

mulberry

Wood Wharf Primary



School Improvement Plan 2023 -24

- Access to education and the chance to be educated is a human right in a civilised world
- Education should provide rich intellectual and personal development for individuals and communities of people
- Education is a public good

Our Values



Our Values

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

- ❖ Our SIP explains who we are and what are 4 big priorities for the year are.
- ❖ it drives how we plan, use resources and support our teachers and leaders to make the best impact for the pupils.
- ❖ It allows us to measure and review the impact from the actions we have taken

Who is it for?

- ❖ It is for everyone at Mulberry Wood Wharf because everyone makes a difference to the quality of education the children receive.
- ❖ The staff, parents and pupils have all contributed to the plan and their voices are heard throughout

Outstanding Achievement For All

Our Characteristics of effective learning



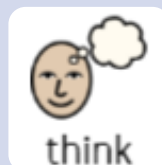
investigation

We are investigators!



designer

We are designers!



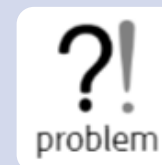
think

We are critical thinkers!



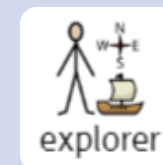
risk

We are risk takers!



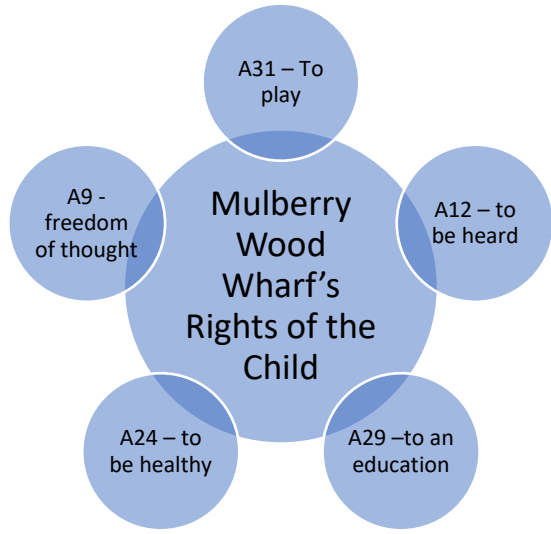
problem

We are problem solvers!



explorer

We are explorers!



Mulberry

Wood Wharf Primary

Our context

Mulberry Wood Wharf Primary is based in the Isle of Dogs, close to Canary Wharf, in the borough of Tower Hamlets.

The school opened to one Reception Class in September 2022. It is a two-form entry school. In September 2023, the school has one Year One Class and Two Reception classes. By 2028 the school will have reached its full capacity

30% of the children speak English as an Additional Language. We are an inclusive school and work with children with a variety of special educational needs.

We know that education is valued by our parents and that there is an increasing interest in parents understanding of the education system and learning how to support their child. Our average attendance figures show the commitment our parents have to their children's learning.

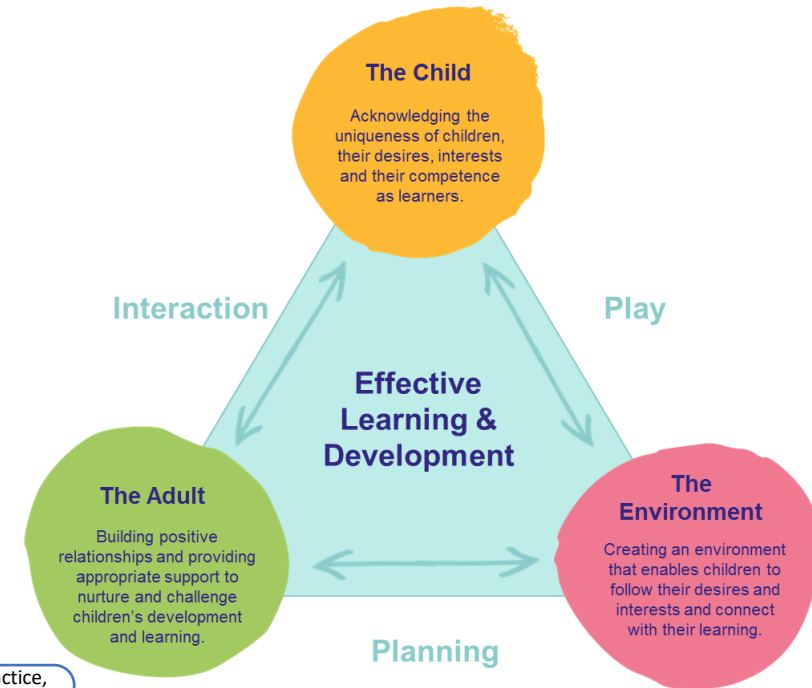
We understand the importance of widening the children's life experiences and the need to expose them to different areas of London and the opportunities that exist here. We want children to leave our school with as much 'cultural capital' as possible and be secure with conversational and academic language to ensure that they can clearly articulate and share their opinions and knowledge in their ongoing educational careers.



Mulberry Wood Wharf Curriculum Intent

A creative curriculum based on an accumulative knowledge approach: Foundations of the curriculum at Mulberry Wood Wharf

- Raising achievement for all through the application of knowledge across the curriculum
- A personalised approach
- Raising and maintaining standards in the core subjects while delivering a motivating foundation curriculum, with independent and child-led learning
- Thematic approach with a core question to help children make connections and develop opinions
- Our core values underpin the school's ethos and curriculum
- Children are active participants in their learning
- Outcomes are individual and meaningful to the child



Driver 1

- We are driven by our moral purpose, vision and values and we have a clear strategic direction so that time and resources are used effectively and have the best impact.

Driver 2

- We take pride in being an inclusive school that takes diversity, equality and equity seriously. We make sure we get it right for all children including SEND and preparing them for a changing and increasingly complex world

Driver 3

- We provide high quality teaching and interactions with pupils. We carefully assess them and we know that good progress is when children know more and they feel good about their learning and themselves.

Driver 4

- We draw on old and new research which informs our practice, we are particularly interested in theories about how child development and how the brain works through the primary years and how children learn (pedagogy and characteristics of learning)

Driver 5

- The unique child - We know that happy brains means lots of learning and we take the time to find out about children and their needs. We focus on pupils' wellbeing and involvement throughout the primary years (Leuven scales)

Driver 6

- We aim to provide our pupils with a mini world where they can learn, make mistakes and learn some more so that they are prepared and feel confident for the future

The curriculum is ambitious, broad and balanced, tailored to the needs of Mulberry Wood Wharf Primary's community. It is consistent with the fully inclusive, aspirational vision of the Mulberry Schools Trust and focused on **outstanding achievement for all**. Mulberry Wood Wharf Primary will be an educational environment in which all pupils will become accomplished and confident with the skills and aspirations to move to each phase of their education from early years to primary, on to secondary and into higher education, training or employment at age 19.

School Evaluation 2022 - 23

	Strengths	Next steps
Quality of Education	<p>Pupils made significant progress from their starting points</p> <p>GLD was above NA and LA data at 70%</p> <p>Wellbeing and involvement of pupils is a priority</p> <p>The curriculum is inclusive for all</p>	<p>Developing the role of the adult to ensure high quality of interactions between the child and the adult</p> <p>Developing MWW characteristics of effective learning and how these underpin the curriculum</p> <p>Focusing on the quality of the continuous provision so that it works hard</p> <p>Focusing on pedagogy to continue the journey of building a curriculum</p>
Behaviours and Attitudes	<p>Pupils enjoy coming to school</p> <p>Wellbeing and involvement is high</p> <p>Children form good relationships with their peer and the adults in the setting</p> <p>Adults support pupils by co- regulation</p>	<p>Creating a shared language amongst pupils and staff underpinned by the school values and behaviour policy</p> <p>Understanding the unique child and enabling them to thrive</p> <p>Understanding about brain development in relation to self-regulation</p>
Personal Development	<p>Pupils take part in several whole school activities to promote personal development such as religious and cultural festivals and other national events such as world book day and charity days</p> <p>Pupils celebrate their achievements through weekly assemblies and star of the week</p>	<p>To create leadership opportunities for pupils</p> <p>To gain the bronze and silver healthy lives award</p> <p>To become a rights respecting school</p> <p>To create a collective worship programme</p>
Leadership and management	<p>The leadership is small meaning new systems have been established and implemented with consistency</p> <p>Leaders are reflective and committed to the providing outstanding</p>	<p>To develop leadership roles within the staffing structure</p> <p>Planning for the future growth of the school</p> <p>Leadership and management of moving to the new site</p>
EYFS	<p>Outcomes for pupils are above NA and LA data</p> <p>The curriculum is underpinned by the EY principles</p> <p>Wellbeing and involvement is a focus meaning pupils are ready to learn</p> <p>The curriculum is implemented</p>	<p>To develop the intent of the curriculum around the school values and characteristics of effective learning</p> <p>The adult role of facilitation needs to develop to ensure consistent impactful interactions, that support the children to make connections in learning and reduces the number of missed opportunities in provision to move their learning on</p> <p>Further strengthen core aspects of the continuous provision, reflect on the</p>

Quality of education

Priority 1: To ensure that the schools foundation curriculum across all subject areas is sequenced logically and progressively, with opportunities for recall and flashback to build on previous learning. To raise standards (both attainment and progress) in reading and writing ensuring high quality implementation with the impact on outcomes being regularly reviewed.

Lead: Sarah Jane Bellerby

Action	How will this be achieved and how will we know it has been achieved?	Cost/CPD	Expected outcome
To implement the Key Stage One Curriculum (all subjects)	Weekly Staff CPD Regular coaching of Y1 teacher who is new. Deep dives into subject areas to evaluate the impact of teaching and learning and quality of outcomes A robust and rigorous monitoring schedules Termly pupil interviews Peer reviews Termly analysis on outcomes for pupils (formative and summative) Pupil progress meetings Parent workshops Curriculum document	Cusp curriculum	<ul style="list-style-type: none"> - pupils acquire the knowledge and cultural capital they need to succeed in their primary years and beyond - pupils make progress, in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum - teachers are confident to teach the curriculum (knowledge and skills) - high quality outcomes for all pupils
To ensure that the daily teaching of reading is high quality	To implement the reading leader role so it is effective in raising standards in reading SJ to attend reading leader training Regular CPD all staff through the training programme and on the Science of reading and the stages of reading development RWI portal CPD Daily Practice/coaching sessions all staff Assessment of pupils every half term RWI development day with an external consultant	R,W,I subscription RWI development day £695	<ul style="list-style-type: none"> - all pupils will make expected + progress in reading - pupils will be grouped appropriately and will thrive in the group that they are placed - assessments of pupils will be accurate - teaching of phonics will be at least good or outstanding - Teachers will be confident teaching phonics therefore pupils will make progress - Pupils who receive 1:1 tutoring will make accelerated progress so that they keep up and not catch up - attainment will be in line with local and national data
To create a Mulberry Wood Wharf reading journey for KS1 that enables all pupils to be at the expected reading standard going in to KS2	Launch of the core book challenge Weekly Give me 10 reading workshops, targeting families Monitoring of curriculum and its impact on reading Website and marketing of the reading strategy at MWW Book fayres to celebrate reading books Reading events such as World book day and the late night library Director of school improvement support		<ul style="list-style-type: none"> - Intent for reading will be clear (love of reading and reading skills) - All stakeholders including pupils will be able to talk about MWW and what is in place to support early reading - The wider curriculum will provide rich reading opportunities for all groups of pupils

Action	How will this be achieved and how will we know if it has been achieved?	Cost/Cpd	Expected impact
<p>Further strengthen core aspects of the continuous provision, reflect on the organisation, labelling, prompts, amount of resources and learning resource gaps. Make it work hard for adults and children.</p>	<p>Leuven scales analysis (half termly) Weekly CPD sessions Monitoring of environment (termly) Working on the recommendations from the Early Excellence review Visits to other schools Provision audits</p>		<p>-wellbeing and involvement of pupils is high - children demonstrate knowledge and skills through the continuous provision - practitioners understand the importance of learning through play - children will engage in high quality interactions that deepen their thinking</p>
<p>The adult role of facilitation needs to develop to ensure consistent impactful interactions, that support the children to make connections in learning and reduces the number of missed opportunities in provision to move their learning on</p>	<p>Models of excellence Observations and coaching adult and pupil interactions CPD sessions The classroom environment</p>		<p>-pupils communication and language will progress, and they will learn new vocabulary (Tier 2 and 3) to support learning and understanding - pupils and adults will engage in high quality interactions that will deepen thinking</p>
<p>To support class teachers with first quality teaching and supporting pupils with SEND</p>	<p>External training (Phoenix, thep, Communication and language team) Send code of practice External professionals coaching and supporting practitioners SEND CPD Monitoring of teaching and learning for pupils with SEND Lesson observations Parental feedback Pupil voice Pupil observations Annual reviews Data tracking</p>	<p>SALT: £</p>	<p>Class teachers will be confident in creating an inclusive classroom - Adults will be equipped with the necessary skills to support pupils needs where learning has been personalised - SEND pupils will be able to communicate successfully with support personalised to their needs</p>

Behaviour and attitudes Priority 2 - To develop systems so that children are active participants in their learning, are motivated and persistent learners and thoughtful caring citizens in school and beyond.
Lead: Sarah Jane Bellerby

Action	How will this be achieved and how will we know it has been achieved?	Cost/CPD	Expected impact?
To understand and plan for the characteristics of effective learning (In reception and year 1)	CPD sessions to unpick the characteristics of learning Develop a portfolio of good practice where characteristics of learning have been planned for. Models of excellence Daily coaching for practitioners and shared teaching Lesson observations Pupil observations Research informed Development matters Early Years statutory framework	CPD	<ul style="list-style-type: none"> - the characteristics of learning will underpin the curriculum and showcase individual skills, knowledge and talent amongst pupils - staff and pupils will develop a culture of growth mindset meaning learning and thinking will deepen
To develop a common language to support independent behaviour choices	CPD sessions Models of excellence Behaviour policy Keeping children safe in Education Pupil observations Classroom observations	CPD	<ul style="list-style-type: none"> - consistent language will be used and children will have a clear understanding of behaviour expectations and how their actions can cause positive and negative consequences - Pupils will be able to use the language around reflection - staff will feel confident in supporting pupils to reflect on choices - behaviour of pupils will be good/outstanding
To plan for the school to have 97% attendance	<ul style="list-style-type: none"> - working with MCB attendance lead on systems and tracking attendance - Workshops for parents on preventing illnesses and myth busting (parent support team and school nurse) - attendance teddy bear reward and attendance stickers. End of year reward for 100% attendees - Attendance included in the newsletter 	CPD	<ul style="list-style-type: none"> - Attendance will be at or above the national average - there will be less extended/holiday leave - target families will feel supported and persistent absence will improve -

Personal Development – Lead – Sarah Jane Bellerby

Priority 3 – To develop pupils to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. To develop the build of the curriculum to enable this.

Action	How will this be achieved and how will we know it has been achieved?	Cost/CPD	Expected impact
To achieve the bronze and silver award for Healthy Schools London	<ul style="list-style-type: none"> - working with the TH healthy lives team - completing a whole school and targeted group action to secure the silver and gold award - include stakeholders in consultation - Create a policy and information share on how MWW supports healthy lifestyles - include on social media and other communication pathways 		<ul style="list-style-type: none"> - pupils will have independent skills at keeping themselves healthy - there will be a culture of healthy bodies and healthy minds - staff and parents will understand the importance of creating healthy lifestyle culture - pupils will be able to talk independently about healthy choices
To achieve bronze and silver Rights respecting schools award	<ul style="list-style-type: none"> - Lead to attend training - CPD sessions to support practitioners on classroom practice - assembly timetable to incorporate the rights of the child. - rights of the child to be included in the curriculum - working with pupils to understand rights and responsibilities, wants and needs - holding events charity and non-charity in support of UNICEF and the rights of the child - make a 3-year plan on building a rights respecting school and begin developing the role of the rights respecting ambassador 	<p>£2 per pupil at the date of sign up</p> <p>Annual minimum fee £100</p> <p>Training cost:</p>	<ul style="list-style-type: none"> - the curriculum will be underpinned by the rights of the child - adults will be confident in the beginnings of using the language related to children's rights and responsibilities - the wider community will begin to understand the role of the school in promoting and understanding pupil's rights - pupils will feel heard - behavior will be good
To work with stakeholders to develop and implement the school's RSE curriculum	<ul style="list-style-type: none"> - work alongside TH healthy lives team - hold an initial consultation in early spring 1 with parents and staff - create a policy that will be ratified by trustees in Spring 2 - host parent workshops to share the content of the Jigsaw curriculum - ensure the website displays all content that will be shared - plan Class workshops for the summer 1 term in readiness for summer 2 changing me unit 		<ul style="list-style-type: none"> - the community will be satisfied with the RSE policy and the content that is taught to pupils - Parents will feedback that their voices have been heard - the development of the curriculum will take into consideration the cultural and religious backgrounds of the community the school serves
To continue with the enrichment journey building the cultural capital for pupils	<ul style="list-style-type: none"> - develop and grow the enrichment offer based on the new site utilising additional space - questionnaire to the parents on the quality of clubs and to take their views on the enrichment they would like for their child - question the pupils on the enrichment they would like to see - market the success of the enrichment on the website and other platforms - agree with trustees on the charging policy for enrichment 	<p>Pupil premium funding</p> <p>Sports premium funding</p>	<ul style="list-style-type: none"> - enrichment will capture pupils' interests and give them high quality opportunities to pursue skills and talents - pupils will take part in new experiences - disadvantaged pupils will build on their cultural capital - parents will feedback about the quality of the enrichment and outcomes supporting the reputation and recruitment of the school

Leadership and management – Priority 4 – The leadership will have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This will be evident through strong, shared values, policies and practice – **Lead – Sarah Jane Bellerby**

Action	How will this be achieved and how will we know it has been achieved?	Cost/CPD	Expected impact
To support new staff members including an ECT with pedagogy, practice and curriculum implementation	<ul style="list-style-type: none"> - Induction tutor training and guidance from the East London Learning Hub and ECT statutory guidance - Planning meeting support - Weekly CPD sessions - Appraisal policy and process - lesson observations - ECT assessments 		<ul style="list-style-type: none"> - high quality outcomes for pupils - good or outstanding teaching for all new staff - high quality interactions between staff and pupils resulting in good or outstanding progress and attainment - Reading will be a key driver in the curriculum
To continue building and strengthening the parental engagement and recruitment	<ul style="list-style-type: none"> - weekly newsletters - half termly workshops - parent voice sessions - parent support service 		<ul style="list-style-type: none"> - parent feedback and questionnaires will be positive - recruitment will be successful and classes will be full with MWW being the school of choice - pupils outcomes will improve because of parental engagement in teaching and learning - pupils, staff and families will feel a part of a community and that their voices are heard
To ensure the transition to the new site is organised and seamless having very little impact on pupils, staff and families.	<ul style="list-style-type: none"> - excellent communication pathways with families and staff - a clear plan for the move (daily plans) - Risk assessments completed for new site - staff training and support for the new site - business continuity plans for online systems 	TBC – move costs	<ul style="list-style-type: none"> - Key statutory requirements will be met - children’s wellbeing will be high - there will be little impact on teaching or learning - staff will feel valued and that their wellbeing has been supported - Parents will feel confident in the school systems and teaching and learning
To develop a culture and policy around mental health	<ul style="list-style-type: none"> - create a mental health charter - attend mental health training - SJ to attend a refresher in mental health first aid - the raise awareness of mental health to staff, pupils and families through school leadership and culture and local and national events 	£1200 grant from the government	<ul style="list-style-type: none"> - attendance for staff will be good - staff will be happy to come to school - staff will feel supported in times of need - staff will feel that they can approach leadership

Leadership and management – Priority 4 – continued

Action	How will this be achieved and how will we know it has been achieved?	Cost/CPD	Expected impact
<p>To ensure that there is high quality teaching and learning in reading</p> <p>The implementation of the new curriculum is underpinned by reading</p> <p>There is a culture and love of reading in the MWW community</p>	<ul style="list-style-type: none"> - headteacher postcards linked to reading - workshops on early reading - CPD for staff on the Science of reading and the stages pupils must go through to become secure readers by the end of KS1 - Create a pupil book swap and a parent/staff book swap - create purposeful and motivating events around reading such as poetry performances, book making , author visits, torchlight book reading - monitoring and deep dive on the quality of reading - ensuring the effectiveness of the reading lead has an impact on teaching and learning and pupil outcomes. - internal and external moderation events on the assessment of reading 	<p>RWI subscription</p>	<ul style="list-style-type: none"> - end of year expectations for reading in YR and Y1 will be in line with local or national data - pupils will be able to talk about reading - Practitioners will feel confident in teaching reading -