



Respect, Aspire, Persevere, Succeed

RISLEY AVENUE PRIMARY SCHOOL IMPROVEMENT PLAN

2021- 2022

Key Priorities:

Quality of Education:

1. To ensure our curriculum is ambitious and designed to give ALL learners the knowledge, skills and cultural capital they need to achieve well and succeed in life.

Behaviour and Attitudes

2. To fully implement the 'Haringey BAME Pledge' and further develop inclusive and anti-racist policies and practices

Personal Development

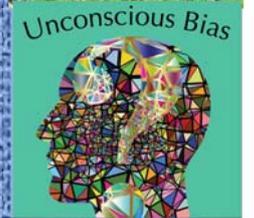
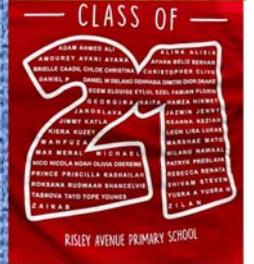
3. To enhance learners' spiritual, moral, cultural and social understanding through the further development of their character education, emotional wellbeing and mental health

Leadership and Management

4. To develop subject leadership skills in order to improve the teaching of identified curriculum areas and ensure the most appropriate use of assessment

Early Years

5. To ensure ALL children make accelerated progress towards a good level of development at the end of the early years.



RISLEY AVENUE PRIMARY SCHOOL

School Improvement & Recovery Plan

2021 - 2022

This plan was ratified by the Governing Body on _____

Chair of Governors:

Signature: _____

Date: _____

Head Teacher:

Signature: _____

Date: _____

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1. The Consultation Process

Who?	When?	How?
Staff	September 2021	School Improvement Planning INSET held to canvass opinions & judgements of all staff
Governors	October 2021	School Improvement Day for senior staff and Governors Governors evaluate their own effectiveness in accordance with OFSTED criteria
Parents	Autumn 2021 Spring 2022	Consultation at Parents Forum Parent questionnaires (including safeguarding)
Pupils	Autumn 2021 July 2022	Pupil consultation Pupil surveys (including safeguarding)
Wider Community (local, national and global)	April 2022	Projects involving other schools and organisations evaluated
Haringey Education Partnership & Local Authority	On going Annual	School Self Evaluation Form (SEF) discussed with School Improvement Partner & during annual Teaching & Learning Review Safeguarding audit Website audit

1. Mission Statement

'Here at Risley we challenge and support every pupil to achieve their full potential in an atmosphere of respect. We prepare our children through irresistible learning opportunities to grow into responsible, respectful, independent citizens who are equipped and confident to take their place in the wider world.

Parents, governors, staff and children in this learning community strive every day to make Risley a vibrant, inclusive, safe and happy school. We aim to be remembered by all who come here as a place where learning is at the heart of living'.



Risley Avenue Primary School Memorial to Stephen Lawrence
'Living your Best Life'

SAFEGUARDING AT RISLEY AVENUE PRIMARY SCHOOL

Respect – Aspire – Persevere - Succeed

<p>Welcome to Risley Avenue Primary School. We hope that your visit is a comfortable and enjoyable experience.</p> <p>Risley Avenue Primary School recognises and promotes its responsibilities for Child Protection and Health and Safety.</p> <p>Child Protection</p> <p>At Risley, our children enjoy meeting new people so we hope that you find you are made to feel welcome by our pupils as well as our staff.</p> <p>Our children are frequently reminded about personal safety and child protection issues so you may find that children will be curious about your visit. Please feel free to confirm that you are visiting our school and show your visitor's lanyard.</p> <p>In accordance with current safeguarding guidelines, visitors who are not able to present proof of a valid DBS disclosure will be escorted at all times on their visit. We appreciate your understanding of this protocol.</p> <p>Should you have a Child Protection concern, please ensure that this is reported to the main school office immediately so that they may inform the Headteacher or Deputy Headteacher who are the designated persons for Child Protection.</p>	<p>HEALTH AND SAFETY</p> <p>The staff, children and governors are aware of the need to feel secure and comfortable in their school.</p> <p>We also like to ensure that our visitors are safe but, in a busy school environment, it is possible for accidents and unexpected events to occur.</p> <p>FIRE</p> <ul style="list-style-type: none">• If you hear the fire alarm sounding (this will be a continuous tone) please make your way out the building immediately following the green FIRE EXIT signs• DO NOT return to collect any belongings• Please make someone aware should you require physical assistance in exiting the building• DO NOT enter the building again unless you are informed by a senior member of staff that it is safe to do so <p>ACCIDENTS/ILLNESS</p> <p>Should you have an accident or feel unwell during your visit, please report to the welfare office. If you are unable to make your way to the office, please inform any member of staff about your situation. You may be asked to complete an accident report form and we would appreciate your co-operation in doing so.</p>	<p>OTHER INFORMATION</p> <ul style="list-style-type: none">• Risley Avenue Primary School is situated on The Roundway, N17 which is a Red Route Zone.• Visitors parking is limited, please use Bedwell Road for parking.• Please follow signs to access the school's main office on The Roundway.• The Local Authority for the school is Haringey council. Their website address is: www.haringey.gov.uk/ <p>You are very welcome to our school. We hope that your visit to Risley is an enjoyable experience and that you find the environment safe, comfortable and welcoming.</p> <p>If you would like to make any comments about your visit, please email: office@risleyavenue-pri.haringey.sch.uk</p> <p>A FULL LIST OF QUALIFIED FIRST AIDERS IS ON DISPLAY IN THE WELFARE DEPARTMENT (ROOM G2)</p> 
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2. School Aims

At Risley Avenue Primary School we work to achieve the following long-term aims:

- To achieve a welcoming, calm, happy, safe and purposeful atmosphere
- To provide an education that meets the needs of all our pupils
- To deliver the National Curriculum and Risley's own unique curriculum in a creative and innovative way, providing irresistible learning opportunities for our students
- To provide positive role models
- To provide a school environment which is attractive, stimulating and informative
- To provide a framework of support and challenge, to enable the effective development of all staff

Objectives for the Whole School:

From our stated aims for the whole school staff work to achieve the following targets:

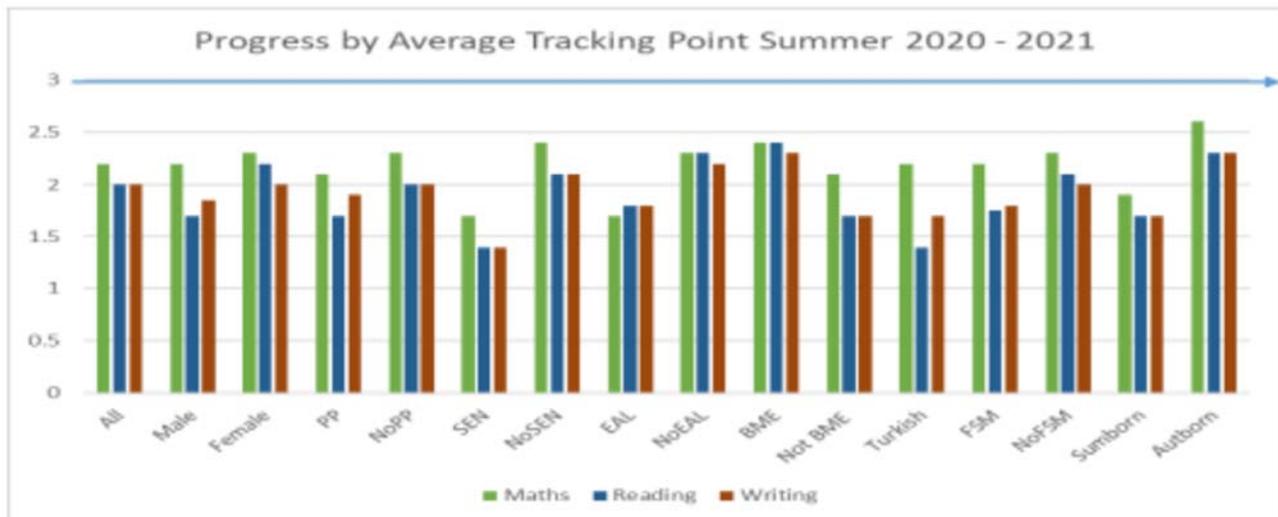
- A happy, calm, safe and productive school
- A learning environment
- Partnership with parents and members of the wider community
- Equal access and opportunities for all - children and adults
- Acceptable behaviours and self-discipline
- High standards and ambitious targets set for all pupils
- Access to an irresistible curriculum
- Development of independence, positive attitudes and confidence
- The provision of good role models

3. Evaluation of progress made against priorities in the 2020-21 School Improvement Plan

Priority 1: Fully implement the 'Haringey BAME Pledge' and further develop inclusive and anti-racist policies and practices

The progress towards achieving our targets and success criteria:

BAME made more progress than most other groups of learners in 2020-21, see below:



- Incidents of poor behaviour from BAME pupils declined in 2020-21 and there were no fixed term or permanent exclusions of BAME students.
- Governors SIP Away Day commenced which focused on Anti-Racism in Education to give Governors and Leaders a base knowledge of the key principles
- Whole staff/Governors attended unconscious bias and racial identity training
- Policies and practices have begun to be screened for unconscious bias
- Staff feel more confident to discuss issues surrounding racism and the damaging effect it has both in school and in wider society.
- Black community /stakeholders/parents are more represented and are part of the decision-making process and their views are represented

Further action required....

- Continue to screen policies and practices for unconscious bias
- Recruit more BAME Governors
- Update the BAME audit tool and carry out a HEP BAME review

Priority 2: Raise achievement in Reading comprehension at Key Stage 2 to ensure rates of progress match those for maths and writing

The progress towards achieving our targets and success criteria:

Teacher assessment during the summer term showed that 67% of pupils in Year 6 were on track to achieve age related expectations in reading and 25% on track to reach the higher level.

Across Key Stage 2 the on track data for reading can be seen below:

Year 3 ARE = 67% ARE+ = 2%
Year 4 ARE = 56% ARE + = 0%
Year 5 ARE = 36% ARE + = 0%

Intervention began last term for Y5. Targeted pupils attended Literacy Pirates and Aspire Education Group worked with those off track to reach the higher level in Reading (See progress report) both interventions will continue in 2021-22.

Further action required....

- Develop the curriculum further to ensure pupils acquire the necessary wider subject knowledge required to succeed in the Key Stage 2 reading test
- Use the catch up grant to provide intervention where it is needed most e.g Year 6 and for pupils with English as an additional language
- Phonics for all pupils new to English
- Further increase reading mileage for pupils at Key Stage 2

Priority 3: Develop a more consistent approach to the teaching of phonics so more pupils make sustained progress in this subject

The progress towards achieving our targets and success criteria:

The Phonics score had increased from 73% in 2018 to 79% in 2019 due to a more robust and consistent approach. Had the screen been carried out in 2020 leaders were confident that pupils would have met or exceeded the National Average however, in 2021 it was predicted that 67% of pupils would have reached the required standard. There was significant mobility during the year.

Parent workshops and information sessions were offered throughout the year.

During lockdown staff produced high quality phonics sessions via Zoom and Class Dojo. These were highly commended and appreciated by parents, carers and pupils.

Further action required....

- Continuation of Phonics in Y3 due to a high number of new pupils and many new to English
- Phonics teaching for all pupils new to English in KS2
- Continue to assess all pupils using Language Link before transfer to Year 1
- Continue to assess all pupils on entry to the school
- Purchase more books for KS2 pupils new to English so the books match the sounds they know
- Lexia intervention for the bottom 20% of readers at KS2

Priority 4 - Further Develop the curriculum to ensure its Intention, Implementation and Impact are understood by all stakeholders

The progress towards achieving our targets and success criteria:

Curriculum Innovation Teams are now very well established at Risley. They have each reviewed their own subject area and produced and presented their own vision statements, curriculum overviews and lesson sequences. Week by week overviews for each subject have also been developed.

For History, Geography, RE and Art the school is following the Haringey Education Partnership curriculum developed in conjunction with Christine Counsell. The lesson sequences, resources and booklets produced have all been used in Years 3, 4 and 5. All staff have attended training.

CITs and class teachers planned and delivered a recovery element to their curriculum from September 2020. Ensuring that pupils acquired the most crucial skills and knowledge for each subject area

Year 5 and 6 teachers attended HEP training and trialled the resources and booklets. Vision statements have been uploaded on to the schools' website. Every opportunity has been taken to ensure the curriculum meets the needs of all pupils especially our BAME pupils.

Leaders have carried out quality assurance of their subjects through lesson study.

The Risley Curriculum was celebrated in the last edition of The Parliamentary Review Magazine <https://www.theparliamentaryreview.co.uk/organisations/risley-avenue-primary-school>

Further action required....

- Leaders to further develop their confidence in articulating what is taught and when and why.
- Ensure leaders are able to fully quality assure their area of the curriculum and demonstrate how they have done this.

4. Overall Evaluation from Stakeholder Consultation post lockdown

4.1

What staff/Governors feel is working well:

- Teachers/staff/pupil/parent relationships/teamwork/commitment/dedication/staff make it look easy
- Learning behaviour of pupils/manners/happy settled children
- Strong leadership/support for well being
- Approach to teaching literacy and numeracy e.g. Power of Reading, RWI, White Rose
- Enrichment/ Community support/ Music/Piano /cycling/gardening/IT support/foodbank/breakfast club
-

What Staff/Governors feel could be even better:

- Standards in reading and phonics
- Increase pupil roll
- Improve school meal choice
- Improved IT infrastructure
- Building maintenance

What pupils value most:

- Teachers/staff
- School garden
- Music

What pupils would like to see improve:

- More experiments
- More class reading books
- Better choice of school lunch



Parents/Carers – top 3 things appreciated most:

- Staff/friendly/welcoming/dedicated/good teaching/communication
- Diversity/respect for faith and culture
- Exciting curriculum/safety/care

Parents/Carers - Top 3 things they would like to see change and what we are doing/will do:

- Bring back clubs/trips – this is planned for after half term subject to Covid risk assessment; local trips are being planned/running now
- Choice of school meals – we are already working on this – information to follow soon
- My child is new and I haven't found any fault with the school – really pleasing to see this answer multiple times

4.2 2021-2022 - Priorities for the coming year

Quality of Education:

1. To ensure our curriculum is ambitious and designed to give ALL learners the knowledge, skills and cultural capital they need to achieve well and succeed in life.

Behaviour and Attitudes

2. To fully implement the 'Haringey BAME Pledge' and further develop inclusive and anti-racist policies and practices

Personal Development

3. To enhance learners' spiritual, moral, cultural and social understanding through the further development of their character education, emotional wellbeing and mental health

Leadership and Management

4. To develop subject leadership skills in order to improve the teaching of identified curriculum areas and ensure the most appropriate use of assessment

Early Years

5. To ensure ALL children make accelerated progress towards a good level of development at the end of the early years.

5. Latest OFSTED Monitoring Report (June 2017)

Key Issue	Work Completed	Work Outstanding
Raise achievement in Reading comprehension at Key Stage 2 to ensure rates of progress match those for maths and writing	<p>Reading progress at Key Stage 2 increased in 2017, 2018 but not 2019. Attainment was predicted to be above national at ARE (78%) and ARE+ (30)% in 2020</p> <p>Overall progress across KS2 (Y3-6) in Reading matched Maths and Writing in 2018. 2019 and 2020</p>	<p>Continue to embed Destination Reader Strategies and ensure the wider curriculum supports pupils to be successful in the Key Stage 2 Reading Test</p> <p>Ensure appropriate catch up support is in place for the increasing number of pupils who join the school mid year</p> <p>Capitalize on the use of technology and ensure all pupils have access to a device at home</p>
Develop a more consistent approach to the teaching of phonics so more pupils make sustained progress in this subject	Phonics scores rose in 2017, 2018 and again in 2019 taking the percentage to 79%. The national figure would have been reached if two pupils hadn't left the school the week before the screen. If the screen had taken place in 2020 leaders and teachers were confident that the national average would have been met or exceeded.	Continue to closely monitor phonics provision in Nursery, Reception, Year 1, 2 and new arrivals across Key Stage 2.

5.2 Performance 2021 Teacher Assessment

58% of pupils reached a good level of development in the Early Years Foundation Stage.

Phonics – Teachers and leaders felt that the national average for 2019, 82% would have been reached in 2020. In 2021 teacher assessment showed 67% of pupils would have passed the phonics screen.

Key Stage 1

Subject	ARE	ARE+
Reading	52%	23%
Writing	55%	18%
Maths	70%	12%

5.3 Key Stage 2 Teacher Assessment 2021

Subject	ARE	ARE+
Reading	67%	25%
Writing	58%	33%
Maths	66%	22%

6. Three year focus: 2021-2024

- Raising standards across the curriculum and ensuring pupils catch up
- Ensuring Intention, Implementation and Impact of curriculum is understood by all stakeholders and delivered
- Teaching children to thrive in a transforming world and ensuring they have a local, national and global perspective
- Further increasing the school roll

7. Funding sources for SIP 2020-21

Sources of funding	£k
ISB (part remaining after covering establishment costs)	130,000
School generated income	6,000
Funding from associated bodies e.g. PTA, foundation	
Charitable funding	
Other sources	
Improvement Fund Total	136,000

Priority 1: To ensure our curriculum is ambitious and designed to give ALL learners the knowledge, skills and cultural capital they need to achieve well and succeed in life

Dates – To be reviewed December 2021, March 2022, and July 2022

Where are we now?	Where do we want to be?
<ul style="list-style-type: none"> The curriculum is mapped across the school A programme for assemblies and displays which promotes SMSC and British Values – assemblies are recorded and shared with pupils electronically All national curriculum areas & Risley’s unique curriculum deliver high quality provision for students, generating high levels of pupil enthusiasm and achievement in all subjects – SIP Curriculum Review May 2019 Pupils access high quality teaching and learning which prepares them for the opportunities, responsibilities, and experiences of life in modern Britain. Ofsted June 2017 stated that Music teaching was a strong and notable feature and that pupils learned music to a high standard. Provision of OHSL is under revision in light of CoVid 19 Mandarin is taught across Y3 and 4 and French across Y5 and 6 Silver Arts mark status achieved – March 2019 - Risley is renowned for creative arts and this is part of why parents choose the school for their child. High quality polished performances are produced across the year and are open to the school community and stakeholders Provision of school visits which enhance the curriculum and give equality of access to irresistible & memorable learning opportunities has been limited due to CoVid-19 <p>Reading</p> <ul style="list-style-type: none"> Reading KS2 SATs 2021 – 67% achieved the expected level (73% nationally), 13% achieved greater depth (27% nationally) Reading KS1 SATs 2021 – 68% achieved expected level (75% nationally), 10% achieved greater depth (25% nationally) Power of Reading and Destination Reader are embedded in KS2 to ensure pupils reach or exceed Age Related Expectations in reading Early work comprehension in place across the key stage 1 and 2 Termly reading assessment in KS2 to ascertain progress and set targets In school library - where classes are timetabled (KS2) to promote reading for pleasure. Links between reading and writing (core text) <i>and across curriculum</i> <p>Phonics</p> <ul style="list-style-type: none"> Phonics Screen 2021 - 66% of pupils reached the standard (82% nationally). Power of Reading and RWI are embedded in KS1 to ensure pupils reach or exceed Age Related Expectations in phonics and reading RWI is taught in KS2 where needed – at present there is a daily programme in year 3 Early work comprehension in place across the key stages All self-evaluation findings shared at regular intervals with staff at pupil progress reviews & staff meetings to inform next steps for teaching & intervention 	<ul style="list-style-type: none"> An effective and engaging curriculum is implemented and delivered across the school which enables the application of maths and English skills and a greater depth of understanding & application of knowledge and skills across all subjects Staff are confident in providing learning and teaching styles which engage and support ALL learners Staff are confident in assessing pupil’s achievements Progress scores across KS2 improve (negative progress continues to be reduced) <p>RECOVERY - CITs have considered ‘lost learning’ and identified key skills and knowledge that pupils have missed or have forgotten during the lockdown period. The focus is to examine aspects of the curriculum that are sequential and form the essential building blocks for successful learning and progress. This will ensure that future learning is not jeopardised.</p> <p>READING</p> <ul style="list-style-type: none"> Meeting or exceeding the national average in reading at KS2 matching or exceeding national at greater depth All cohorts making more than 3 points progress over the course of the year Rigorous phonic programme for newly arrived pupils and those needing intervention at Key Stage 2 Systematic home-school reading programme in place Children are consistently exposed to vocabulary building techniques in all lessons across the curriculum. The school environment promotes love and enjoyment for reading Greater depth reading opportunities in lessons E.g. Language and text features, inference and evaluative questions EYFS children are taught and exposed to reading as early as they start in September. <p>PHONICS</p> <ul style="list-style-type: none"> 82% of pupils to reach the national standard in Phonics (does not include late arrivals/new to English pupils). A robust and consistent approach to be adopted by early years and KS1 staff All new staff to be trained in effective phonics teaching New arrivals to be assessed and to join phonics programme at correct level, at the earliest opportunity in Year 2 and KS2. Children are exposed to phonics as early as possible i.e. nursery Reading at KS2 is improved as pupils are able to focus on reading comprehension, having developed the skills needed to read with fluency at KS1.

Actions required and steps to be taken	Action by whom	Action by when	Resources and Funding	Notes on Progress/Evaluation
RECOVERY				
Phonics <ul style="list-style-type: none"> • Year 3 pupils assess and placed in groups for phonics • Daily phonics lessons for all year 3 pupils • New arrivals assessed for phonics as soon as possible after arrival 	SB	First two weeks of term		
	CTs	20 th September 2021		
	SB	Ongoing		
INTENT				
CITs complete audit on current curriculum with regards to 'intent' <ul style="list-style-type: none"> • Identify rationale for current schemes in use and consider appropriateness for school context (reflection of pupil roll – BAME, SEND, disadvantaged pupils etc.), school's mission statement and values • Consider how rationale has been communicated to stakeholders • Identify if current schemes' long and medium term plans show clear progression in knowledge and skills - national curriculum and by year group and ensure pupils meet end of key stage requirements • Identify how current schemes enable all pupils to access content (SEND) • Identify how current schemes develop pupils reading skills • Identify how current schemes develop pupils mathematical skills 	CITs	End of Autumn 2	Staff meeting time	
IMPLEMENTATION				
Subject curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards clear defined end points <ul style="list-style-type: none"> • Review content of national curriculum for each subject – • Identify key vocabulary for each topic • Create knowledge mats for each subject – beginning with history, geography and science • Review curriculum leaflets • Identify texts which can support topic knowledge and acquisition of topic specific vocabulary 	All staff, CITs	identified staff and year group meetings	Staff meeting time	
Subject curriculum is taught using clearly defined pedagogies appropriate for the subject, the context of our school and the desire to promote a climate of high expectations (challenge) <ul style="list-style-type: none"> • Research pedagogies (especially Piaget's schema and Roshenshine's principles using Tom Sherrington's 	CITs JC – AHT for Self Evaluation	TAD 2.9.2021	Staff meeting time	

<p>WALKHTRUS)</p> <ul style="list-style-type: none"> Decide rationale for pedagogy/pedagogies chosen Make links to and outline in the Teaching and Learning Policy 	JC JC	Staff meeting time		
<p>CPD</p> <ul style="list-style-type: none"> Refresher training for existing staff and new staff – RWI and DR 	SB	Staff meeting time – September 2021		
<p>Resources</p> <ul style="list-style-type: none"> Decodable home reading books for Reception, KS1 and Year 3 – fiction and non-fiction books for additional practise outside the classroom, matched to RWI books to reinforce phonics learning at the appropriate level 	SB	October 2021	£3115	
IMPACT				
Ambitious reading targets set for all pupils	CTs	September 2021		
PM observations & targets set in line with SIP targets - evaluate against last year's data – Reading and Phonics	SLT& HT	31 st Oct 2021	Cover for PM meetings	
<p>Monitoring</p> <ul style="list-style-type: none"> Termly lesson observations to check quality of teaching and learning Book and pupil voice monitoring to triangulate evidence for quality of provision 	MLT and SLT	Termly as per the Teaching and Learning monitoring schedule		
<p>Subjects are assessed on component learning which has entered long term memory</p> <ul style="list-style-type: none"> Termly standardised phonics and reading assessments – data analysis used to inform planning CTs check that key information has been remembered – formative assessment – short quizzes during series of lessons CTs check that key information has been remembered and entered long term memory – termly or annual tests 	Phonics and reading Leads CTs	<p>Maths, Reading and Writing – termly</p> <p>Science and Foundation subjects - by topic and then summative</p>	Staff time - part of the teaching and monitoring cycle	
<p>Link Governors (especially Reading and Phonics) to hold subject leader, year group and senior leaders to account over reading and phonics progress through effective support and challenge during Governor Monitoring Days (held each term)</p> <ul style="list-style-type: none"> Data analysis Reports to governors Presentations at committees 	Reading and Phonics Governors	Governors' Days		
<p>Interventions</p> <ul style="list-style-type: none"> Haringey Pirates to provide provision for targeted pupils 	SD		£100	

<ul style="list-style-type: none"> Aspire Prep Greater depth reading (12 pupils in Y6) Nia Academy Saturday School (2 pupils in Y4) Y3 daily phonics QFT Mr Numbervator Greater depth maths (21 pupils in Y6) 	JC HEP Y3 CTs JC			
Parent/carer Involvement <ul style="list-style-type: none"> RWI meeting for Reception and year 1 parent/carers 	SB			
INNOVATION				
Create a book list for each subject – a 'Literature Spine' underpinning each topic	DHT and CITs	May 2022	Staff time Cost of books £1000	
School provides opportunities to see how knowledge in individual subjects can prepare them for the next stage of education or their working lives <ul style="list-style-type: none"> Visitors , speakers , role models in assemblies or workshops 	CIT leaders			
School holds Curriculum Evenings for parents and carers which showcase the school's vision and implementation of individual subjects – how our framework relates to pour pupils as individuals, to the community pupils live in and to global contexts.	CITs	TBC	Directed time for staff	

Priority 2: To fully implement the Haringey BAME Pledge and further develop inclusive and anti-racist policies and practices

To be reviewed December 2021, March 2022, and July 2022

Where are we now?	Where do we want to be?
<ul style="list-style-type: none"> In 2019 analysis of the SAT's results show that Black Caribbean pupils at RWM combined had positive +1% gap at KS2 compared to peers and, at KS 1, a positive +25% gap. The national gap for Black Caribbean pupils was -9% and -6% at KS2 and KS1 respectively. In EYFS this varies from year to year but in 2019 the gap was -36% for Black Caribbean pupils but +17% for Black African pupils Black African figures and Asian figures In 2019 at KS1, 100% of Black Caribbean children reached the expected standard in Reading, Writing and Maths. At KS2, Black Caribbean pupils did well in Reading and Writing but were slightly below peers in Maths. Attainment and progress of black pupils at Risley has been very good over time, although there are occasionally times when cohorts in particular subjects don't do as well as their peers i.e. 2017 phonics. Black pupils are over-represented in exclusions and in general behaviour statistics at Risley. For example in the Autumn Term of 2019, 51% of recorded negative behaviour was attributed to black pupils, whilst black pupils only make up approximately 33% of school population. BAME audit completed but some time ago We have an identified champion for Black Caribbean and BAME on the SLT and we have a Lead Governor for Black Caribbean and BAME achievement Participation in national survey of the effects of Covid 19 on the BAME community by staff and parents Extensive enrichment opportunities which enable children to learn about Black History across the school year as well as during Black History Month Stephen Lawrence Catch up STEM careers fair Tottenham University BAME steering group – HT/DHT 	<ul style="list-style-type: none"> Ensure BAME pupils continue to make the best possible progress at Risley and the majority of black pupils reach ARE or above in all subjects. Analyse boy/girl stats To reduce the number of black pupils who appear in our negative behaviour report or fixed term exclusion statistics and half the number of fixed term exclusions for BAME pupils Governors SIP Away Day commenced which focused on Anti-Racism in Education to give Governors and Leaders a base knowledge of the key principles Whole staff/Governors to attend unconscious bias training To screen all our policies and practices to ensure that unconscious bias is addressed. To ensure all staff feel more confident to discuss issues surrounding racism and the damaging effect it has both in school and in wider society. To ensure black community /stakeholders/parents are fully represented and are part of the decision-making process and their views are represented Invite HEP BAME Champions to conduct a BAME review Repeat the BAME audit and vulnerable to under achievement and share with Governors Set stretching BAME attainment Targets Leaders to lead difficult conversations through training Whole school focus for BAME achievement to be high profile Identify Black Caribbean and BAME achievement in the SIP with regular updates to Governors and an annual report Releasing staff to attend and disseminate specific CPD Support for transition arrangements for vulnerable BAME pupils Providing positive parenting support Recruit BAME Governors including staff Case Studies of success stories

Actions required	Action by whom	Action by when	Resources and Funding	Notes on Progress/Evaluation
BAME PLEDGE				
<ul style="list-style-type: none"> Repeat the BAME audit and vulnerable to under achievement and share with Governors Recruit BAME Governors including staff Set stretching BAME attainment Targets Leaders to lead difficult conversations through training Whole school focus for BAME achievement to be high profile Identify Black Caribbean and BAME achievement in the SIP with regular updates to Governors and an annual report Releasing staff to attend and disseminate specific CPD 	AM COG/HT SLT/MLs/CTs SLT HT SLT/Govs	End Autumn On going On going On going Autumn 2021 Autumn 2021	One day SLT time Use of Black Governor Network SLT time SLT time SLT/Gov time	

<ul style="list-style-type: none"> Support for transition arrangements for vulnerable BAME pupils Providing positive parenting support Case Studies of success stories 	AHT for Y5&6 DHT BAME champion	Summer 2022 Autumn 2021	SLT time SLT time	
POLICY & PRACTICES				
<ul style="list-style-type: none"> Policy Review starting with Behaviour, Anti-Bullying, Race Equality, Curriculum, SEND, appraisal, grievance policies to ensure unconscious bias is addressed Attendance and punctuality policy 	DHTs	Spring 2022	SLT time	
IMPACT OF LOCKDOWN/COVID19				
<ul style="list-style-type: none"> Report on experiences during lockdown and the impact of this in terms of learning, behaviour and mental health BAME pupil champion Identify gaps in learning Survey access to remote learning Analyse FSM and elective home education statistics 	HT DHT CTs Subject leader DHT	Regular intervals Autumn 2021 Autumn 2021 Autumn 2021 Spring 2022	HT time CT time Leader time Leader time	
CURRICULUM				
<ul style="list-style-type: none"> Identify opportunities in the HEP curriculum for History and Geography to further highlight the contribution, history and culture of the BAME community in Britain and across the world 	DHT/Subject leader	Summer 2022	DHT/Leader time	
STAKEHOLDERS & PARTNERSHIPS				
<ul style="list-style-type: none"> Ensure governing body represents our community Parents contribution Stephen Lawrence Aspire HEP BAME Steering group NLC 	COG/HT	On going	HT/COG time	
TEACHING & LEARNING				
<ul style="list-style-type: none"> Learning walks and cultural representation Teaching observations and Walkthrus to include focus on BAME pupils participation during lessons 	All leaders	Termly	Leader time	
LEADERSHIP & MANAGEMENT				
<ul style="list-style-type: none"> PP review and recommendations 	DHT	Autumn 2021	DHT time	

Priority 3. To enhance learners spiritual, moral, social and cultural understanding through the further development of their character education, emotional well-being and mental health

To be reviewed December 2021, March 2022, and July 2022

Where are we now?	Where do we want to be?
<ul style="list-style-type: none"> Comprehensive scheme of work in place for PHSE in line with recommendations from the PHSE Association All staff trained in trauma based approach (Haringey Anchor Project) All senior staff DSL trained All staff briefed on changes to KCSIE (Keeping Children Safe in Education) Grid Maker software used to capture/record SMSC/PHSE/RE activities 	<ul style="list-style-type: none"> Bespoke safeguarding training for different groups of staff e.g. Admin, site staff Whole staff face to face safeguarding refresher training focusing on peer on peer abuse and sexual harassment (booked for 1st November) Consult parents about RSE policy and practice (meeting booked 21st October) Continue to utilise partnerships with other organisations e.g. Schools Police team, Yvonne Lawson Foundation, Stuart Lawrence, Hope in Tottenham Counselling Service and Trailblazer provision Re-elect school council and head boy/girl Continue Value of the month focus and coverage of main world faith festivals

Actions required	Action by whom	Action by when	Resources and Funding	Notes on Progress/Evaluation
HEALTH AND SAFETY				
<ul style="list-style-type: none"> Workshops around personal safety, Yvonne Lawson Road safety Stranger Danger Cyber/Internet/ social media safety Personal Safety (peer on peer abuse etc.) Worry Boxes Play therapist and mental health worker provision 	JC JJR & Haringey smarter travel JJR KC LS/MJ all staff SR	End of Autumn 21 And ongoing Ongoing	£200 £10,000	
PURPOSE				
<ul style="list-style-type: none"> Provide opportunities to help others (charitable work) Provide opportunities to contribute to the community – to be a part of something bigger Encourage kindness and generosity to others assemblies Careers Fairs for older pupils to set seeds in their minds for the future 	Friends and family of Risley SR	Termly Weekly End of Summer 22	N/A	
BELONGING				
<ul style="list-style-type: none"> Tracey Campbell – de-escalating negative behaviour/supporting parental engagement Whole school zoom assemblies (parents can also join) to continue and recorded celebration assemblies 	MJ LS/MJ	End of Spring 1 Weekly	£500	

ACHIEVING				
<ul style="list-style-type: none"> • Celebrating pupil successes • Creating safe learning environment to take risks when learning • Activities which increase self esteem • Create opportunities to receive praise from the community 	LS/MJ/PJ All staff Class teachers	Weekly Ongoing Ongoing		
EMPOWERMENT				
<ul style="list-style-type: none"> • Opportunities which strengthen pupils sense of control over their own lives e.g. school Council • Opportunities to make age appropriate choices 	LS/MJ	End of Autumn term		

Priority 4: To develop subject leadership skills in order to improve the teaching of identifies curriculum areas and ensure the most appropriate use of assessment

To be reviewed December 2021, March 2022, and July 2022

Where are we now?	Where do we want to be?
<ul style="list-style-type: none"> • The curriculum is mapped across the school • CITs meet regularly to drive teaching, learning and innovation in their subjects • Pupils are assessed in all subject areas - core subjects termly and foundation subjects termly • Link Governors attend termly Governors Days. They hold leaders to account and help steer each phase of improvement through regular discussions with subject leaders • Governors attend Children’s (Standards and Achievement) Committee meetings to monitor the implementation the curriculum • Provision of school visits which enhance the curriculum and give equality of access to irresistible & memorable learning opportunities are under review due to CoVid-19 • Pupils access high quality teaching and learning across all areas of the curriculum. • Lockdown interrupted completion of last year’s action plan so these actions need to be completed <p>RECOVERY CITs have considered ‘lost learning’ and identified key skills and knowledge that pupils have missed or have forgotten during the lockdown period. The focus is to examine aspects of the curriculum that are sequential and form the essential building blocks for successful learning and progress. This will ensure that future learning is not jeopardised.</p>	<p>INTENT CITs have considered and communicated the scope and challenge in each of their subject’ areas – Why this?</p> <ul style="list-style-type: none"> • the subject curriculum will match or exceed the breadth of the NC • the curriculum is timetabled to allow for meaningful coverage • teachers and staff understand the ambition and endpoints of the NC • the curriculum equips pupils with the knowledge to succeed in life (self, community, citizen) <p>IMPLEMENTAION CITs have considered and communicated the sequencing of each of their subject areas – Why now?</p> <ul style="list-style-type: none"> • the subject curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards clear defined end points • prior learning supports subsequent learning (in a lesson, lesson sequence, topic, year, phase) • curriculum planning identifies small enough component steps so that all pupils can achieve endpoints • teachers are aware of gaps in pupils’ knowledge and skills and understand how the curriculum is sequenced to address them <p>CITs have considered and communicated appropriate pedagogies for each of their subjects</p> <ul style="list-style-type: none"> • teachers do not apply generic pedagogies (e.g. differentiation, feedback) indiscriminately without considering curricular intent • Lesson activities do not overload working memory <p>CITs have considered and communicated how teaching sequences and pedagogy will help children to remember key knowledge – knowing more, remembering more</p> <ul style="list-style-type: none"> • teachers check which knowledge components are missing • teachers identify crucial knowledge components in a lesson and emphasise these to ensure they are remembered long term <p>IMPACT CITs have outlined and communicated how assessment within their subjects will function and there is timely feedback on component learning</p> <ul style="list-style-type: none"> • formative assessment is timely and identifies the key components • summative data shows that 85% of pupils have acquired key knowledge which is committed into long term memory and therefor are on track to meet end of key stage standards. 30% of pupils are operating at greater depth • pupils falling behind are identified within the lesson sequence and interventions are put into place at this point

Actions required and steps to be taken	Action by whom	Action by when	Resources and Funding	Notes on Progress/Evaluation
CITs write action plan for the year <ul style="list-style-type: none"> Leaders draft plan and present to CITs CITs agree key priorities for the year (intent, implementation, impact, reading) 	CITs	13 th September 2021	Staff time	
Lesson observations to give CIT Leaders an overview of teaching within their subjects <ul style="list-style-type: none"> Draft observation timetable and ensure a range of subjects are observed 	SIP, SLT and ML	W/C 11 and 18 th October	Staff cover - £200 per day	
CITs to check coverage and standards in their subject areas as per monitoring cycle <ul style="list-style-type: none"> Book scrutinies, pupil interviews 	CIT leaders	termly	CIT Leader time/cover for classes	
Curriculum governor hold Curriculum Lead and CITs to account over curriculum development through effective support and challenge during termly Governor Days	SD (governor)	Termly Governor days (Au 2, Spr 2 and Su 2)	DHT time	
INTENT				
CITs complete audit on current curriculum with regards to 'intent' <ul style="list-style-type: none"> Identify rationale for current schemes in use and consider appropriateness for school context (reflection of pupil roll – BAME, SEND, disadvantaged pupils etc.), school's mission statement and values Consider how rationale has been communicated to stakeholders Identify if current schemes' long and medium term plans show clear progression in knowledge and skills - national curriculum and by year group and ensure pupils meet end of key stage requirements Identify how current schemes enable all pupils to access content (SEND) Identify how current schemes develop pupils reading skills Identify how current schemes develop pupils mathematical skills 	CITs (all staff)	Identified staff meetings on a rolling programme	Staff meeting time	
IMPLEMENTATION				
CITs communicate the intent and implementation of their subject curriculum – why this, why now? to all staff <ul style="list-style-type: none"> Five bullet points which capture the essence of their subject (intent, implementation and impact) 	CITs	27 th September 2021	Staff meeting time	
CITs communicate the intent an implementation of their subject curriculum – why this, why now? to all stakeholders – parents, governors	CIT Leader	Identified Curriculum Evenings TBC	Directed time for staff	

IMPACT				
Subjects are assessed on component learning which has entered long term memory <ul style="list-style-type: none"> CTs check that key information has been remembered – formative assessment – short quizzes during series of lessons CTs check that key information has been remembered and entered long term memory – termly or annual tests 	CTs	Maths, Reading and Writing – termly Science and Foundation subjects - by topic and then summative	Staff time - part of the teaching and monitoring cycle	
Subjects are assessed on component learning which has entered long term memory <ul style="list-style-type: none"> Data analysis for each subject area – core subjects half termly. Foundation subjects, annually 	CTs	Maths, Reading and Writing – termly Science and Foundation subjects - by topic and then summative	Staff time - part of the teaching and monitoring cycle	
Monitoring <ul style="list-style-type: none"> Rigorous teaching and learning monitoring calendar in place, linked to SIP priorities; with prompt and incisive feedback given Performance Management includes a focus on subject leadership and/or middle leadership roles, focused on improving standards in their area of responsibility Governors’ Day meetings with link Governor focus on subject leadership – a review of actions taken and their impact 	JC SLT Governors			
INNOVATION				
Create a book list for each subject – a ‘Literature Spine’ underpinning each topic	DHT, CITs and Reading Lead	May 2021	Staff time Cost of books £1000	
School provides opportunities to see how knowledge in individual subjects can prepare them for the next stage of education or their working lives <ul style="list-style-type: none"> Visitors , speakers , role models in assemblies or workshops 			£2000	
School holds Curriculum Evenings for parents and carers which showcase the school’s vision and implementation of individual subjects – how our framework relates to pour pupils as individuals, to the community pupils live in and to global contexts.	CITs	TBC	Directed time for staff	

EY SIP 21-22

Priority 5: To ensure all children make accelerated progress towards a Good Level of Development (GLD) at the end of Reception.

Where are we now?

- GLD outcomes for 2020-21 were impacted by the time in school this cohort lost in both their Nursery and Reception year. Teachers predicted 59% secured GLD, with a further 11% securing if they had had three terms of Reception. This takes GLD in line with earlier years.
- All EY staff have had some level of training around the implementation of the EYFS Reforms of September 2021. EY AHT is attending training with Julian Grenier which will support further development of provision
- Prime Areas of Learning are baselining low across EY. Our children always needed a curriculum of the highest quality, this is compounded by their experiences is in lockdown. Our focus is on excitement, engagement, meaningful learning. All staff understand the importance of end of EY outcomes to our children's life chances.
- All EY staff have read and are acting upon the updated KCSIE guidance for 2021. Concerns are reported promptly in line with school policy.
- Our transition processes have enabled a smooth start to 21-22. Parents are using Dojo & Google Classroom is established. Parents meetings are planned.

Where do we want to be?

- GLD outcomes for 21-22 at least equal national outcomes for 2019. Our disadvantaged children make accelerated progress because teachers are fully aware of who they are, make robust use of assessment data, identify and address gaps in learning/skills/knowledge
- EYFS reforms are fully implemented. Because the EY team uses the process of embedding the reforms to review and refine all aspects of our practice, we develop a strong shared understanding of best practice
- Every child in the EY is an engaged reader and writer 'in the making' because Communication & Language Development and Literacy Development provision is central to all teaching and learning across our curriculum
- Safeguarding is given the highest priority in EY. Concerns are reported and addressed immediately in line with school procedures because all staff maintain vigilance
- Parents in EY feel informed and supported by the EY team to engage with the wider school life at Risley. Together we build solid learning habits in our youngest children

Objectives	Actions	Actions by whom	Actions by when	Resources/ Funding	Monitoring/ evaluation
<p>INTENT: Self, Community, Citizen The EY curriculum is ambitious, coherent and inclusive and effectively engages children and prepares them for learning in KS1 and beyond</p>	<ul style="list-style-type: none"> • MTPs to be fully cross referenced with 2021 Development Matters. • Baselines are collated; cohort gaps are identified and shared across the EY team • Baselines identify children who are not at ARE. Teachers act swiftly to establish whether this is a short or long term obstacle and intervene accordingly. • Monitoring shows that Power of Reading & Read Write Inc are pivotal in our language offer across EY. • Nursery team to run the control aspect of the Nuffield Language Enrichment programme with morning and full time children 	<p>CW/JT</p> <p>NG</p> <p>EY teachers & monitored through PPRs</p> <p>NG/JT</p>	<p>Year group meetings</p> <p>Baselines: 22.10 Overview: By 19.11 PPRs: End Autumn 2</p> <p>Nuffield assessments: By 15.10</p>	<p>No funding required: these actions require AHT and EY team time and will need to be diarised.</p>	

<p>IMPLEMENTATION:</p> <p>Safeguarding, Teaching & Learning, CPD To ensure quality first teaching for ALL</p>	<ul style="list-style-type: none"> • All adults in EY prioritise the safety and well-being of every child in the EY. • EYFS Reforms training with Julian Grenier informs our implementation of the new guidance – regular agenda item for phase meetings • All EY staff read and absorb the new Development Matters. Initially for their own year group and then across the phase • Oxford Owl teaching resources are used by all EY staff to refresh their knowledge of phonics teaching and the skills and knowledge which underpin children’s accelerated progress in phonics • Reception parents meetings for supporting phonics/reading/maths at home • Small group language work in Nursery/ Reception in line with our observations of need or professional recommendation • Moderation calendar created to cover all Areas of Learning based on EExAT cycles • Walkthrus CPD • EY team is proactive in identifying training needs HEP EY CPD offer is shared. 	<p>NG</p> <p>NG/CW/JT</p> <p>SB</p> <p>CW</p> <p>CW/JT</p> <p>NG</p> <p>NG</p>	<p>On-going</p> <p>Fortnightly phase and year meetings</p> <p>Termly – Zoom or in person</p> <p>Autumn 2</p> <p>To share by 19.11</p>	<p>No funding required: these actions require AHT and EY team time and will need to be diarised.</p> <p>HEP EY CPD raises no additional cost – we have purchased the EY CPD package</p>	
<p>IMPACT</p> <p>To ensure our provision enables all learners to make accelerated progress throughout their time with us.</p>	<p>We monitor, evaluate and deepen our impact through:</p> <ul style="list-style-type: none"> • Moderation within year groups/cross phase/NLC • Special Book scrutinies • Learning walks • Lesson observations • Pupil interviews • EY Governor reviews • Pupil Progress Reviews • Performance Management Reviews/360s 	<p>NG/CW/JT</p>	<p>In accordance with whole school monitoring calendar/ cycle</p>	<p>No funding required: these actions require AHT and EY team time and will need to be diarised.</p>	