

Frank Barnes School

School Improvement Plan 2023-24



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

| | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------|
| Quality of Education | To raise outcomes in literacy (reading/writing) and BSL (facial expression/manner/aspect). Provide staff training and introduction to Shape-coding to support writing. | To ensure outcomes in all subjects are raised, particularly in literacy and numeracy. Roll out shape coding in all classes. | Embed shape coding in the literacy to raise outcomes in writing. Develop peer-to-peer learning opportunities further | TBC |
| | Develop teaching staff curriculum knowledge in foundation subjects. | Complete attainment statements for assessment and complete progression framework. | Continue robust CPD staff training programme to ensure staff maintain knowledge and skills in the curriculum. | TBC |
| | Complete the curriculum framework for RSE/PSHE. Complete computing attainment statements for Classroom Monitor. | Review and refine the curriculum to ensure it remains fit for purpose with clear intent, implementation and impact. | Ensure the new BSL curriculum is embedded to improve outcomes in BSL receptive and productive skills. | TBC |
| Personal Development | Pupils to know their own learning targets/objectives. Pupils to have clear aspirations for the future. | Provide continuous opportunities for pupils to engage with further education organisations. | Develop leadership skills for Year 6 pupils. Implement Rights Respecting Schools practice and apply for an award. | TBC |
| Behaviour & Attitudes | Review and update the behaviour policy in line with national guidelines. | Review behaviour management strategies and assess impact of any changes. | Ensure behaviour management is consistent and | TBC |

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| | Agree behaviour management strategies that are appropriate and commensurate for specific pupils with behaviour needs. | | commensurate/appropriate for pupils with additional needs. | |
| Leadership and Management | <p>To continue to build on and parental engagement and collaboration.</p> <p>Complete a peer review/challenge partners review.</p> <p>Renew the 'Healthy School' Award</p> <p>Liaise with governors and stakeholders to agree a plan that sets the direction for the school</p> | To ensure the leadership and management is strong and sustainable, with clear succession planning, and a robust CPD programme. | <p>Provide ongoing support and mentoring for ECTs and trainee TODs.</p> <p>Review marketing strategy and develop action plan to raise profile and increase admissions.</p> <p>Reinstate the HCSP with Remark! to provide support to parents (BSL, parenting skills, advocacy, signposting).</p> | TBC |

RAG progress rating:

not yet started











work in progress






achieved









QUALITY OF EDUCATION

| OBJECTIVE | ACTIONS/TASKS | RAG | EXPECTED IMPACT | EVALUATION / REVIEW | COST |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| To raise outcomes in Literacy (writing). | Embed shape-coding in teaching of English writing (teachers) |   | Pupil attainment data demonstrates progress in literacy. Pupils develop skills and confidence in writing English. | Jan'24: more pupils using shape coding well and making progress. Pupils workbook scrutiny shows range of writing and grammar work. July '24 – staff are more confident in using Shape Coding | n/a |
| | 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. | Jan '24: working well for some pupils. New VP booklets produced for parents/pupils to take home. July '24: VP working well for some pupils. | n/a |
| | Review and update the spelling system. (CD) |  | Pupils practice spellings related to class topics for meaningful and deeper learning. | Dec '23: discussed in teachers meeting with a plan to create new digital bilingual spelling lists for each year group. July ;24: ongoing | n/a |
| To raise outcomes in Maths, specifically in Shape Space and Measure | Ensure teachers plan and teach lessons covering progression in numerical patterns and shape, space and measure. (CD) |   | Attainment data demonstrates progress in Maths, with pupils developing increased knowledge in skills in shape, space and measure. | Feb '24: Maths strategies training planned and focus on CPA approach; Maths lesson observations planned for Feb 24. July '24: book scrutiny, observations and data demonstrates improvement. | n/a |
| To raise outcomes in BSL, with a specific focus on handling specifiers | Ensure staff incorporate handling specifiers in their narrative when teaching/talking to pupils. (LS/MC) |  | BSL progress data demonstrates improvement in handling specifiers as a grammatical element, e.g. using correct handshape for objects after using the sign for that object. | Oct '23: BSL training completed for staff with individual pupil targets set, which include a focus on classifiers/handling specifiers. July '24 – BSL data to be presented in Autumn Term. | n/a |


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| Develop teaching staff curriculum knowledge in foundation subjects. | Continue with CPD programme of training on foundation subjects. (CD) |  | Teaching staff will have improved knowledge and skills in foundation subjects for lessons. | Sept '23/Nov '23/Jan '24 – staff training on PSHE, Geography, Maths and Literacy completed in staff meetings. July '24: ongoing. | Training costs dependent on speakers' fees. Included in training budget. |
| To enhance curriculum knowledge through knowledge of progression from EYFS to KS2 | Continue to set up whole school subject days for Maths, Science and Geography. (CD) |   | Pupils develop an understanding in one subject area through focus on one topic or subject and sharing their learning with the whole school. | Jan '24: National Geography Day completed, March'24: Science Week planned. July'24: Maths Day completed – All successful. | TBC |

PERSONAL DEVELOPMENT









| OBJECTIVE | ACTIONS/TASKS | RAG | EXPECTED IMPACT | EVALUATION / REVIEW | COST |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------|
| Embed pupil targets and aspirations for the future in the curriculum. | 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. | All pupil targets set and shared with pupils. Consistent. | n/a |
| | 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. | Ongoing Shared in EHCP meetings. KS1/2 Aspirations Project in summer term successful. | n/a |









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| To initiate research into becoming a UNICEF Rights Respecting School | Contact UNCEF RRS and check criteria for eligibility, and begin collating evidence. (DS) |  | Pupils will develop an understanding of their human rights and how the curriculum and learning in school supports this. | Feb '24 : registered for the award. July '24: Ongoing | Membership costs TBC. £100 (now free through Camden) |
| Research outdoor learning opportunities for younger pupils in Lower KS2 (e.g. short residential) | Carry out feasibility of doing a short residential for Year 3/4 pupils. (JG) |  | Younger pupils will have experience of a short residential away from home for a night or 2 in preparation for the longer residential in Year 5/6. | Will look into this after Easter. Deferred to 2024/25 | Costs TBC |

BEHAVIOUR AND ATTITUDES

| OBJECTIVE | ACTIONS/TASKS | RAG | EXPECTED IMPACT | EVALUATION / REVIEW | COST |
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| To maintain accurate and effective records of behaviour. | 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. | Jan '24: making a start on reviewing all behaviour incident logs and categorising these. Need to agree and assign behaviour points to levels of severity. July '24: ongoing | n/a |

LEADERSHIP AND MANAGEMENT

| OBJECTIVE | ACTIONS/TASKS | RAG | EXPECTED 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/classteachers) |   | Parents to have an understanding of their child's abilities/needs in the classroom, including their communication abilities/ | Parents have been invited in to school to observe their child in class. Some of visited and reported this as useful. A few more have attended. | n/a |
| | Reintroduce themed coffee mornings (KJ) |   | Parents are able to share their views/ experiences with each other and ask questions in a safe environment. | First coffee morning set for 1 st March and circulated to parents via the newsletter. Summer Term: 2 nd coffee morning – well attended. Agreed themes for next year. | Refreshments cost - £50 |
| | Review the Home School Communication Project to include advocacy and training for parents. (CD) |   | Improvement in parents' communication skills in BSL. Parents are able to better manage behaviour and boundaries through improved communication. | Ongoing – Catherine has made contact with Remark! to re-start the project. July'24: arrangements in place with Remark! to initiate in 2024/25 | Remark! costs TBC if continue with project. Otherwise funded by FOFB and PP. |
| Complete a peer review/challenge partners review. | Collaborate with either CCfL to complete a peer review. (DS) |   | External feedback validates our practice and offers areas for development. | Ongoing / in process to agree dates. Summer Term: completed with Harmood School. | n/a |

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| 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. | EYFS professional dialogue completed to identify areas for improvement, e.g. more outdoor collaboration with KCA. | n/a |
| Ensure robust and relevant programme of CPD and staff training. | Identify themes or areas for development and arrange relevant training. (CD) |   | Staff curriculum knowledge and skills are up to date and appropriate/sufficient to meet the learning needs of the pupils. | Support staff and teachers' performance management meetings have identified areas for development and incorporated into training programme. Achieved. | Training costs as required: £300-£500 per INSET x4 TOD course: £4k QTS: £2.5k |
| Provide robust mentoring and support for UQTs, ECTs and trainee TODs | Set up regular meetings to support UQTs/ECTs/TODs (CD and DS) |   | ECTs received training and professional support guidance to develop knowledge and skills to become effective, confident teachers. | Ongoing with regular review and feedback meetings, observations, etc. Achieved: 2 ECTs completed 1 st year, 1 ECT completed 2 nd year. TOD gained qualification but left. | ECT costs for Camden training - £350 per ECT (x3) = £1050. TOD training costs: £4,500 |
| 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). | 2 projects in progress/to start: Geography/Literacy with Year 3/4 and IT microbits project for Year 5/6 Signing Stars choir lunchtime club is weekly. Achieved: Voices in the Water project – summer term. | Staffing costs for BSL teacher (recouped by KCA) |