

Thomas Jones Primary School

Annual Improvement Plan

HEADLINE OBJECTIVES	
1	Pupils' education is outstanding (2022/2023/2024-on-going). To be reviewed in January 2024
2	Nursery provision is sustainable and continues to afford quality Ditto
3	Further reinvent, in order to keep Thomas Jones as a leader in the field of providing exceptional 'in-reach' provision (as a focus spring 2024)
4	Increase percentage of pupils achieving greater depth across all subjects at the end of KS2 through effective differentiation, returning to 'winning ways' pre-pandemic (2022/2023 and 2023/2024 Year 6 cohorts). Outcomes to afford evidence – annual data pack to be formulated by the end of 2023 autumn term for perusal by the Teaching, Learning, Curriculum and Standards sub-committee and full governing board
5	Identify and work with individual families to improve punctuality, particularly within the EYFS and KS2 children (alongside support from agencies such as Early Help) – September 2022 to autumn half term 2023 To be critically evaluated in January 2024
6	To further develop resilience and emotional wellbeing for all children, whilst considering capacity and resources and the needs of the wider community (on-going) 2023/2024 Ditto
7	Ensure the Governing Board remains strong through utilising a robust programme of governance tasks and training (on-going) 2023/2024 Ditto
8	Develop outdoor resourcing and provision in the EYFS, with particular reference to literacy and mathematics (2023) Ditto
9	Increase percentage of pupils achieving a Good Level of Development across core areas in the EYFS (July 2023) To be reviewed as part of data pack (see above) for critical scrutiny and appraisal by the governing board
10	Extend use of the premises to ensure there is adequate space for learning, especially supporting the development of pupils with SEN (By 2024).

QUALITY OF EDUCATION					
OBJECTIVE/S	ACTION/S	EVALUATION	LED BY	ACHIEVED	COST
Pupils' education continues to be outstanding	<ul style="list-style-type: none"> The quality of leadership is such that pupils acquire the composite knowledge and skills to learn Pupils' attitudes demonstrate that they overtly active participants The curriculum is designed to address gaps in pupils' knowledge Implement and monitor updated reading and spelling schemes Continue to resource the curriculum Continuing CPD for teachers 	Leadership Team in consultation with the Curriculum, Learning and Standards sub-committee	The Leadership Team	Ongoing – review spring 2024	N/A
Increase percentage of pupils achieving greater depth across all subjects at the end of KS2 through effective differentiation, returning to 'winning ways' pre-pandemic (July 2023).	<ul style="list-style-type: none"> High quality differentiation in planning and lessons Book looks and planning monitoring exercises by SLT Head continues to teach in Year 6 daily CPD for Year 6 teacher Rigorous appraisal system 	Leadership Team in consultation with the Curriculum, Learning and Standards sub-committee and Full Governing Board	The Leadership Team	To be reviewed spring 2024	N/A

BEHAVIOUR AND ATTITUDES					
OBJECTIVE/S	ACTION/S	EVALUATION	WHO IS RESPONSIBLE?	ACHIEVED	COST

Identify and work with individual families to improve punctuality, particularly within the EYFS and KS2 children (alongside support from agencies such as Early Help) (on-going).	<ul style="list-style-type: none"> • Head's assemblies and work in class • Communications with families • Liaison with outside agencies such as Early Help • 1:1 meetings with families • Teacher and Leadership presence in playground • Robust safeguarding procedures 	<p>Through observations of staff, pupils and visitors</p> <p>Children arrive at school in a punctual manner every day</p>	Led by the two senior leaders but ultimately all staff, in varying degrees	Ongoing – spring 2024	Nil
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PERSONAL DEVELOPMENT

OBJECTIVE/S	ACTION/S	EVALUATION	WHO IS RESPONSIBLE?	ACHIEVED	COST
To further develop resilience and emotional wellbeing for all children, whilst considering capacity and resources and the needs of the wider community	<ul style="list-style-type: none"> • Re-launch of filial therapy • Continued use of class calm corners • Continued strong links and relationships with school wider community • Strong PD leadership 	<p>Through observations of staff, pupils and visitors</p> <p>Whole school evaluation (summer 2023)</p>	<p>Leadership Team</p> <p>Class Teachers</p> <p>PD Leader</p>	Ongoing – spring 2024	Filial Therapy costs

LEADERSHIP AND MANAGEMENT

OBJECTIVE/S	ACTION/S	EVALUATION	WHO IS RESPONSIBLE?	ACHIEVED	COST
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Review Nursery provision to ensure that a high-quality model is sustainable	<ul style="list-style-type: none"> Establish a base budget review Staffing structure is reviewed Appropriate marketing strategy is developed to ensure that the Thomas Jones Nursery remains the ‘first choice’ for prospective parents Internal and external monitoring of the quality of provision – to ensure that what has been established is sustainable 	<p>Precise understanding costs and income The least expensive option is implemented without compromising integrity or impacting negatively on quality Accessible and linear model is launched</p> <p>The Nursery is oversubscribed</p>	<p>Business Manager</p> <p>Deputy Head, EYFS Leader, Head teacher</p>	Ongoing – spring 2024	Nil
Further reinvent, in order to keep Thomas Jones as a leader in the field of providing exceptional ‘in-reach’ provision	<ul style="list-style-type: none"> Develop a pithy strategic plan Thomas Jones remains full to capacity Governors have the opportunity to consider a range of options pertaining to the school’s future 	Stakeholders are satisfied that a through a robust process, all possible options have been considered	Leadership Team	spring 2024	Nil
Ensure the Governing Board remains strong through utilising a robust programme of governance tasks and training (on-going).	<ul style="list-style-type: none"> Develop a programme for governors to follow Continue to invite governors into school for tours and meetings Appoint any new governors/re-appoint existing governors in line with our instrument of government 	Resourceful, insightful robust governing body in place	<p>Head teacher</p> <p>Leadership Team</p>	spring 2024	Potential Governor Hub (training) costs

Extend use of the premises to ensure there is adequate space for learning, especially supporting the development of pupils with SEN (School House)	<ul style="list-style-type: none"> • Continue to formulate plans for the future development of the premises • Architect meetings • Meeting with RBKC regarding the site manager's dwelling • Rationalise existing space SEN and for visiting professionals 	<p>New school footprint implemented</p> <p>Positive feedback</p>	Head teacher	spring 2024	Fully funded venture outside of the school's finances
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QUALITY OF EARLY YEARS EDUCATION

OBJECTIVE/S	ACTION/S	EVALUATION	WHO IS RESPONSIBLE?	ACHIEVED	COST
Develop outdoor resourcing and provision in the EYFS, with particular reference to literacy and mathematics	<ul style="list-style-type: none"> • Audit EYFS outdoor resources • Purchase new resources • Audit EYFS outdoor space • Meet with entire EYFS team regularly • Re-launch gardening initiative 	<p>Through observations of staff, pupils and visitors</p> <p>Outdoor EYFS space is abundant with up to date, high quality and good condition resources – particularly with reference to literacy and maths.</p>	<p>Leadership Team</p> <p>EYFS Leaders</p> <p>EYFS Team</p>	spring 2024	£5,000+
Increase percentage of pupils achieving a Good Level of Development across core areas in the EYFS	<ul style="list-style-type: none"> • Continued monitoring – profiles, planning and classrooms • Rigorous appraisal system • Deputy Head modelling lessons and standards in Nursery • Engaging with parents – coffee mornings, communications etc. • Purchasing new home readers and books for guided reading sessions • Review of book corners in classrooms • Continuing CPD for teachers • Robust ECT development and training (Nursery teacher) 	July 2023 EYFS data	<p>Leadership Team</p> <p>EYFS Leaders</p> <p>EYFS Team</p>	spring 2024	£2,000+s