



North Primary School and Nursery School Improvement Plan

September 2019 – July 2020



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Review of the Year 2018 -2019

The strength of the school community was put to the test through a long and very challenging year.

Helping children, their families and staff to grieve for the loss of a pupil was unbearably hard.

A growing number of parents were struggling to cope for a range of reasons including financial hardship. The school chose the Colchester Foodbank as its charity to support at Harvest. We can now issue vouchers for the Foodbank and it is an indication of growing need that a new foodbank centre has opened opposite the school.

The spectre of redundancy and funding shortages hung over the school. From April 2018 – April 2019 LSA hours were reduced by 20%. Yet this did not realise any savings; in fact the LSA wage bill increased by £8000. An illustration of the real rising costs of running a school.

Parents have been kept informed of the financial challenges we faced and were very supportive of the action of the Governing Body to campaign for better funding for schools. North Governors have held the local MP to account and he is now supportive. And they have co-ordinated a *fair funding for Schools* campaign across Colchester. A highlight was a North pupil and governor addressing Colchester Borough's Full Council on July 17th on this subject and every councillor agreeing that schools were being underfunded. The local newspaper has launched its own campaign in support of this campaign too. In an article printed in August the Headteacher wrote,

I am the headteacher of a town centre primary school and nursery. It is the best job I have ever had. I am proud to be its third longest serving head in its 124 year history. I have managed to surround myself with people, highly dedicated professionals, who do amazing things every day, giving more than they have to, to make a difference for every child in the school. Not just teachers, learning support assistants, midday assistants, office staff and premises staff. And not just the professionals either. An army of volunteers give willingly and freely of their own time to make a contribution to the school: governors, parents, and local office workers who help in class every week.



It is this dedication and determination, this commitment to the school and its community that has enabled the school to remain strong through the year to ensure that the school continues to thrive.

Teachers completed the third and final year of its *Visible Learning* professional development programme. The Impact Coaches managed this highly effectively and the final report (July) was very complimentary, recognising their role as an excellent example of distributed leadership, and how deeply embedded VL was across the School with deep roots established in the Nursery and Reception – not always so evident in VL schools apparently.

The role of the school council in helping the school to achieve the silver award as a *Rights Respecting School* was recognised in March. The assessor commented that he had never seen a school council play such a prominent role in creating a RRS culture.



Lisa Eves' championing of an inclusive participation in sport and fitness was recognised in May when the school was presented with the *Bronze School Games Mark*.

One of the school's priorities was to increase the number of mathematicians attaining greater depth. INSET focussed on developing children's reasoning skills and bar modelling was introduced throughout the school. Teachers organised their own lesson observations on aspects of their maths teaching that they wanted to improve. Triad Heads visited the school twice to conduct peer reviews on this subject. Data would suggest that there has been success across the whole school in having more higher attaining mathematicians. The Maths Team will continue to drive this attainment priority.

There has been similar success with outcomes for higher attaining readers. The Language and Communication Team have successfully driven improvements in the teaching of reading.

Whilst the improved outcomes for higher attaining pupils across the school in Reading and Maths is very encouraging, it would appear that we have had less success with those learners who are not quite performing at age related expectations. Addressing this slower progress has to be a priority for the coming year.

It has been another excellent year for the performing arts at North. Shows at Christmas and in the summer were amazing. We have benefitted from our links with the National Theatre. A group of Year 5s also had a wonderful opportunity to write and perform at the Headgate Theatre – a link we hope to continue to forge. KS2 Music concerts were excellent. The quality of singing across the school is superb and the choirs have performed in a number of venues including the O₂. Dancers have also performed at a number of events too.



North's contribution to the history of Colchester has never been greater thanks to the inspirational leadership of Laura Davison. The remembrance services to commemorate the centenary of the end of the first world war, with the unveiling of the *Homecoming* art installation were exceptional. And the interest generated already through the two community events for the CXXV project is remarkable.



A review of the year would not be complete without mentioning the incredible achievement of the Year 6 Robotics Team qualifying for and participating in the world finals in Kentucky in April. Through the media coverage of their achievements, the team and their coach, Sheila Walker, have raised the profile of STEM not only across this school but across other local schools too. Competition will be harder this year!

The number of organisations that contribute to the breadth and excellence of the school's curriculum offer – before, during and after school – is incredible.

Community Links 2018-2019

Foodbank	Tarmac	Hiscox	St Helena	Chelsea FC
St Helena's Hospice	Baptist Church	Seatrade	Sixth Form	Colchester Cricket Club
EACH	St. Peter's Church	Chocodolly	Colchester Institute	Essex University
Rotary Club	Together We GrowCiC	Leisure World	Essex Highways	Premier Sport
Tescos	Alderwood Care Home	The Garrison	Thurstable SchoolSGO	Essex CCC
Red Lion Precinct	Bluebird	Frating Publishing	European Schools	Active Essex
Young Voices	Panathlon	School LibraryService	Essex AgriculturalSoc.	Police
Children'sUniversity	Colchester Garrison	Jumble Juniors	Google UK	Fire Service
Laura Rampton	UNICEF	National Lottery	NG Bailey	Cully and Caroline
Karate Club	National Theatre	Headgate Theatre	Qumodo	Child First
Spanish Club	Rapid Electronics	Mercury Theatre	Douglas Vanda	Oracle Dental Practice
Kurt Lamont	PlayFootball	Essex Music Service	TeamstormUKRobotics	

Despite financial constraints, *Free For All* completed its seventh year, helping to ensure that pupils at North can all benefit from a broad and rich curriculum offer.

The vast majority of last year's SIP was achieved producing the following set of results

Standards Review 2018-2019

HEADLINE TRENDS 2016 -2019 (all figures in percentages)					
FOUNDATION					
		2016	2017	2018	2019
Good Level of Development		69	75	73	76
YEAR 1					
PHONICS		85	81	79	78
YEAR 2					
Reading	At age related expectations or above	75	76	83	67
	At greater depth	32	34	23	25
Writing	At age related expectations or above	73	75	78	66
	At greater depth	18	11	12	7
Maths	At age related expectations or above	78	81	77	64
	At greater depth	22	19	7	16
COMBINED Reading, writing & maths	At age related expectations or above	65	70	73	58
	At greater depth	11	7	5	5
YEAR 6					
Reading	At age related expectations or above	61	63	73	70
	At higher standard	24	15	41	24
		102.8	102.2	108	103.5
Writing	At age related expectations or above	61	61	73	76
	At higher standard	12	14	25	22
Maths	At age related expectations or above	65	76	77	78
	At higher standard	16	31	20	27
	Average standardised test score	102.2	103.1	107	105.1
COMBINED Reading, writing & maths	At age related expectations or above	43	53	64	69
	At higher standard	8	12	17	11

END OF YEAR ATTAINMENT 2018- 2019
TEACHER ASSESSMENT
Attainment of each cohort 17/18

	READING		WRITING		NUMBER	
	Expected+	exceeding	Expected+	exceeding	Expected+	exceeding
Year R 18/19 (58)	48 83%	6 11%	45 78%	5 9%	47 81%	9 16%
GLD	76%					

	READING		WRITING		MATHS	
	ARE+GD	GD	ARE+ GD	GD	ARE+GD	GD
Year 1 18/19 (51)	37 73%	8 16%	28 55%	2 4%	39 76%	2 4%
Attainment 17/18	80%	12%	77%	12%	80%	7%

Year 2 18/19 (61)	41 67%	15 25%	40 66%	4 7%	39 64%	10 16%
Attainment 17/18	68%	12%	68%	4%	67%	7%

Year 3 18/19 (58)	43 74%	10 17%	38 66%	7 12%	41 71%	5 9%
Attainment 17/18	83%	23%	78%	12%	77%	7%

Year 4 18/19 (59)	42 71%	18 31%	36 61%	6 10%	37 63%	9 15%
Attainment 17/18	79%	32%	68%	13%	73%	23%

Year 5 18/19 (60)	42 70%	18 30%	37 62%	13 22%	43 72%	18 30%
Attainment 17/18	63%	20%	58%	22%	70%	22%

	Teacher assessment		Teacher assessment		Teacher assessment	
Year 6 18/19 (59)	48 81%	24 41%	45 76%	13 22%	46 78%	15 25%
Attainment 17/18	75%	32%	68%	15%	65%	22%
	Reading Test		GPS Test		Maths Test	
	70%	24%	68%	31%	78%	27%
COMBINED	ARE+	69%	HS	11%		

PPG Attainment 2018-2019						
	READING		WRITING		MATHS	
	ARE+GD	GD	ARE+GD	GD	ARE+GD	GD
REC (9)	5 55%	0	55%	0	55%	0
	GLD 55%					
Year 1 (13)	9 69%	1 7%	4 31%		9 69%	0
Year 1 (13)	PHONICS 9 69%					
Year 2 (10)	5 50%	1 10%	4 40%	0	5 50%	1 10%
Year 3 (10)	5 50%	0	3 30%	0	5 50%	0
Year 4 (12)	8 67%	2 17%	6 50%	0	6 50%	1 8%
Year 5 (12)	6 50%	3 25%	5 42%	1 8%	5 42%	3 25%
Year 6 (18)	13 72%	7 39%	10 56%	3 17%	12 67%	5 28%
Year 6 tests	12 67%	3 19%	GPS 9 50%	GPS 4 22%	12 67%	6 33%
Year 6	COMBINED ARE+ 50% HS 0%					

Number of Children Making Accelerated Progress since end of Previous Key Stage			
2018-2019	Reading	Writing	Maths
Year 2 Cohort			
to attain ARE+	12	5	7
to attain Higher Standard	10	2	6
Year 2 PPG (13 pupils)			
to attain ARE+	1	1	1
to attain Higher Standard	0	0	0
Year 6 Cohort			
to attain ARE+	7	12	7
to attain Higher Standard	4	6	4
Year 6 PPG (18 pupils)			
to attain ARE+	4	3	3
to attain Higher Standard	2	1	3

Attendance

The key priorities for the year were:

- 1.Reduce the number of children with poor attendance (below 95%)
2. Reduce the number of children classified as Persistent Absentees (below 90%)
3. Improve punctuality.
4. Improve attendance of children on PPG register.

The mean average attendance rate for the whole year was 94.4%.

The median average attendance rate for the whole schools was 96.58%.

This variance shows the impact of a significant minority of children who, for a range of reasons, have very low attendance, have on the school attendance data.

The two tables below give a detailed breakdown of attendance data for the whole school and for children on the PPG register. The data presents a mixed picture. Looking behind the data and understanding every child's situation has enabled managers to identify appropriate responses to individual cases and there have been a number of successes.

But what is clear is that overall, year on year, approximately a third of the school population have an attendance rate below 95% and that persistent absentee figures have increased significantly and PPG attendance rates have dropped overall.

For these reasons improving attendance and punctuality remain key school priorities.

WHOLE SCHOOL ATTENDANCE DISTRIBUTION				
	CUMULATIVE DISTRIBUTION			
	15-16	16-17	17-18	18-19
100%	6.0NE%	5%	4.67%	9%
99%	18.50%	15%	15%	17%
98%	37.20%	29%	32.20%	31%
97%	48.10%	41%	47.20%	44%
96%	60.50%	57%	54.30%	53%
95%	68.10%	66%	63.40%	65%
94%	POOR ATTENDANCE			
93%	22.80%	24.20%	28.70%	21% = 84 children
92%				
91%				
90%				
89%	PERSISTENT ABSENTEES			
88%	9%	10%	7.90%	14% = 57 children
87%				
86%				
85% and below				

PPG		Cohort Averages		
Yr Group	No.	Av 2017	Av 2018	Av 2019
R	9		95.01	95.15
1	13	93.08	94.9	94.39
2	11	98.16	97.9	89.1
3	10	93.87	95.38	95.1
4	12	94.32	95.94	93.68
5	12	92.88	92.24	90.95
6	17	97.54	96	92.73
totals	84	94.71	95.02	92.2

Red	<90 [PA]
Amber	90 < 95
Green	95+

Attainment and Achievement Targets for 2019-2020	
Accelerate progress of all children not on track to make at least expected progress from the end of their previous Key Stage.	
Increase number of children making at least expected progress to exceed ARE in every year group in reading, writing and maths (EYFSP 3, KS1 greater depth, Y3-5 S+; Year 6 higher standard).	
Diminish the difference in every year group between PPG and non PPG in all core subjects.	
Notes	
Y1	One new teacher. Leaving reception broadly in line with national in R, W and M and GLD. Cohort Attendance a concern.
Y2	Accelerated progress required to be in line with national in R.W and M. A high level of turbulence through year.
Y3	Left KS1 below national. PPG attendance a concern. A number of children with SEMH histories. 50% summer borns.
Y4	Y3 attainment dip in R, W and M from KS1. New (0.4) teacher. Teacher commencing maternity leave January 2020.
Y5	Y4 ARE+ attainment dip in R, W and M though Y3 and Y4. A high level of turbulence through LKS2. A number of children with SEMH histories. PPG attendance a concern.
Y6	Accelerated progress required for writing to be in line with national. GD broadly on track to be in line with national. PPG attendance a concern.

These targets are in addition to the priorities identified by Ofsted.

Ofsted Next steps for the school

Leaders and those responsible for governance should ensure that:

- they build on the current work to improve reading to develop the writing skills of middle-ability pupils, especially boys, in key stage 2, particularly in relation to their spelling, vocabulary and handwriting
- more disadvantaged pupils make increased progress to achieve greater depth in their learning
- they continue to work with parents so that persistent absence or lateness is reduced further.

Summary of School Key Actions	
Standards – aspirations for 2019-2020	
<p>Accelerate progress of all children not on track to make at least expected progress from the end of their previous Key Stage.</p> <p>Increase number of children making at least expected progress to exceed ARE in every year group in reading, writing and maths (EYFSP 3, KS1 greater depth, Y3-5 S+; Year 6 higher standard).</p> <p>Diminish the difference in every year group between PPG and non PPG in all core subjects.</p>	
Ofsted next steps for the school	
<p>Leaders and those responsible for governance should ensure that:</p> <ul style="list-style-type: none"> ■ they build on the current work to improve reading to develop the writing skills of middle-ability pupils, especially boys, in key stage 2, particularly in relation to their spelling, vocabulary and handwriting ■ more disadvantaged pupils make increased progress to achieve greater depth in their learning ■ they continue to work with parents so that persistent absence or lateness is reduced further. 	
Curriculum	
Ensure all subjects meet the good or outstanding judgement criteria for the new Ofsted framework's <i>Quality of Education</i> .	
Continue to nurture assessment capable learners and explore further the potential for SOLO to support this process.	
Work towards achieving the <i>Essex Language and Communication School Award</i> .	
Work towards achieving the <i>Silver School Games Mark</i>	
Safeguarding	
Children with social, emotional and mental health difficulties receive support to help them to attend, engage, attain and achieve.	Every classroom should be seen as a nurture room with every child's social, emotional and mental wellbeing the responsibility of every member of staff.
Introduce the role of the <i>Designated Lead on Mental Health</i> .	
Community	
<p>To celebrate the school's 125th anniversary.</p> <p>To increase parental involvement in all aspects of school life.</p> <p>To continue to forge close links with community groups, educational establishments and businesses to enrich children's experiences, inspire ambition and promote an enterprise culture, built on values of tolerance and respect.</p> <p>Engage with European partners on an Erasmus+ <i>Strategic Partnerships for School Education</i> project sharing best SEND practice.</p>	
Finance	
Lobby Local Authority and Parliament to increase school budgets for 2020-2021 and beyond.	