

Frank Barnes School

School Improvement Plan 2022-23



Introduction and rationale

Our School Improvement Plan is instrumental in developing our school to maximise the learning potential for all our pupils. We have identified our key priorities and objectives for each of the four key areas: Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management.

This SIP has been devised in consultation with staff, parents, governors and supporting professionals.

Our bilingual teaching philosophy underpins everything we do at Frank Barnes to ensure that all our pupils become independent, successful learners. We believe in the **BASICS**!

Belonging. Each child has a contribution to make: we value and encourage these, and recognise that we are part of a Deaf, hearing and wider school community.

Aspirations. Every pupil is encouraged to work towards their achievable goal. Teachers express high aspirations for themselves and the children they teach by fostering a “can do” attitude.

Safety. Consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behaviour is recognised and rewarded.

Identity. A sense of self-knowledge and awareness is supported by the belief that individuality is not threatened by undue pressure to conform. We respect difference and encourage children to learn from each other and thrive within our diverse community.

Challenge. Acquiring coping strategies are an important part of development and learning. Children are taught to take risks and learn through their mistakes.

Success. Teachers reinforce success and build an environment where risks can be taken. Success is celebrated as part of our learning culture.

3 YEAR PLAN

	2021-22	2022-23	2023-24	2024-25
Quality of Education	<p>To continue to raise outcomes in reading, with a focus on reading for meaning though effective questioning.</p> <p>To raise outcomes in Maths, particularly in number and application of knowledge and skills.</p>	<p>To raise outcomes in literacy (reading/writing) and BSL (facial expression/manner/aspect).</p> <p>Provide staff training and introduction to Shape-coding to support writing.</p>	<p>To ensure outcomes in all subjects are raised, particularly in literacy and numeracy.</p> <p>Roll out shape coding in all classes.</p>	<p>Review literacy and numeracy teaching/learning/curriculum and identify areas for development.</p>
	<p>To ensure that assessment is robust and demonstrates pupil progress and areas for development.</p>	<p>Develop teaching staff curriculum knowledge in foundation subjects.</p>	<p>Complete attainment statements for assessment and complete progression framework.</p>	<p>Continue robust CPD staff training programme to ensure staff maintain knowledge and skills in the curriculum.</p>
	<p>To ensure that the curriculum is fit for purpose with clear intent, implementation and impact.</p>	<p>Complete the curriculum framework for RSE/PSHE.</p> <p>Complete computing attainment statements for Classroom Monitor.</p>	<p>Review and refine the curriculum to ensure if it remains fit for purpose with clear intent, implementation and impact.</p>	<p>Ongoing.</p>
Personal Development	<p>Review and evaluate the effectiveness of the school council.</p> <p>To ensure pupils are aware of and able to express their targets.</p>	<p>Pupils to know their own learning targets/objectives.</p> <p>Pupils to have clear aspirations for the future.</p>	<p>Provide continuous opportunities for pupils to engage with further education organisations.</p>	<p>Develop leadership skills for Year 6 pupils.</p>

Behaviour & Attitudes	Review and update the Behaviour Policy, ensure high expectations of behavior and consistent behavior management.	Review and update the behaviour policy in line with national guidelines. Agree behaviour management strategies that are appropriate and commensurate for specific pupils with behaviour needs.	Review behaviour management strategies and assess impact of any changes.	TBC
Leadership and Management	Continue to build on and improve parental engagement and collaboration. Carry out a Peer review with Swiss Cottage Develop leaders' knowledge and skills in supporting and managing staff mental health and wellbeing.	To continue to build on and parental engagement and collaboration. Complete a peer review/challenge partners review. Liaise with governors and stakeholders to agree a plan that sets the direction for the school	To ensure the leadership and management is strong and sustainable, with clear succession planning, and a robust CPD programme.	TBC

RAG progress rating:

not yet started



work in progress



achieved



QUALITY OF EDUCATION

OBJECTIVE	ACTIONS/TASKS	RAG	IMPACT	EVALUATION / REVIEW	COST
To raise outcomes in literacy (reading and writing).	Deliver staff training on shape coding and implement in lessons. (AJ/SALT team)		Pupil attainment data demonstrates progress in literacy. Pupils develop confidence in writing.		
	Introduce deeper learning questions around the classroom.		Pupils read questions around the classroom linked to class topic. Pupils are challenged with different levels of questioning to improve vocabulary in English and BSL.		
	Ensure visual phonics is taught and used across the curriculum to support spellings. (DS/SALT team)		Pupils make links between visual cues/lip-patterns and spellings using VP resources/displays/booklets.		
	Review the spelling system.		Pupils practise spellings related to class topics for meaningful and deeper learning.		
Ensure the BSL curriculum is embedded.	Focus on improving facial expression/ manner/ aspect in BSL (all staff)		Pupils develop fluency in BSL using appropriate facial expression in their narrative, questions and responses.		

Develop teaching staff curriculum knowledge in foundation subjects.	CPD programme of training on foundation subjects. (CD)		Teaching staff will have improved knowledge and skills in foundation subjects for lessons.		
	Include lesson observations in foundation subjects and provide feedback. (CD)		Teachers/support staff receive constructive feedback on lessons to improve their practice using practical ideas to raise outcomes in pupils' learning and achievements.		
	Complete the curriculum framework for RSE/PSHE (CD)		Pupils receive statutory teaching from the RSE curriculum.		
Ensure assessment is robust and demonstrates pupil progress in subject areas.	Complete the attainment statements for the Computing Curriculum in Classroom Monitor. (CD)		Teachers are able to assess pupils' progress and attainment in computing and identify next steps and areas for development.		

PERSONAL DEVELOPMENT

OBJECTIVE	ACTIONS/TASKS	RAG	IMPACT	EVALUATION / REVIEW	COST
Pupils to know their own learning targets	Share and agree personal learning targets with pupils (differentiated by number, timescale, subject, etc). (Teachers)		Pupils have clear knowledge of their own personal learning objectives and expected outcomes in order to make progress.		
Ensure pupils have clear aspirations for the future.	BDA BME literacy project – create videos and documenting ideas of pupil aspirations (CD)		Pupils will have explored and recorded their aspirations for the future in BSL and English, using inspiration from deaf role models in employment.		
	Teachers to talk about aspirations in lessons and ensure these are included in EHCP reports to share with parents. (Teachers)		Pupils have regular opportunities to talk about their future aspirations and reflect on how these can shape their current journey to attain them.		
Continue to run the school council to ensure pupil voice contributes to school improvement.	Establish school council and decide topics/areas for improvement. (LS)		Pupils have opportunities to express their wishes to contribute towards school improvement and have a voice in school initiatives, decisions and direction.		

	Carry out annual pupil surveys and analyse findings. (CD)		Pupil's views and feedback will give leaders, staff and governors an indication of how we are doing and how we can improve to enhance their education and wellbeing.		
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BEHAVIOUR AND ATTITUDES

OBJECTIVE	ACTIONS/TASKS	RAG	IMPACT	EVALUATION / REVIEW	COST
Review the behaviour policy and agree behaviour management strategies.	Review the DFE behaviour guidance for schools Sept 2022 (DS)		All staff have an understanding of behaviour expectations and national guidance.		n/a
	Deliver staff training on behaviour management and agree strategies (DS/CD)		Staff and pupils have a clear understanding of behaviour management in school that is consistent and robust.		
	Review the Golden Time reward system and amend accordingly. (CD/DS)		Pupils have a reward system that is meaningful and effective. Sanctions as consequence for negative behaviour commensurate and appropriate.		

	Update the behaviour policy. (DS)		Agreed by all staff to follow accordingly and ensures consistency.		
	Analyse behaviour incidents on Arbor and identify common patterns/triggers. (DS/CD)		Leaders are able to identify behaviour patterns/issues that in specific pupils or across the school, and address ways to improve our practice.		

LEADERSHIP AND MANAGEMENT

OBJECTIVE	ACTIONS/TASKS	RAG	IMPACT	EVALUATION / REVIEW	COST
To continue to build on and parental engagement and collaboration.	Ensure all parents observe their child in class at least once per year. (KJ)		Parents to have an understanding of their child's abilities/needs in the classroom, including their communication abilities/		
	Reintroduce themed coffee mornings (KJ)		Parents are able to share their views/ experiences with each other and ask questions in a safe environment.		
	Review the Home School Communication Project and		Improvement in parents' communication skills in BSL.		

	increase the number of targeted families. (CD)		Parents are able to better manage behaviour and boundaries through improved communication.		
Complete a peer review/challenge partners review.	Collaborate with either Swiss Cottage or CCfL to complete a peer review. (DS)		External feedback validates our practice and offers areas for development.		
Carry out learning walks in all classes	Identify focus areas, e.g. marking, displays, behaviour, etc. and complete once per term. (CD)		Senior staff are able to identify areas that are working well and areas for development and feedback to staff.		
Ensure robust and relevant programme of CPD and staff training.	Identify themes or areas for development and arrange relevant training.		Staff knowledge and skills are up to date and appropriate to meet the needs of the school/pupils		
Continue to develop leaders' knowledge and skills in supporting and managing staff mental health and wellbeing.	Include mental health training for all staff in CPD programme. (CD)		Leaders are competent in mental health first aid support for staff. Staff feel supported through any mental health or wellbeing issues they may have. Improvement in staff attendance.		

Increase collaboration with KCA to develop the partnership.	Seek opportunities to do collaborative projects. FBS to join KCA BSL classes once per term. (DS/CD/LS/MC)		Pupils from both schools will have developed effective communication skills and a mutual understanding of each other's cultures (deaf and hearing).		
Move towards cloud-based IT storage system.	Initiate conversation with Camden and explore options and viability for a cloud based network. (DS)		Information stored on the network is stored is accessible for staff to work remotely in a safe/secure way. Ensure all learning and information videos set up online via YouTube for access.		
Liaise with governors and stakeholders to agree a plan that sets the direction for the school.	Work and engage with other local special schools to discuss the impact of the white and green paper. (DS)		Strengthened partnerships with local special schools and Camden LA to identify possible options and impact of the white paper and conversion to a MAT.		
	Collaborate with governors to agree a plan that sets out the future direction of the school. (DS)		Governors and the school community have clarity about the future possible plans are for the school including staff, pupils and parents.		