



Tower Hill Primary School Improvement & Development Plan 2024 - 25

Key Area for Development (KAD 1) – Teaching and Learning	<p>The development of teaching and learning pedagogical skills in order to impact positively on progress and attainment for all pupils across the curriculum.</p> <p><i>The Bananarama approach – ‘It ain’t what you do it’s the way that you do it. And that’s what gets results!’</i></p>
<p>Context & Rationale</p> <p>Weston, Hindley & Cunningham (2021) in ‘A Culture of Improvement – working paper’ suggested that there are five aspects of working conditions for teachers that were most closely associated with increased student attainment:</p> <ol style="list-style-type: none"> 1. <i>Creating opportunities for effective teacher collaboration to explore student data, plan and review lessons and curricula, and plan and moderate assessments,</i> 2. <i>Involving teachers in whole school planning, decision-making and improvement,</i> 3. <i>Creating a culture of mutual trust, respect, enthusiasm in which communication is open and honest,</i> 4. <i>Build a sense of shared mission, with shared goals, clear priorities and high expectations of professional behaviours and of students’ learning</i> 5. <i>Facilitating classroom safety and behaviour, where disruption and bullying are very rare and teachers feel strongly supported by senior leaders in their efforts to maintain this classroom environment</i> <p><i>Through these five aspects we aim to create a climate of ‘collective teacher efficacy’ to continue to build outstanding teaching and learning but to also build contentment and enjoyment in working conditions for teachers.</i></p>	
<p>Overarching Key Aims</p> <ul style="list-style-type: none"> ❖ By the end of KS2, 100% of pupils will achieve or exceed FFT estimates for the expected standard in Maths and English. ❖ Teachers to demonstrate strengthening pedagogical skills across the curriculum ensuring the RING philosophy is embedded throughout. ❖ Pupil engagement is high across all classes as demonstrated through learning walks. ❖ Pupils are able to articulate what they are learning and how they best learn, through pupil parliament feedback and triangulation of evidence. ❖ 100% of teaching in English and Maths is good or better as demonstrated in pupil progress scores and attainment. ❖ High expectations are consistent and insisted upon by all teachers across the school. ❖ Training from ‘Transforming SEND’ is impactful and practices are embedded across all year groups through everyday routines. ❖ Pro-social skills are developed in all pupils through the exploration of ‘The Empowerment Approach by Kit Messenger. Building on the schools relational approach to practice by exploring the executive functioning skills that pupils may not have mastered yet. ❖ To continue to improve attendance figures with a focus on persistent absentees and reducing the absence for these pupils leading to an increased sense of belonging for all. 	
<p>Governor Monitoring:</p> <p>Autumn: Attendance at INSET 2 – The Empowerment Approach with follow up communication/questionnaire with staff about the impact of the training on practice – are you using knowledge of the executive functioning skills in the classroom?</p> <p>Spring: Attendance at twilight session for transforming SEND training and discussion with members of staff about the impact of the training on their practice in class.</p> <p>Summer: Observations of lessons alongside SLT to review the impact of RING elements in lessons to support pupils’ engagement and enjoyment of school.</p>	



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Intent	Implementation	Intended Impact	Resources/CPD Timeline	Monitoring (who/when how)
Improve 'collective teacher efficacy' of high quality inclusive teaching.	INSET 1 – Explore the different features of High quality inclusive teaching through identifying 5 characteristics and breaking it down into smaller aspects. Continue to build up this collective piece of work demonstrating what HQIT looks like at Tower Hill throughout the year by returning to different aspects in each PDM. Does our Teaching for Learning Policy reflect our characteristics?	A shared belief in the staff team that all practitioners have a high impact on pupil outcomes. Teachers and LSAs understand the expectations of high quality teaching at Tower Hill and how it looks across the curriculum.	Autumn Term – INSET 1	Governor attendance at INSET 1.
Pupils are engaged fully with their learning. Lessons have relevance and are interesting to the pupils.	PDM 1 – Deliver training on RING – what does it look like in the classroom? Provide a range of ideas for hooks and allow exploration. TASK – Plan a 'hook' lesson. PDM 3 – Review 'hook' lesson and feedback. PDM 3 – Class trips – purpose and outcomes. Peer observations for practitioners to experience good examples of RING in other lessons.	Teachers improve their pedagogical approach to ensure all pupils are engaged in learning across the curriculum. Lessons become more engaging and 'come to life' for the pupils ensuring ALL pupils are on track and enthusiastic about learning. Less reliance on the use of flipcharts and 'chalk and talk' approaches to lessons.	PDM time	Wk2/3 HT/DHT to observe 'hook' lessons and give feedback.
To explore the relevance of learning in maths to everyday life to make it 'come alive' for pupils.	PDM 2 – Explore the different contexts that maths can be brought to life by exploring the relevance of it. TASK – Plan unit of work. PDM 5 – Review relevance maths learning and feedback.	Teachers improve their pedagogical approach to ensure all pupils are engaged in learning across the curriculum. Lessons become more engaging and 'come to life' for the pupils ensuring ALL pupils are on track and enthusiastic about learning. Less reliance on the use of flipcharts and 'chalk and talk' approaches to lessons.	PDM time	Governors/SLT to observe the impact of PDM on T&L in the classroom in the Summer Term.
To enhance understanding of how to achieve inclusion for our pupils who are the most vulnerable and often have the most complex needs.	Twilight 1 (Week 3) Transforming SEND Training for all teaching staff. Foci – Complete Module 1 – Neurodevelopmental Approach to learning Twilight 2 (Week 10) Transforming SEND Training. Foci – Module 2 – Inclusive Teaching. Complete an action plan for class. Twilight 3 – 6 (Spring and Summer Terms) to complete the full cycle of training available.	All teaching staff demonstrate a core understanding of psychological, communication and sensory development needs. Teaching staff are able to reflect on current practice and evaluate whole school practice, classroom (curriculum, classroom systems/environment) practice and individual practice with regards to strengths, emerging skills and areas for development.	Twilight PDM sessions x6 in lieu of last two days of term.	Governor attendance and review of training in Spring Term alongside discussion with teaching staff.
Practitioners demonstrate a growing understanding of executive functioning	INSET 2 am– All teaching staff to take part in half day training – 'The Empowerment Approach', Kit Messenger (Curious not Furious).	Pupils are given the opportunity to develop their own emotional intelligence through 'The Empowerment Approach' by giving them the skills they need to have conscious control of themselves. They feel empowered to	INSET 2 time Cost – TBC	Governor attendance at training followed by review of effectiveness through discussion with colleagues. SLT to review



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<p>skills and use them to support pupils.</p> <p>Impact on pupil progress by identifying key groups of pupils and barriers to learning. Make practitioners accountable for that progress needed to impact on end of KS outcomes.</p> <p>To collectively with staff draw up a toolkit of barriers to learning and effective ways to overcome them.</p> <p>To ensure lessons are 'pitched' accurately to allow ALL pupils to make maximum progress with in a lesson and across a series of lessons.</p> <p>To ensure pupils know what they are learning and begin to develop a recognition of their own learning skills.</p> <p>Reduce persistent absentee levels from 23.24.</p>	<p>PDM 9 – Further explore the use of 'Executive Functioning skills' in our curriculum.</p> <p>Use Pupil progress meetings to identify groups of pupils using Summer 24 data and Venn diagrams that are not reaching their potential and not on track to reach RWM combined by the end of KS1 or KS2. In Some year groups it will be possible to use FFT targets for analysis. Draw together a plan of action for those pupils by identifying the barriers and craft performance management targets around them for both class teachers and Learning support staff.</p> <p>INSET 2 pm – Explore resources such as EEF and PEP toolkit to identify key barriers to learning for our pupils at Tower Hill. Draw up a 'Tower Hill' document showing our perceived barriers to learning and effective intervention toolkit. Practitioners to decide which approaches will support their key focus group.</p> <p>Spring Term PDM – To explore what good pitch is and return to the key characteristics of effective high quality teaching at Tower Hill. How are we using our feedback sheets and effective AFL to ensure our groupings are fluid and that we adapt and change planning as the unit of work progresses. Can ALL pupils access the tasks and learning on offer? Is it challenging enough for some?</p> <p>DHT to continue to drive the pupil parliament scheme termly across the school to allow leaders to discuss learning with the pupils. Subject leaders to continue to monitor books and talk to pupils about their learning.</p> <p>HT, SENDCo and FSLW to work closely with those pupils who have demonstrated persistent absenteeism in the previous years. Draw up a list of pupils to specifically work alongside to impact on their attainment by ensuring their experience in class is of high quality and that they have a good sense of belonging.</p>	<p>understand their brains, emotions, needs and stressors building to a sense of control.</p> <p>A sense of focus on groups of pupils to impact on whole class outcomes arises. Practitioners develop a true sense of barriers to learning and ways to overcome them.</p> <p>A collective understanding of key barriers to learning and effective interventions will support pupil progress outcomes.</p> <p>ALL pupils are able to succeed in every lesson and most are able to confidently say what they have learnt that they could not do before. Practitioners understand the small steps needed before the build on and know if there are gaps in learning that need to be filled first.</p> <p>Pupils continue to have their voice heard in school and are privy to conversations about learning and how best they learn.</p> <p>Attendance for those pupils targeted improves on the previous year and communication between parents and school continues to be excellent.</p>	<p>INSET 5 (23.24) Performance management meetings</p> <p>INSET 2</p> <p>Spring term PDM</p> <p>Termly</p> <p>On-going with half termly report to Gobs.</p>	<p>the usefulness of the training.</p> <p>Governor to review a selection of PM objectives at PAY committee. SLT to 'moderate' objectives et to ensure fairness.</p> <p>SENDCo to observe LSA interventions to analyse the use of the barriers to learning toolkit. Are staff identifying and using interventions appropriately to impact on them? Subject leaders to monitor the planning cycle and support with identifying barriers.</p> <p>HT/DHT to observe pupil parliament sessions.</p> <p>HT Gove port to include a list of the targeted pupils and attendance figures half termly to demonstrate the impact.</p>
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November Review:

