

# Hampstead Parochial School Improvement Plan & Self Evaluation 2017-2018

Number on roll	233
Headteacher	Allan McLean
Chair of Governors	Jenny Lupa
LA	Camden
Religious character	Church of England
Last Ofsted inspection	Good
Overall Ofsted grading	Good
Last SIAMS Inspection	Outstanding
Overall SIAMS grading	Outstanding



**HAMPSTEAD PAROCHIAL**  
Church of England Primary School

## ***General aims of the SIP***

- To set challenging targets in the curriculum and whole school environment to raise achievement for all pupils
- To raise expectations and standards of learning, teaching and assessment
- To provide high quality resources throughout the school ensuring quality and appropriate provision at all stages of pupils' development
- To provide staff with appropriate resources and training to enable them to improve their practice and carry out teaching more effectively
- To provide inclusive and fully integrated curricular provision to enable pupils to fulfil their potential
- To provide a safe and secure learning environment which enables pupils to continue to treat others with understanding and respect

## ***Leadership and School Organisation***

- To continue to provide strong, cohesive and effective leadership with a clear direction on improving standards, provision and achievement across the school (including the school's Governing Board)
- To enable staff with leadership responsibilities to be accountable for high standards and achievement
- To maintain excellent support and engagement of parents and carers in pupils' learning

## ***Staff Development***

- To develop the role of subject leaders/middle managers in monitoring, evaluating and leading pupils' learning
- To ensure performance management and review is effective in supporting professional development for all staff
- To ensure that all staff continue to have opportunities for the professional review of their work

This document is to be read in conjunction with the school's on-going self evaluation evidence documentation comprising of: Analyse School Performance (ASP- New replacement for ROL), FFT Aspire, Internal data sources, subject leader action plans, Local Authority/LDBS external visit reports, Ofsted Report and SIAMS reports.

This improvement plan has been written to reflect the Ofsted Framework (September 2016), recognising the areas for evaluation as:

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners

Not happened yet	Is ongoing and is being actioned	Has been actioned and achieved

## Leadership and Management

<b>Target 1</b> <i>To create a new school vision involving all key stakeholders.</i>	<b>Impact: What will success look like?</b> A new vision statement will be in place for the start of the new academic year, giving a clear sense of direction and shared ambition for the school community.
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**Monitoring and evaluation :** Full Governing board, Chair of Governors, Headteacher

Action	Who	When	Resources	Status
School vision away day for governors.	All staff and governors. Led by AM	Governors Away Day July 2017	INSET time	
School vision INSET for staff.	All Staff. Led by AM	INSET DAY 5/9/17		
School vision meeting for parents with governor support	All parents and governors invited/ AM	Autumn 2	Hall Booked	
School vision 'meetings' for each class of children throughout the school.	AM/JI/EI/AS	Autumn 2		
Produce draft vision statement for consideration by FGB, children and staff.	AM	Spring 1 & 2	HT Time	
Produce final draft for agreement with school governors prior to publication on the school website.	AM	Summer 1		

**Evaluation and Impact**

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## Leadership and Management

### Target 2

*To develop roles of middle and senior leaders to ensure they are impacting on the quality of teaching and learning.*

### Impact: What will success look like?

All leaders can clearly evidence their impact on teaching and learning and communicate a clear plan and vision for their area of responsibility

**Monitoring and evaluation :** HT, CPO Committee, LDBS & LA advisers, Link Governor visits

Action	Who	When	Resources	Status
Establish clarity of roles for newly reorganised senior leadership team and middle leaders	AM	Autumn 1	HT Time	
Ensure opportunities for subject leaders to present to the CPO committee meetings	AM	Autumn 1	Subject leaders to attend CPO	
All subject leaders to present clearly defined action plans to the staff team	AM	Autumn 1,2	PDM time	
Coaching and support for senior and middle leaders in their roles.	AM JI Support from LDBS adviser	On-going	Leadership time / cover	On-going until July 2018
Link targets in appraisal to school improvement target of development of leadership roles.	AM & JI	By end of October 2017.	Leadership time/cover to release teachers	To be reviewed as part of Appraisal cycle in October
SEND Leader and AHT's to work with HT/DHT to develop practice in monitoring and evaluating teaching and learning across the school.	AM JI	Autumn and Spring terms		On-going
Meet external advisers to develop practice and to be held to account for Impact on outcomes	HR (LDBS) RS (Camden LA) AM	Autumn (LA Meeting), Spring (external Review) and Summer term – linked to adviser visits	Leadership time Adviser visits from LA and LDBS	Dates to be arranged
Ensure weekly Leadership team meetings involve challenge, supervision and support of work with appropriate tasks and deadlines agreed in relation to the termly overview	Leadership Team / AM	Weekly		Throughout the Year

### Evaluation and Impact

## Leadership and Management

<b>Target 3</b> To develop governance so that it is consistently outstanding in reference to Ofsted Criteria	<b>Impact: What will success look like?</b> Governors fulfil their key strategic duties with skill and diligence resulting in a high performing school in all aspects of school life
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**Monitoring and evaluation :** Full Governing Board, Governors' working Parties

Action	Who	When	Resources	Status
Setting vision, ethos and strategic direction and ensuring succession planning is in place	Full GB	End of Year Full GB Meeting. Individual governors to consult with all stakeholders	Professional Clerking Effective Chairing	
Hold headteacher to account for teaching, achievement, behaviour and safety, and challenge and strengthen their leadership	Curriculum, Pupils & Outcomes (CPO), Full GB	Regularly reviewing progress against the SIP at 10 GB meetings spread strategically throughout the year	Professional Clerking Effective Chairing	
Ensure finances are managed well leading to probity, solvency and effective use of resources	Resources & Full GB	Budget Setting – April, Monitoring quarterly returns throughout the year	Professional Clerking Effective Chairing	

**Evaluation and Impact**

## Teaching, learning and assessment

<b>Target 1</b> To create a consistent whole school approach to high quality teaching & learning through an agreed teaching and learning policy	<b>Impact: What will success look like?</b> Observations of lessons across the school reflect consistently outstanding approaches to teaching and learning, leading to higher levels of pupil engagement and progress
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**Monitoring and evaluation :** Leadership Team, CPO Committee, LDBS & LA Advisers

Action	Who	When	Resources	Status
SLT Meetings to review model policies and to create an original draft for consultation	SLT	Autumn 1	SLT meeting time	
Use observations from teaching and learning review in Autumn term to identify strengths and weaknesses to assist in formulating policy	SLT	Autumn 1	Time to release SLT for observations	
Staff PDM to review and adapt current policy and look at best practice examples from other schools and within the school.	AM/JI	Autumn 2	Staff meeting time	
Establish shared criteria for outstanding learning defined in T&L policy to be used as a tool for monitoring and peer observation.	SLT	Spring 1	Staff CPD meeting time and SLT time	
Identify teachers and teaching assistants to benefit from additional support for developing practice in relation to the policy	SLT	Autumn 2 and Spring 1	SLT Time	
Inset Day focuses on strengthening aspects of practice identified in the policy	SLT	Spring 1	SLT Time Whole school staff meeting time	
External review of the impact on the quality of teaching & learning at the school	LA/LDBS	Spring 2	L Time	
Staff inset training relates back to agreed teaching & learning policy	SLT	Summer 1 and 2	L Time Staff meeting time	

**Evaluation**

## Teaching, learning and assessment

<p><b>Target 2</b>  <i>To improve the use of formative and summative assessment so that differentiation clearly meets the learning needs of <b>all</b> the children</i></p>	<p><b>What will success look like?</b>  <i>Evidence from a range of monitoring indicates that activities planned for clearly meet the learning needs of children. Support and development for teaching staff has led to improved use of formative and summative assessment linked to learning activities &amp; this is evident in lessons.</i>  <i>100% of teaching over time is judged to be good with at least 50% outstanding across the school.</i></p>
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**Monitoring and Evaluation :** SLT, CPO Committee, Link governors for English and Maths, LDBS & LA Advisers

Action	Who	When	Resources	Status
Review current tracking system (Target Tracker) and provide targeted training for leadership team and staff	SLT	Autumn 1	Fee for CM training L Time	
Establish assessment calendar for the academic year with clear expectations for assessment over the year.	JI	Autumn 1	Staff Meeting	
Review assessment criteria on target tracker linking clearly to pupil target system and KPI's	SLT	Autumn 1	L Time	
Establish shared criteria for outstanding learning defined in T&L policy to be used as a tool for monitoring and peer observation.	SLT	Autumn 2	Staff CPD meeting	
Monitor planning and provide feedback to staff.	EI, SC, JI	Half termly	L Time	On-going
Provide direct support for teachers with planning to ensure activities are clearly linked to on-going assessment and learning needs of the children. EYFS – AS Aut & Spring Y1 – SM Summer Y2 – JI Aut & Spring 2 Y3 – JI Aut Y4 – AM Aut & Spring Y5 – AM Summer Y6 – EI Spring & Summer	SLT	As indicated	Release time	On-going
Hold series of staff INSETs to focus on good practice in assessment for learning using research of Shirley Clarke as base: <ul style="list-style-type: none"> <li>• AfL menu</li> <li>• Questioning</li> <li>• Learning intentions</li> <li>• Success criteria</li> </ul>	JI, SM, EI	Spring term	Staff PDM sessions	January - March

• Good practice share linked to Teaching & Learning Policy				
Peer observations with a focus on shared criteria established in Autumn term and use of new teaching and learning policy	All teaching staff	Spring and Summer 1	Release time for peer observations	
Staff training on using classroom monitor to identify and address gaps.	All teaching staff	Summer term	Staff INSET time	
Review impact of Spring term INSET through lesson observations.	RS, MH	Summer term	L Time	
Draft new teaching and learning policy sections.	All teaching staff	Summer term	Staff INSET time	
<b>Evaluation and Impact</b>				

Personal development, behaviour and welfare				
Target 1 Further develop the PSHE curriculum		What will success look like? PSHE curriculum has been updated and the school has clearly planned provision leading to better outcomes for children		
<b>Monitoring and Evaluation : DHT &amp; CPO</b>				
Action	Who	When	Resources	Status
Subject leader to review current PSHE policy and identify which aspects are robust and which need updating.	MM	Autumn 1	PPA time	
Subject leader to put proposals before SLT for any changes that need to be made to the policy.	MM	Autumn 1	SLT meeting	
Review current timetabling and make adjustments for Autumn term.	MM	Autumn 2	DHT time	
Revised curriculum statement is presented to the governors' CPO committee	MM	Spring 1		
Changes to policy and systems are implemented across the school.	MM	Spring 1		
Curriculum is reviewed by SLT and school council.	SLT/MM	Summer 1	SLT and PSHE lead to monitor	
<b>Evaluation and Impact</b>				



Personal development, behaviour and welfare				
Target 2 <i>To develop the role and impact of the School Council</i>		What will success look like? The children have a clear voice and responsibility for improving key aspects of the school		
Monitoring and Evaluation : SLT				
Action	Who	When	Resources	Status
School councillors to have clearly identified roles (e.g., chair, clerk etc..) and to take more responsibility for running their own meetings	AHT/DHT/School Council	Autumn 1	Member of SLT	
School council to review behaviour policy and anti-bullying statement.	AHT/DHT/School Council	Autumn 2	Member of SLT	
School council to plan charity work through the year	AHT/DHT/School Council	Autumn 2	Member of SLT	
School council to take an active role in reviewing the implementation of the behaviour policy	AHT/DHT/School Council	Spring 1	Member of SLT	
School council to assist in evaluating collective worship	AHT/DHT/School Council	Spring 1	Member of SLT	
School council to contribute to ideas for purchasing of learning resources and development of playground equipment and spaces	AHT/DHT/School Council	Summer 1	Member of SLT	
Evaluation and Impact				

Outcomes for pupils				
Target 1 <i>To raise the achievement of identified pupils in reading, writing and mathematics in each class</i>		What will success look like? Pupils identified achieve targets in reading, writing and mathematics at the end of the year and have made significant progress towards attaining age related expectations for the year group (or above).		
Monitoring and Evaluation : HT, DHT & CPO				
Action	Who	When	Resources	Status
Identify group of pupils in each area in progress meetings and plan for additional support from class teacher & teaching assistant.	Class teachers SLT	Autumn 1	Meeting time – release of teachers	

Class teachers to ensure that they are supporting focus group at least twice per week in English and Maths lessons.	Class teachers	On-going		On-going
Monitor progress of groups through pupil progress meetings and make adjustments to support as required.	Class teachers SLT	Autumn 2 Spring 1 Summer 1	Meeting time	On-going
Learning walk to look at focus group children in maths, reading and writing.	SLT	Spring 1 & 2	Meeting time	11/1 maths
<b>Evaluation and Impact</b>				

Outcomes for pupils				
<b>Target 2</b> <i>To raise the attainment and accelerate the progress of PPG children across KS2.</i>	<b>What will success look like?</b> Information and data shows that the PPG children in each class in KS2 have made good or better progress and are achieving in line with outcomes for non PPG peers.			
<b>Monitoring and Evaluation : DHT, SEND leader, AHT's, Classteachers and CPO</b>				
Action	Who	When	Resources	Status
Identify key PPG children and ensure that they are part of focus groups in each class where appropriate.	Teachers and SLT	Summer 2017 – handover meetings and Progress meetings	July & November 2017	
Targeted support for PPG children and families from PPG teacher and AHT	AHT's and MG	On going	AHT and PPG teacher time – See PPG statement	
Targeted support for PPG children from Inclusion leader based on identified need.	AS	On going	Support to teachers with target setting and reviews	On-going
Targeted Year 6 booster sessions for identified PPG children.	AHT, DHT	Autumn, Spring & Summer 1		During school Spring 1 onwards
Use pupil progress meetings to check on the progress of all PPG and discuss how quality first teaching should be impacting on their progress & attainment.	All teaching staff	Termly	Pupil progress meeting times	On-going
<b>Evaluation and Impact</b>				

### Outcomes for pupils

<p><b>Target 3</b>  <i>To achieve outcomes above national averages at the end of KS1 and KS2 in reading, writing and mathematics in line with school's high attainment over the past two years.</i></p>	<p><b>What will success look like?</b>  <i>Targets for the academic year:                  To be reviewed following end of Autumn assessment and added to this part of the plan</i></p>
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#### Monitoring and Evaluation : SLT and CPO

Action	Who	When	Resources	Status
Identify targets for Year 2 and Year 6 classes in line with school data for last three years & reflecting national averages.	Leadership Team (Y2, Y6 teachers)	Autumn		
Use pupil progress meetings to check that Y2 and Y6 are on track to make progress & to discuss how quality first teaching and in class provision can impact on progress and attainment of key children.	Teachers and SLT	Termly		On-going
Targeted support for key children from Y6 class teacher and AHT.	JM, EI	Autumn, Spring, Summer 1		On-going
Targeted support for key children from Year 2 by intervention teacher and AHT	MG, SM	Autumn, Spring, Summer 1		
Easter booster classes for targeted Year 6 children.	TBC	Easter Holidays		

#### Evaluation and Impact

EYFS

**Target 1**  
Ensure continuous provision provides opportunities to ensure meaningful independent learning in all areas of learning.

**What will success look like?**  
Pupils access different areas of the curriculum independently. The learning environment engages pupils, supports learning, celebrates achievement and recognises the uniqueness of the pupils.

**Monitoring and evaluation :**

Action	Who	When	Resources	Status
Audit current learning environment and provision and develop action plan with key dates.	GS	Autumn 1		
Learning walks to review provision	AM	On-going		
Use assessment information to ensure any identified areas of weakness are strengthened through continuous provision	GS and AM	Autumn Spring		
Continue to provide stimulating environments which encourage independence in learning	GS	On-going		

**Evaluation** High quality continuous provision evident in YR, needs to continue to develop outdoors. Learning environment is more welcoming and celebrates learning.

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