

# John Ruskin Primary School and Language Classes Improvement Plan 2017-20

## Context

Last Ofsted 2009 Grade: Outstanding

Last full Local Authority review October 2018 Grade: Outstanding

- An inner city school in an area of very high deprivation with many social problems – high levels of social care involvement, SEN, EAL, and poverty.
- The calm ethos we have created in the school provides a secure environment which many pupils do not experience at home. This shows the extremely positive impact the school has on pupils' lives, and the strength of our pastoral care
- School includes a resourced unit for language impairment/disorder. We report this data so that main-school trends are clearer
- From very low starting points, pupils' achievement levels are high. This led to our being awarded the Mayor of London's Schools for Success Award for exceptional work with lower attaining pupils in September 2017.
- Pupils are well behaved and caring with excellent attitudes to learning.

To improve further the school needs to:

- Develop existing leaders including the governing body to ensure provision for succession and continued outstanding performance.
- Develop earlier identification of weak cohorts across the school using tracking data/disadvantage data/behaviour and SEN data so that interventions can be more effectively targeted.
- Build upon the huge improvements made across the school in quality and effectiveness of marking and feedback.
- Pitch challenging work for all pupils and especially disadvantaged higher attainers.
- Improve the progress and attainment of off track readers.

## Outcomes

Close tracking of current Year 6 reading to ensure it is on track to meet or exceed the national average, especially for disadvantaged pupils.

Close tracking of current Year 6 writing to ensure it is on track to meet or exceed the national average, especially for disadvantaged pupils.

Close tracking of cohorts with gender/ social/ behaviour/ SEN imbalances and interventions/ progress of the cohort

## Quality Teaching Learning

Building on work to achieve further improvements in marking and feedback

Continuing initiatives pitching work at challenging levels especially for high attaining disadvantaged pupils

Ensure that TAs are making a difference to the learning during parts of the lesson where the teacher is not present

To improve the progress / attainment of off track readers and to continue to raise the profile of reading.

Enhance security of roof area and break out rooms

Replace existing water calorifiers - Energy and cost efficiencies

Flooring replacement – main building stairs

# OUTCOMES

## Key Priority 1:

### End of Year Targets - Main school/whole school

| EYFS    |     | KS1                     |   |  |                             | Lower KS2   |  |                              |                              | Upper KS2                |                              |        |                             |
|---------|-----|-------------------------|---|--|-----------------------------|---|--|------------------------------|------------------------------|--------------------------|------------------------------|--------|-----------------------------|
| Nursery | Rec | Year 1                  |   | Year 2   |                             | Year 3  |  | Year 4                       |                              | Year 5                   |                              | Year 6 |                             |
|         |     | % exp+                  | % GD  | % exp+   | % GD                        | % exp+  | % GD   | % exp+                       | % GD                         | % exp+                   | % GD                         |        |                             |
|         |     | 40-60E: %<br>Phonics: % | GLD: 72%<br>Exceeding Reading: 21 %<br>Exceeding writing: 12 %<br>Exceeding maths: 16 %<br>Phonics: % | R: 75 %<br>W: 75 %<br>M: 75%<br>Phonics: 95%/93% | R: 21 %<br>W: 20%<br>M: 20% | R: 88/85 %<br>W: 84/82 %<br>M: 88/85 %<br>Phonics: 100%/97%<br>RWM 88/85% | R: 27/26%<br>W: 21/20 %<br>M: 25/23%<br>RWM 12/12% | R: 85 %<br>W: 80%<br>M: 85 % | R: 27%<br>W: 22 %<br>M: 24 % | R:86 %<br>W:85%<br>M:90% | R: 30 %<br>W: 22%<br>M: 20 % |        | R: 85 %<br>W: 85%<br>M: 85% |

**Progress across KS2: reading 73%, writing 83%, maths 80% [typical] Reading 25%, writing 24%, maths 34% [Rapid]**

| Actions for Improvement  |  |          | Impact Criteria  | Review                    |   |
|--|--|----------|--|---------------------------|---|
| Key objectives   | Actions and who is responsible?  | When?    | What will success look like?   | Who will monitor?<br>How? | Evaluation notes/next steps   |
| Close tracking of current Year 6 reading and writing to ensure it is on track to meet or exceed the national average, especially for disadvantaged pupils. | <ul style="list-style-type: none"> <li>Yr6 pupil progress meetings to focus on planning and reviewing strategies for children that are off track/ not making expected progress especially disadvantaged pupils.</li> <li>Half termly progress meetings to be held with Co-headteachers</li> <li>Interventions to be planned (including additional sets and booster groups) and monitored termly.</li> <li>Timetable to be reviewed if necessary to provide more opportunities to focus on identified areas of concern</li> </ul> | May 2018 | <ul style="list-style-type: none"> <li>Targeted children make faster than expected progress so they reach expected levels/ close the gap</li> <li>National levels met or exceeded for all groups of pupils.</li> </ul> | LD/CT                     | <ul style="list-style-type: none"> <li>Tests have confirmed that current Year 6 cohort are 72% on track (compared with 41% for the 2016 cohort. 12/9/17</li> <li>Additional sets and booster groups started 7/9/17</li> </ul> |

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| <p>To improve the progress / attainment of off track readers.</p> <p>To continue to raise the profile of reading.</p> | <p>Involve children more in discussing their progress, targeting children who are off track.</p> <ul style="list-style-type: none"> <li>- Guided reading sessions to also include learning conversations where children comment on their progress in relation to their targets.</li> <li>- Children to be encouraged to attend parents' evenings and discuss their progress.</li> </ul> <p>Re-introduce learning booklet / key questions??</p> | <p>July 2018</p> | <p>Targeted children make faster than expected progress so they reach expected levels/ close the gap</p> <p>National levels met or exceeded for all groups of pupils.</p> | <p>PG/SS /HN</p> | <ul style="list-style-type: none"> <li>• Termly progress meetings to be held with Co-headteachers (May 18 and September 18) to assess progress made by targeted reading groups.</li> </ul> <p>Intervention co-ordinator to track progress of targeted groups (July 18)</p> |
|   | <p>Training for parents. How to support your child with reading for KS2 parents</p> <p>– focus on higher level comprehension skills.</p>   | <p>July 2018</p> | <p>Positive feedback from parents via questionnaires and forums.</p> <p>Are children of parent attendees making at least expected progress in reading?</p>                | <p>SS/PG/FD</p>  | <p>Progress data to be monitored by Literacy and MAT Co-ordinators on a termly basis</p>   |

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|  | <p>Increased emphasis on reading tasks for homework. Reading focus activities to be included in PACT books (currently being trialled in year 1).</p>   | July 2018 | <p>Greater proportion of children using PACT books at home.<br/>         Target: 60% of usage across the school.<br/>         Current usage: Pupils who read <b>regularly with parents</b>,<br/>         year 6 - 31%<br/>         Year 5 - 10%<br/>         Year 4 – 30%<br/>         Year 3 - 30%</p> | PG/ SS/ CD     | <p>Initial monitoring and evaluation by key stakeholders (parent questionnaire, class teachers and pupil learning conversations)</p> |
|  | <p>1:1 reading in KS2 provided by volunteers (parents)</p>   | July 2018 | <p>Parent volunteers are reading weekly with targeted students.</p> <p>At least 85% of the students being read to make at least expected progress.</p>  | PG/ SS         | <p>Attendance figures and progress data to be monitored by Literacy Co-ordinator on a termly basis.</p>                              |
|  | <p>Make opportunities for children who are not reading at home to read one to one or in small groups before/ during/ after school.</p> <ul style="list-style-type: none"> <li>- KS1 reading club to be set up and an additional reading club to be set up in KS2.</li> <li>- DEAR Drop everything and read/reading lessons.</li> <li>- Take it outside –reading at home</li> </ul> | July 2018 | <p>85% of targeted readers are regularly attending KS1/KS2 reading clubs.</p> <p>Meet and exceed expected levels or progress.</p>   | PG/ SS/ CD /HN | <p>Reading club attendance figures and progress data to be monitored by Literacy Co-ordinator on a termly basis.</p>                 |

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

### Key Priority 2:

| Actions for Improvement   |  |            | Impact Criteria  | Review            |  |
|---|--|------------|--|-------------------|--|
| Key objectives  | Actions and who is responsible?  | When?      | What will success look like?   | Who will monitor? | Evaluation notes/next steps  |
| Building on work to achieve further improvements in quality of marking and feedback | <ul style="list-style-type: none"> <li>Lesson observations, book scrutinies and talking to pupils to check effectiveness of marking and its impact on subsequent work.</li> <li>Lesson observation /learning walk proformas to include prompt on discussing with pupils the impact of teachers' written comments</li> <li>Tutorial sessions 1:1 feedback with children against targets – year 6</li> <li>Regular opportunities for teachers and TAs to share good practice in marking.</li> <li>Training for new staff and refreshers for TAs and existing staff as needed.</li> <li>Book scrutinies to check application of marking policy in topic books.</li> <li>Develop a pack of examples of good marking across all year groups to inform existing &amp; new staff.</li> <li>All TAs and 1:1 staff to be involved in planning meetings</li> </ul> <p>LD, CT, GG, SG</p> | April 2018 | <ul style="list-style-type: none"> <li>Pupils can indicate during lesson observations where marking has made them improve their work.</li> <li>Book scrutinies evidence impact on pupils' work of teachers' written comments.</li> <li>Marking in all books and classes is in line with new policy and of a consistently high standard.</li> </ul> <p>Quality of written work across the curriculum reflects pupils' attainment in writing. (Book scrutiny for topic books to include a prompt on the proforma regarding this target).</p> | LD, CT, GG, SG    | <p>New staff received initial induction 9/17</p> <p>5.2.18</p> <p>Recent maths book scrutiny feedback has examples of teachers' written comments having an impact on children's learning.</p> <p>1-1 progress interviews happen in year 6 after mock tests (Mar 18)</p> <p>All new staff receive training re marking</p> |

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| <p>Continuing initiative on pitching work at challenging levels, especially for higher attaining disadvantaged pupils</p>                     | <ul style="list-style-type: none"> <li>• MAT coordinator to identify under-achieving prior higher attaining pupils</li> <li>• Ensure all staff are aware of the prior attainment of their disadvantaged pupils and plan accordingly</li> <li>• Use of subject-specific, curricular targets in planning for MAT pupils.</li> <li>• MAT coordinator to ensure opportunities are provided for pupils to achieve their targets</li> <li>• Provide MAT programmes including P4C for all groups.</li> </ul> <p>Guided reading units planned and delivered for MAT groups – identified through gap analysis<br/>LD/FD</p> | <p>April 2018</p> | <ul style="list-style-type: none"> <li>• Planned provision matches subject-specific targets for all relevant pupils</li> <li>• Tracking shows pupils on track to reach targets, or improving through accelerated progress</li> </ul> | <p>LD/FD</p> | <ul style="list-style-type: none"> <li>• Guided reading units produced for MAT – 9/17</li> <li>• All staff trained on P4C – 9/17</li> <li>• Cohort identification grid distributed to all year groups and interventions planned accordingly – 1.18</li> <li>• All MAT children have subject specific targets – 10.17</li> </ul> |
| <p>Ensure that TAs are making a difference to the learners during parts of the lesson where the teacher is talking &amp; reading lessons.</p> | <p>•</p>   |                   |  |              |   |

# EFFECTIVENESS OF LEADERSHIP & MANAGEMENT

## Key Priority 3:

| Actions for Improvement  |  |                     | Impact Criteria  | Review                       |   |
|--|--|---------------------|--|------------------------------|---|
| Key objectives   | Actions and who is responsible?  | When?               | What will success look like?   | Who will monitor?            | Evaluation notes/next steps   |
| Develop governors' ability to talk about how they strengthen leadership and improve teaching | <ul style="list-style-type: none"> <li>Governors to form a committee that writes an annual report sheet on the school.</li> <li>Governors committee to meet twice termly for two terms then termly with members of SLT.</li> <li>LA to provide further training to governors on holding the school to account including mock interviews.</li> <li>Minutes of full Governing Body highlight challenge offered by governors.<br/>Chair of Govs/CT</li> <li>Online access to school information for governors JV</li> <li>Governors to spend more time meeting classes/teachers<br/>MH/JB</li> <li>Look into ways other school governors prepare for Ofsted</li> <li>MH/JB</li> <li>Governors to meet/ work with governors from other schools</li> <li>MH/JB</li> </ul> | July 2018           | <ul style="list-style-type: none"> <li>Annual report sheet presented to governing body to staff and parents</li> <li>Governors talk confidently about the school – feedback from LA review in Oct 2017.</li> <li>Governors aware of the challenge they have offered and why.                             <ul style="list-style-type: none"> <li>Governors performance at mock LA interview is judged good or better</li> </ul> </li> </ul> | Govs<br>LA advisors<br>CT    | <ul style="list-style-type: none"> <li>LA review and training requested.</li> <li>Committee identified</li> </ul> <p>19/02/18- CT to lead this action</p> |
| Develop existing leaders to maintain outstanding performance, make provision for             | <ul style="list-style-type: none"> <li>All middle/senior leaders to prepare an impact statement annually. This to be evaluated by the SLT</li> <li>Each leader to present to governors for comment and feedback.</li> <li>Appoint shadow coordinators as appropriate.</li> <li>Consider such needs in recruitment or in-service training.</li> </ul>   | Nov 17<br><br>LD/CT | <ul style="list-style-type: none"> <li>Each leader demonstrates that agreed initiatives have been achieved, and deemed successful by governors.</li> <li>High standards maintained in all subjects.</li> </ul>   | Governors<br>Leadership Team | <p>All senior/ middle leaders have drafted their impact statements.<br/>Impact statements to be presented to governors 6/11/17.</p>                       |

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| <p>succession and to strengthen the partnership with governors.</p> |  |  |  |  | <p>19/02/18- Impact statements to leadership team, to be reported back to governors Spring term 2018</p> <p>19/02/18- PG is now joint leader of learning and English coordinator and is working alongside SS</p> <p>19/02/18- Deputy/Assistant head briefing booked for SG, GG, DB, HN</p> |
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## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

### Key Priority 4:

| Actions for Improvement  |  |           | Impact Criteria  | Review            |   |
|--|--|-----------|--|-------------------|---|
| Key objectives   | Actions and who is responsible?  | When?     | What will success look like?   | Who will monitor? | Evaluation notes/next steps   |
| Close tracking of cohorts with gender/ social/ behaviour/ SEN imbalances and early intervention where required | <p>SLT to review make up of each year group.<br/>Information to be collected from class teachers, PDC coordinator, P2B coordinator, SENCo, EMA coordinator, interventions coordinator, DSL.</p> <ul style="list-style-type: none"> <li>This information would be used for:                             <ul style="list-style-type: none"> <li>~ SLT to inform staffing deployment;</li> <li>~ SLT to work with different year groups to set up interventions;</li> <li>~ PDC/ P2B/ SENCo to identify target children and groups.</li> </ul> </li> <li>Pupil progress meetings to focus on planning and reviewing strategies for children that are off track/ not making expected progress</li> <li>Allocating children of concern to mentor meetings to discuss these children.</li> </ul> | July 2018 | <p>Targeted children/ cohorts make faster than expected progress so they reach expected levels/ close the gap</p> <p>Strengths and difficulties style questionnaires and professionals' reports on targeted children show improvement at the end of therapeutic support.</p> | CT/HN<br>SLT      | <p>SLT to monitor the progress of assigned year group interventions in termly meetings.</p> <p>GG/SG produced a list for cohort identification.</p> |

# ESTATES PLAN

## Key Priority 5:

| Actions for Improvement  |   |               |  |                   |  | Impact Criteria | Review |
|--|---|---------------|--|-------------------|--|-----------------|--------|
| Key objectives   | Actions and who is responsible?   | When?         | What will success look like?   | Who will monitor? | Evaluation notes/next steps  |                 |        |
| Enhance security of roof area and break out rooms  | <ul style="list-style-type: none"> <li>Install fob access on roof access doors – access to roof from stairs only</li> <li>Install fob access on both sides of door of pupil calm room (old kitchen wash up room)</li> <li>OW to instruct Fort Knox to carry out works</li> </ul>  | February 2018 | Designated areas to be only accessible by fob control<br>Improved security to roof garden and ICT suite<br>Safe and secure access to pupil calm space  | LD/DB             | <b>Completed</b><br>Calm space in use and furniture installed  |                 |        |
| Replace existing water calorifiers - Energy and cost efficiencies                          | <ul style="list-style-type: none"> <li>Disuse the existing water calorifiers in the school basement and convert water usage to updated system, in line with kitchen water system</li> <li>This will provide savings and energy efficiencies for the school long term</li> <li>Responsible – OW/ LD/ JV</li> </ul>   | August 2018   | Overall annual water bill savings, plus more efficient heating system  | LD/JV             | Liaising with Southwark, a project plan will be created with timelines and actions to take to ensure completion on time<br>Tender process completed by F&G – awaiting confirmation of chosen contractor                          |                 |        |
| Flooring replacement – main building   | <ul style="list-style-type: none"> <li>Replace current lino flooring in all staircases, landings (except first floor parquet floor) in main building</li> <li>Flooring to be carpet tiles</li> <li>Update nosing colour per staircase area</li> <li>JV to get quotes for works</li> <li>OW to monitor works being carried out</li> </ul>                                    | April 2018    | All areas highlighted to be carpeted with correct colour nosing in main building<br>Improvement in cleaning requirements<br>Removal of H&S hazard from lino peeling up<br>Noise reduction on stairs  | LD/JV/OW          | Works to be carried out by PDC contractors during Easter break 2018<br><br>Review meeting on progress and completion: 12/04/18<br><br>Some snagging to be carried out including stains on Yellow stairs and top floor fire doors |                 |        |
| Internal school toilets (pupils) - The middle floor toilets to be refurbished and replaced | <ul style="list-style-type: none"> <li>Upgrade all middle floor children's toilets to improve facilities and experience</li> <li>Upgrade ventilation system in toilet area</li> <li>Replace all fittings and fixtures</li> <li>Modernise toilet cubicles/urinals</li> <li>JV to get quotes for works to be carried out</li> <li>OW to support with quote surveys</li> </ul> | December 2018 | Complete upgrade and refurbishment of toilets will ensure improved facilities have comfortable, hygienic and safe environment for pupil usage<br>Air quality improvement in immediate areas<br>Reduced requirement for remedial works to be carried out by premises team<br>Improved H&S | LD/JV/OW          | Awaiting quotes by 3 contractors following site visit in March 2018<br><br>LD to meet JV once all quotes received to review costs and confirm booking  |                 |        |

|   |   |                      |  |                 |  |
|---|---|----------------------|--|-----------------|--|
| <p>Old kitchen wash up room<br/>- Convert into office space/children break out area</p> | <ul style="list-style-type: none"> <li>Remove all kitchen unitry from room</li> <li>Carry out asbestos survey on sideboard in room</li> <li>Cap off all electric sockets and pipework</li> <li>Repaint all walls</li> <li>Lay carpet over lino on floor</li> <li>Install desk unitry for pupil study/work stations</li> </ul>   | <p>February 2018</p> | <p>Room being used as a break out space / calm area for pupils to work<br/>Longer term usage as office space plus pupil space</p>  | <p>LD/DB</p>    | <p>Desk units to be erected and installed – OW to action<br/>Completed</p>   |
| <p>Internal redecoration of all buildings.</p>  | <ul style="list-style-type: none"> <li>Carry out external redecoration works to the school to ensure all window fixings and panes are secure and safe.</li> <li>Erect scaffold across school</li> <li>Repaint all window woodwork</li> <li>Secure window panes</li> <li>Carry out maintenance work on all walls and pipework where required</li> <li>The work will also provide the school with long term safety and security for staff and public</li> <li>The external aesthetics will also improve with new paintwork</li> <li>Responsible: OW/LD/ JV</li> </ul> | <p>August 2017</p>   | <p>Exterior of school will look improved with paintwork and safe with new window fixings<br/>Better insulation and overall improvement to atmosphere quality<br/>Much reduced requirement for short term remedial work on windows by premises team</p> | <p>LD/JV/OW</p> | <p><b>Completed</b><br/>Snagging work – windows to be unstuck<br/>JV to follow up<br/>Done – OW to complete on 25<sup>th</sup> Apr</p> |