

Thomas Jones Primary School
Annual Improvement Plan
Spring 2024

| HEADLINE OBJECTIVES | |
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| 1 | To ensure outcomes across the school are impressive and reflect remarkable teaching, including delivering an inventive booster programme and maintaining and further developing a culture that at its centre, promotes aspiration. |
| 2 | Post Ofsted, to critically evaluate roles and responsibilities within the senior leadership team, to ensure sustainability, longevity and suitability. |
| 3 | To ensure financial sustainability, accountability and value for money with specific regard to: <ul style="list-style-type: none"> • The autumn term internal audit – to ensure robust and streamlined preparations and success. • SEND - to ensure financial viability of SEND provision and create a long-term plan for funding. • Fundraising/Patrons venture – to re-evaluate how this venture is executed |
| 4 | To ensure Play Plus and lunch provision is exacting and cost efficient. |
| 5 | To continue to develop resilience and emotional wellbeing for all children, whilst considering capacity and resources and the needs of the wider community. |
| 6 | To identify and work with individual families to improve punctuality, particularly within KS2 children (alongside support from agencies such as Early Help). |
| 7 | To complete the final stage of the premises project: <ul style="list-style-type: none"> • To rationalize all interior school storage • To rationalize all outside space (re-tarmacking, replacing rotten sleepers, installation of KS1 play stimuli) |
| 8 | Post Ofsted, to reinforce the quality of the governing board through appropriate CPD, school visits and working in partnership with school leaders, teachers and subject leaders. |
| 9 | To evaluate the financial viability of the Nursery provision. |
| 10 | To develop outdoor resourcing and provision in the EYFS generically, paying particular reference to literacy. |

| QUALITY OF EDUCATION | | | | | |
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| OBJECTIVE/S | ACTION/S | EVALUATION | LED BY | ACHIEVED | COST |
| To ensure outcomes across the school are impressive and reflect remarkable teaching, including delivering an inventive booster programme and maintaining and further developing a culture that at its centre, promotes aspiration. | <ul style="list-style-type: none"> • Robust consistent leadership – filtering down to all staff and children • Ongoing booster and intervention programme in all classes – termly reporting to LJ/AK • Continue to resource the curriculum • Robust appraisal system for all teachers • Robust ECT programme for ECT teachers X2 • Continuing CPD for teachers in house and external • Robust scrutiny of AREs for each class | Leadership Team in consultation with the Curriculum, Learning and Standards sub-committee | <p>The Leadership Team</p> <p>Assessment Lead AK</p> | Ongoing – review summer 2024 | Cost of booster programme |

| BEHAVIOUR AND ATTITUDES | | | | | |
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| OBJECTIVE/S | ACTION/S | EVALUATION | WHO IS RESPONSIBLE? | ACHIEVED | COST |
| To identify and work with individual families to improve punctuality, particularly within KS2 children (alongside support from agencies such as Early Help). | <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 – use of clipboards and class lists • Robust safeguarding procedures • Re-introduce ‘daily punctuation award’ | <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 – summer 2024 | Nil |

PERSONAL DEVELOPMENT

| OBJECTIVE/S | ACTION/S | EVALUATION | WHO IS RESPONSIBLE? | ACHIEVED | COST |
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| <p>To continue to develop resilience and emotional wellbeing for all children, whilst considering capacity and resources and the needs of the wider community.</p> | <ul style="list-style-type: none"> • Continued filial therapy • Continued use of class calm corners • Continued strong links and relationships with school wider community • Strong PD leadership • ‘Open door policy’ from SLT • Mental health Lead Action Plan | <p>Through observations of staff, pupils and visitors</p> <p>Whole school evaluation (summer 2024)</p> | <p>Leadership Team Class Teachers PD Leader - PH Mental health Lead - MK</p> | <p>Ongoing – summer 2024</p> | <p>Filial Therapy costs</p> |
| <p>To ensure lunch provision is exacting and cost efficient.</p> | <ul style="list-style-type: none"> • Daily/weekly monitoring/reporting by staff in the hall • Timely meeting with Lunch provider and EJ • LT to consume lunches and give feedback • Introduce varying ‘third option’ including sandwich option • Trial use of hot pudding once a week • LT to revisit notion of becoming a vegetarian school | <p>Break-even/profit made.</p> <p>Through staff observations in lunch hall ad hoc.</p> <p>Whole school evaluation – parents/carers and children (summer 2024) positive feedback</p> | <p>Leadership team (Led by EJ) Lunch time staff</p> | <p>Ongoing – summer 2024</p> | <p>Nil</p> |

LEADERSHIP AND MANAGEMENT

| OBJECTIVE/S | ACTION/S | EVALUATION | WHO IS RESPONSIBLE? | ACHIEVED | COST |
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| To evaluate the financial viability of the Nursery provision. | <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</p> <p>The least expensive option is implemented without compromising integrity or impacting negatively on quality</p> <p>Accessible and linear model is launched</p> <p>The Nursery is oversubscribed</p> | <p>Business Manager</p> <p>Deputy Head LJ, EYFS Leader NP, Head teacher DS and EJ</p> | Ongoing – summer 2024 | Nil |
| Post Ofsted, to critically evaluate roles and responsibilities within the senior leadership team, to ensure sustainability, longevity and suitability. | <ul style="list-style-type: none"> • Develop a sustainability staffing plan • Evaluate all SLT roles and responsibilities and re-distribute • Evaluate role of Office Team • Utilise CPD (NPQ etc.) for middle leaders • Create class teacher plan for 2024-25 | <p>Roles and responsibilities established and embedded</p> <p>Positive workload and wellbeing for SLT in place</p> | Leadership Team | autumn 2024 | Nil |

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| <p>Post Ofsted, to reinforce the quality of the governing board through appropriate CPD, school visits and working in partnership with school leaders, teachers and subject leaders.</p> | <ul style="list-style-type: none"> • Governors to be affiliated with a class within the school and assist/observe in numerous class events • Continue to invite governors into school for tours and meetings with subject leaders/SLT at least annually per governor • To earmark suitable training to governors via Governor Hub • Appoint any new governors/re-appoint existing governors in line with our instrument of government | <p>Resourceful, insightful robust governing body in place</p> | <p>Head teacher Leadership Team Staff Governor SG</p> | <p>autumn 2024</p> | <p>Potential Governor Hub (training) costs</p> |
| <p>To complete the final stage of the premises project:</p> <ul style="list-style-type: none"> • To rationalize all interior school storage • To rationalize all outside space (re-tarmacking, replacing rotten sleepers, installation of KS1 play stimuli) | <ul style="list-style-type: none"> • Storage working party set up • Rationalize existing resources • Purchase of any new resources (gymnastics/PE, Play Plus etc.) • Set a date to move storage around the school site • Use patron funds for KS1 play stimuli • Explore re-tarmacking with RBKC • Set a date to implement new play stimuli in KS1 • AK to continue to liaise with Lords Foundation – make bid? | <p>Whole school evaluation – parents/carers and children (summer 2024/25) positive feedback</p> | <p>Head teacher DS Fundraising Lead AK KS1 Lead MK</p> | <p>By autumn term 2024</p> | <p>Fully funded venture outside of the school's finances/ Bid/fundraising</p> |
| <p>To ensure financial sustainability, accountability and value for money with specific regard to:</p> <ul style="list-style-type: none"> • The autumn term internal audit – to ensure robust and streamlined | <ul style="list-style-type: none"> • Continued meetings with Head and Business Manager • Continued safeguarded time to work towards audit • Establish a base budget review – SEND • Continued communications with SEN department at RBKC | <p>Passing internal audit Precise understanding costs and income SEND</p> | <p>Business Manager Head teacher DS Deputy Head LJ, SENCO/Assistant SENCO LJ/AK AK</p> | <p>By autumn term 2024</p> | <p>SEND staff costs</p> |

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| <p>preparations and success.</p> <ul style="list-style-type: none"> SEND - to ensure financial viability of SEND provision and create a long-term plan for funding. Fundraising/Patrons venture – to re-evaluate how this venture is executed | <ul style="list-style-type: none"> Fundraising meeting SLT Extend Patrons scheme – leaflet local area, links with NHP, reaching out Re-communicate with existing patrons about spending of funds Continue to recruit new patrons | <p>Accessible and linear model is launched</p> <p>Patron funds continue to buffer school budgets</p> | | | |
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QUALITY OF EARLY YEARS EDUCATION

| OBJECTIVE/S | ACTION/S | EVALUATION | WHO IS RESPONSIBLE? | ACHIEVED | COST |
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| <p>To develop outdoor resourcing and provision in the EYFS generically, paying particular reference to literacy.</p> | <ul style="list-style-type: none"> Audit EYFS outdoor resources Audit EYFS outdoor space Purchase new resources/semi-permanent for 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.</p> | <p>Leadership Team EYFS Leader NP EYFS Team NP/MJ/SA</p> <p>Whole school evaluation – parents/carers, staff and children (summer 2024/25) positive feedback</p> | <p>By autumn term 2024</p> | <p>£3,000</p> |