors</p>	<p>September 2021 to July 2022</p>	<p>LKS2 and UKS2 Phase Leaders +HT</p>	<p>Tuition cost, subsidy from DfE</p> <p>£25,000</p>	<p>EHT/HoS + SENDCO + Pastoral Manager</p>	<p>Gap between proportion of DA and other pupils achieving the expected and greater depth standards in reading, writing, and mathematics from Years 3-5 not more than 3% term on term.</p> <p>No gap between proportion of DA and other/all pupils nationally achieving the expected and greater depth standards in reading, writing, and mathematics by the end of Key Stage 2.</p>	<p>Quality of Education –Curriculum Impact (SEF)</p> <p>Leadership &amp; Management- Progress of pupils who are in receipt of Pupil Premium (SEF)</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------	----------------------------------------	------------------------------------------------------	--------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------

**OBJECTIVE 3 Our pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.**

**Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.**

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE/ GB Strategic Intent
--------	-----------	--------------------	------------------------------	-----------------------------------	------------------	------------------------------------



<p>Clear progression of knowledge and skills in individual subjects in place.</p> <p><b>Curriculum prioritization in subjects where implementation was impeded by the COVID19 pandemic.</b></p>	<p>September 2021 to July 2022</p>	<p>Subject Leaders + AHT lead for Curriculum + HT for curriculum direction</p>	<p>Curriculum Budget for subjects (E19)</p>	<p>HoS + AHT + Phase Leaders</p>	<p>Staff are clear about the curriculum intent and the intended outcomes for each of the individual subjects</p> <p>Content and sequence in every individual subject clearly mapped out across the year by year group.</p> <p>Content and sequence clearly show how prior learning is build upon.</p> <p>Governors have a clear and secure grasp of the curriculum to enable them to support and challenge effectively. <b>(OFSTED 2021)</b></p>	<p>Quality of Education Curriculum (SEF)</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------	--------------------------------------------------------------------------------	---------------------------------------------	----------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------

<p>Pupils in all year groups achieve well in all subjects within the wider curriculum</p>	<p>September 2021 to July 2022</p>	<p>Subject Leaders + AHT lead for curriculum + Phase leaders</p>	<p>Curriculum Budget for subjects (E19)</p>	<p>HoS + DHT + Phase Leaders</p>	<p>Proportion of pupils making expected progress in all subjects not lower than 95% term on term Work in books show a clear progression in terms of pupils' gains in knowledge and skills across all subjects. Quality of pupils' work reflect how they built on prior learning and reflects teachers' high expectations</p>	<p>Quality of Education Curriculum (SEF)</p>
<p>Curriculum is enriched by a wide range of co-curricular and extra-curricular activities, including home learning</p>	<p>September 2021 to July 2022</p>	<p>Subject Leaders + AHT lead for curriculum + Phase leaders+ EVC lead</p>	<p>Curriculum Budget for subjects (E19)</p>	<p>Hos + EHT+ DHT + Phase Leaders</p>	<p>Pupils across the school participate in at least one educational visit per term. Individual subject leaders to have prepared and implemented one focus day a year.</p>	<p>Quality of Education Curriculum (SEF)</p>

					Quality home learning produced by pupils, featured in one exhibition per term.	
--	--	--	--	--	--------------------------------------------------------------------------------	--

**OBJECTIVE 4 To strengthen subject leadership to ensure curriculum plans are consistently and securely implemented as intended. (OFSTED Monitoring visit, June 2021)**

**Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.**

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE/ GB Strategic Intent
Subject leaders have developed expertise in their subject areas.	September 2021 to July 2022	Subject Leaders, EHT, HoS, AHT	Curriculum budget (E19)	EHT	<p>Subject leaders have a clear understanding of the intended curriculum in their respective areas and are proactive to ensure it is implemented at the highest standard.</p> <p>Subject leaders have developed a subject portfolio which</p>	<p>Personal Development (SEF)</p> <p>Behaviour and Attitudes (SEF)</p>

					<p>highlights pupils' journey in the various subject disciplines.</p> <p>Continued collaboration with subject leaders of an outstanding school.</p>	
<p>Subject leaders continuously review the curriculum in light of the delays and gaps created by the COVID 19 pandemic and prioritise those significant knowledge pupils need to make progress.</p> <p><b>Ensure pupils who were affected by the COVID19 Pandemic, directly or indirectly, are supported emotionally and their mental health and well-being monitored and supported.</b></p>	<p>September 2021 to July 2022</p> <p>September 2021 to July 2022</p>	<p>Subject Leaders, EHT, HoS, AHT</p> <p>HoS + AHT</p>	<p>Curriculum budget (E19)</p>	<p>HoS + AHT</p>	<p>Curriculum prioritization in areas where delays and gaps are identified. Pupils know and remember more of the prioritized knowledge and content</p> <p>Relationships are identified by most children, young people and adults as mutually respectful.</p> <p>There is evidence that respectful relationships are strengthening consistently over time.</p>	

					School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by children and adults.	
--	--	--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

**OBJECTIVE 5 To ensure that attendance is in line with, if not exceeding, national average of 96%**

**Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.**

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	SEF REFERENCE/ GB Strategic Intent
Implement the Lambeth Attendance Toolkit faithfully	September 2021 to July 2022	Pastoral Manager + Senior School Administrator	Admin Budget	Phase Leaders + HoS + Pastoral Team	Warning Letters issued on time in accordance with the toolkit  Persistent absence rate reduces term on term, never above national average for primary schools	Leadership & Management (SEF)  Behaviour & Attitudes (SEF)

Convene Attendance panels promptly to intervene for pupils who at risk of being persistently absent	September 2021 to July 2022	Pastoral Manager + Senior School Administrator	Admin Budget	Phase Leaders + HoS + Pastoral Team	PA rate below national average for primary schools term on term	Leadership & Management (SEF) Behaviour & Attitudes (SEF)
Reduce the number of Holidays/Unauthorised absence at the start and end of terms	September 2021 to July 2022	Pastoral Manager + Senior School Administrator	Admin Budget	Phase Leaders + HoS + Pastoral Team	Reduce numbers of pupils who reach 10% threshold for persistent absence by at least 3% term on term	Leadership & Management (SEF) Behaviour & Attitudes (SEF)