



Woolmore
Primary School



SCHOOL IMPROVEMENT PLAN 2021/22

RELATIONSHIPS KINDNESS HIGH EXPECTATIONS

SCHOOL IMPROVEMENT PLAN 2021.22

OUR VALUES



OUR RULES



What is a School Improvement Plan and why do we have one?

- Our SIP explains who we are, how we work and what our 3 big priorities for the year are.
- It drives how we spend time, effort and resources to make the best impact for pupils

Who is it for?

- It is for everyone at Woolmore because everyone employed at Woolmore is here to make a difference to the quality of education for all pupils. Everyone.
- It is also for parents, visitors and anyone who looks at our website

What do I need to do?

- Read it and see where you can make a difference to our priorities.

Thank you for being part of the Woolmore team and going over and above to ensure that **ALL CHILDREN CAN ACHIEVE SUCCESS**

SCHOOL IMPROVEMENT PLAN 2021.22

OUR AIMS We aim for all children to be	SUCCESSFUL LEARNERS who enjoy learning, make progress and achieve	OUR CONTEXT	<ul style="list-style-type: none"> - Covid pandemic compounding disadvantage. - We ask, 'What is really important?' 	<ul style="list-style-type: none"> - Reshaping thinking and the 'new normal' in a changing and uncertain world.
CONFIDENT INDIVIDUALS who can live safe, healthy and fulfilling lives	RESPONSIBLE CITIZENS who make a positive contribution to society	<ul style="list-style-type: none"> - Completion of 1FE-3FE across last 7 years. - New and newish class teachers and leaders in our team. 	<ul style="list-style-type: none"> - Brave, coherent, compassionate, and moral leadership needed more than ever as we build a new future together. 	<ul style="list-style-type: none"> - Last OFSTED inspection June 2019. - Section 5 inspection due this year... maybe next...with a new Education Inspection Framework (EIF)

PRIORITIES

HOW DO WE WORK?

THE QUESTIONS WE ASK

SIP: WHAT? HOW?

1. BASIC SKILLS

2. THE WIDER CURRICULUM

3. PERSONAL DEVELOPMENT

- We are driven by our moral purpose, vision, values and we have a clear strategic direction so that time and resources are used effectively and have the best impact. We know our job is to educate children and we do it.
- We take pride in being an inclusive school that takes diversity, equality and equity seriously, making sure we get it right for all children including SEND and preparing them for a changing and increasingly complex world.
- High quality teaching, learning and assessment knowing that good progress is if pupils know more, remember more and they feel good about their learning and themselves.
- We communicate, value teamwork, support, appreciate, have courage and care for each other.
- We remember that 'Clarity is kindness'

- Why am I / are we doing this & why now?
- What do the children need to know to learn this? Do they know it? If not, how do we ensure they learn it?
- How am I helping the children to know more and remember more through rehearsal?
- What would make the difference here?
- Am I meeting the needs of all the children and teaching each whole child?
- Is this the best use of time, people and resources? Who/what else could help? Parents?
- What is the experience for each child each day?
- What would it take?

SCHOOL IMPROVEMENT PLAN 2021.22

OUR PRIORITIES: summary of the main things

BASIC SKILLS

PRIORITIES: OUR MAIN THINGS

Identifying the need and shaping teaching and learning in readiness for the future

- **Reading**
- **Writing**
- **Maths**
- **Communication**
- **Skills for life**

We will give high priority to ensuring that basic skills are taught, learned, practised and applied.

We have clarity for staff, children and parents about the skills that need to be in place to support the wider curriculum.

- **Attendance**

Reminding and returning to the positive habit of coming to school every day.

THE WIDER CURRICULUM

PRIORITIES: OUR MAIN THINGS

Building a rounded curriculum that will equip children for life

Curriculum leadership

We will develop subject leaders and curriculum teams to raise the quality of teaching and learning across all subjects.

Making connections

We will plan effectively to ensure that pupils build on previous learning and make meaningful connections across subjects.

Vocabulary

We will teach children the subject-specific vocabulary they need to access, talk and write about their learning with confidence.

Curious, collaborative, competent and confident

We will plan and teach in ways that enable pupils to be all the above.

We celebrate and share

We will celebrate our learning successes, our outcomes and our children's passions and interests with parents, each other and our community.

PERSONAL DEVELOPMENT

PRIORITIES: OUR MAIN THINGS

Putting an even greater emphasis on personal development

Behaviour

We will consistently live and breathe our values and behaviour policy in all our interactions with children, and each other.

PSHE

We will teach the new Health and Relationships Education (HRE) curriculum as part of our PSHE curriculum.

Online safety

We will work with children and parents to raise awareness and educate about safe use of the internet.

Diversity and equality

We will continue to work hard on our race, diversity and equalities education and learning as we strive to be part of a creating a better world for everyone.

Wellbeing

We will continue to place our emphasis on the whole child: academic success, wellbeing, mental health, character, emotional intelligence and social and emotional skills.

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BASIC SKILLS

Leadership and accountability

- English team: Sian, Annie, Tasnim,
- Maths team: Jana, Rakhshanda, Rabia
- Basic Skills project leader
- Link governors: Martin & Reshma

Professional development, training & support

- Inset: THEP Phonics, PA maths, phase & staff meetings

Checks

- Phonics stages, reading ages, book bands, AR data, maths assessments, star maths
- Grammar for writing
- Website for information

Parent partnership

- Home-reading
- Home learning
- Learning reviews
- Parent workshops

Inspiration

- Visiting author/poet/storyteller
- Our new library
- HTTA

Reference

- DfE Reading Framework
- THEP phonics
- Reading @Woolmore
- English Action Plan
- EEF research reviews

THE WIDER CURRICULUM

Leadership and accountability

- Curriculum lead: Claire
- Curriculum leaders and teams
- Link governor: Martin

Professional development, training & support

- Inset, MTP meetings, specific subject training, prof coaching, Ofsted
- Towards and Anti-Racist Curriculum

Checks

- Learning journeys, quizzes,
- Website for information
- Pupil Voice

Parent partnership

- Information for parents
- Learning Review meetings
- Sharing our learning

Inspiration

- Trips and visitors
- Specialist teaching
- sports tournaments, inter school events, celebration events and assemblies
- School Council, Digi-tech champions

Reference

- The Woolmore Curriculum
- School website
- Wider curriculum action plan
- subject@Woolmore documents
- subject action plans
- Chris Quigley Essentials
- Ofsted curriculum research
- EEF research reviews

PERSONAL DEVELOPMENT

Leadership and accountability

- Lead: Hannah
- PSHE year leads & curriculum lead
- Family services team & counsellors
- Link governors: Naeema, Matt

Professional development, training & support

- New KCSIE and Prevent
- HRE and PSHE
- Computing online safety training
- Towards and Anti-Racist Curriculum

Checks

- Website for information
- SGMS
- Pupil voice

Parent partnership

- Parent workshops
- Conversations re PSHE, HRE

Inspiration

- Anti-bullying week workshops
- Sports leaders
- Mental health day
- Trips and visitors
- Assemblies

Reference

- RHE policy & PSHE @Woolmore
- Behaviour policy
- When the Adults Change by Paul Dix
- Computing @Woolmore inc. on-line safety
- Black, Asian and Minority Ethnic Inequalities Commission – Tower Hamlets Report

MAKING IT HAPPEN

SCHOOL IMPROVEMENT PLAN 2021.22

LEADERSHIP AND THE TEAM

SCHOOL LEADERSHIP TEAM

We are driven by our values which underpin everything we do. Our intention is that everyone in the Woolmore Team need is on board and so our leadership approach needs to...

Engage

- we have clarity of expectations
- we are committed to all children achieving success
- we aim for enjoyment and fulfilment

Enable

- we plan for effective day-to-day management
- we support and expect all staff to do their best job
- we create the capacity to think and grow
- we ask 'what would it take?'

Energise

- we plan for purposeful and meaningful ways of working and opportunities to grow
- we consider carefully physical & mental wellbeing and resilience
- we believe that team work is the only way

LEADERSHIP PRIORITIES

- **Effective leadership and management** of our school in/post pandemic, that has travelled 1FE to 3FE and from 230 – 649 pupils
- **Great teaching** as we continue to address the disadvantage gap
- **Growing capacity:** ECTs • subject/middle leaders • senior leaders • curriculum teams • through mentoring and coaching
- **Successful school improvement** as driven by this document
- **Ofsted preparation** so that we are in a strong place for inspection
- **Link Governors and action plan** supports the school and prepares for Ofsted

Reference: Leadership Action Plan, Governor Action Plan

DEVELOPING THE TEACHING TEAM & GROWING LEADERS

We are committed to developing growing new teachers and leaders and supporting colleagues at all stages of their career.

Early Career Teachers (ECTs): 2 Year mentoring programme

Trainee teachers: LETTA, IoE and school-based mentors

All teachers: line management, appraisal, relevant training and support

Middle leaders: a revised shadow structure that offers opportunities to be part of, and lead, curriculum teams/subjects and ensures we can achieve our priorities and prepare for Ofsted *Ref: Revised shadow structure*

Senior leaders: support for new AHTs, interim opportunities and support for experienced leaders through training and coaching

Shaping the future through understanding and wisdom

THE WOOLMORE TEAM

TOGETHER EVERYONE MAKES A DIFFERENCE

That's right! We hope you have spotted yourself in this Plan. If you work at Woolmore you are part of our Team and that means you are here to make a difference whether it's through teaching, leading, keeping the building clean and safe, supporting parents, managing finances, cooking lunches, running clubs, helping us to keep fit physically and mentally – and so much more besides.

THANK YOU

SCHOOL IMPROVEMENT PLAN 2021.22

WHAT DO OTHERS SAY?

OFSTED short inspection June 2019 - quotes

'You, leaders, governors and staff have together established a learning community with the school's pupils at the heart of everything the school does.'

'The quality and standards in of work in pupils' books are reflective of their extremely positive attitudes to learning and the consistency of strong teaching across the school.'

'Parents told me of their confidence in the school and the high quality of education their children receive.'

'There is a relentless approach to safeguarding. The designated lead for safeguarding is knowledgeable and carries out her role with diligence and tenacity.'

'The focus on reading pervades the school...strong teaching od phonics...above national expectations in the phonics check at end of KS1.'

'Leaders are clear about the two main barriers to learning that disadvantaged pupils and others face ...necessary vocabulary...limitations to life experience...' The report talks very positively about the successes in these areas including:

'Subject vocabulary carefully planned'

'Curriculum learning is enhanced with well-planned visits'

'Opportunities to participate in sport, performing arts, school projects... enrich pupils' lives on a daily basis.'

'This culturally rich curriculum not only benefits disadvantaged pupils but also ensures that none are left behind in this highly inclusive school.'

'Ofsted noted that we had made progress on developing the roles and expertise of middle leaders.'

Our next step from the inspection was to build on improvements in outdoor provision in the early years foundation stage. This is now an aspect to be proud of.

Read the full report here <https://reports.ofsted.gov.uk/provider/21/100928>

OUR PUPILS

A recent spontaneous vox-pop in Breakfast club asking children what they like about Woolmore and what makes us special

- Breakfast club... PE...you can run around, learn new sports..
- All the teachers...
- Learning is special...we can get smart and learn more and more
- Together...we are ready for learning... after Covid...1
- Assemblies make us happy...
- Woolmore is special...it feels like home...like you have a family... if you feel sad there are friends ...
- Everyone is treated equally

Sahil, Ryyaan, Abdullah, Taibah, Neveah, Hannah, Sadia and William from years 3,5 and 6.

OUR PARENTS

A few sample comments sent in by parents after they received their child's Annual Report July 2021

- 'I am very happy with the report and sad my son is leaving the Woolmore family'
- 'Thank you for your help and support'
- Teachers being described as 'amazing', 'great', 'role model'
- My child has made excellent progress
- A massive thank you to the Woolmore Team with their support in unprecedented times
- Thanks for all the hard work on Zoom this year. We appreciate you and the whole staff for all your work this year.'

FIND OUT MORE

- **Our website:** www.woolmore.towerhamlets.sch.uk
 - Information on all things Woolmore
- **Our Twitter feed:** <https://twitter.com/WoolmoreTweets>
 - A sharing and celebration of our values, our learning and who we are
 - Scroll back in time for some joyful memories