**FRIERN BARNET SCHOOL**

**School Improvement Plan 2023-24**

‘Developing the whole child’

We aspire to ensure students at Friern Barnet School can all learn well, enjoying a broad and balanced curriculum. We aim to continually improve the quality of our teaching, limit testing of students to a necessary minimum and promote trust and professional responsibility amongst members of staff. We promote equity in education, which means all students should have a high-quality education that does not depend on their backgrounds; central to this is the inclusion of children with special educational needs in mainstream schooling. We remain committed to helping students to live lives which are personally and socially fulfilling, developing a love for art, music, dance, theatre, sport and culture which will enrich the whole of their lives. Our desire is that students leave us as mature, independent learners who are also engaged and responsible citizens.



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| **Objective 1:**  To support students in their socioemotional development (developing the ‘soft’, non-cognitive skills of good relationships with others and a positive attitude towards hard work) Governor links: Ann Woodhall and Mavis Osei-Agyapong |
| **Action to be taken** | **By whom?** | **By when?** | **Measuring impact** | **Progress** |
| Staff training on restorative practices in collaboration with Lead Practitioner on ‘Restorative Schools’ in Barnet | TSS | Start: 19/9 Complete: July 2024 | Core group of staff trained on using restorative practiceLower number of incidents leading to the use of the shadow timetable.Reduction in numbers of problems escalating to detentionsIncreased collaboration with community sports providersStudents are aware and have access to a range of extra-curricular opportunitiesReducing the number of students with several AtL grade 1s and 2s compared to the previous year (increasing grades 3 and 4)RACE mark achieved |  |
| Appointment of person responsible for extended curriculum in sport | MNJ | Sept 2023 |
| Promoting extra-curricular provision for each student | HES | Ongoing |
| Using AtL data to identify, challenge and support students who are displaying apathy with respect to work | SLT/HoF/HoY links | Termly |
| Achieving RACE mark | NYK | Dec 2023 |

 

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| **Objective 2:** To have high expectations of all students, providing engaging and appropriately challenging lessons and home learning, promoting higher-order skills of critical thinking, communication and collaboration Governor link: Nishad Gudhka |
| **Action to be taken** | **By whom?** | **By when?** | **Measuring impact** | **Progress** |
| Staff training on stretch and challenge | BRL/NYK | Start: 19/9 and ongoing | Lesson observations show increasing ‘green’ judgements for differentiation and challengeLesson observations demonstrate opportunities for students to develop oracy skillsHome learning policy is clear on expectations and shared with all stakeholdersReduction in behaviour SIMs records for no home learning |  |
| Review of home learning to ensure it is meaningful and promotes independent learning | PGK | From Sept 2023 |
| Continue to review schemes of work to ensure more student engagement in lessons including increased opportunities for practising oracy through structured talk | SLT/HoF links | Ongoing |

 

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| **Objective 3:**  To ensure consistency of expectations and routines across the school, including managing attendance and persistent absence Governor link: Anne H |
| **Action to be taken** | **By whom?** | **By when?** | **Measuring impact** | **Progress** |
| SLT secondment to focus on behaviour and attendance | HES/MNJ | Sept 2023 | Attendance to improve so it is closer to pre-pandemic levelsPersistent absence rates to drop by 10%Monitoring and tracking of behaviour dataReduction in the number of students in IEReduction of students in 40 and 60min detentions Suspension data (including repeat suspensions) in line with national averagesSurveys, lesson obs and learning walks show increased consistency in managing good classroom behaviour |  |
| Review of management of attendance  | TSS/RNJ | Oct 2023 |
| Implement 6 recommendations from EEF ‘Improving behaviour in schools’  | TSS | Ongoing |
| Staff trained to use SIMs to accurately record incidents and PMP support plans |  |  |



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| **Objective 4:**  Improve reading and disciplinary literacy so all students can effectively access the curriculum and make good progress Governor link: Zeenat Syed |
| **Action to be taken** | **By whom?** | **By when?** | **Measuring impact** | **Progress** |
| Appointment of Lead Practitioner for literacy with a whole school focus on improving reading | HES/PGK | Sept 2023 | LP in placeCelebration events spread a culture of readingPeer programme in placeObservations and work scrutiny show subject support for literacyYr7 and 8 students with low reading scores make good progress against peersTrained peer mentors delivering peer reading programme |  |
| Staff training on exam literacy at KS4 | HYJ/MKS | Start: 19/9 and ongoing |
| Development of existing reading scheme to focus on comprehension as well as phonics | PGK/SENDCo | Start Oct 2023 and ongoing |
| Learning walks and lesson observations to ensure shared language and knowledge when developing literacy | PGK/HYJ | Ongoing |
| Develop a peer reading scheme – training peer mentors to deliver the programme | PGK/HYJ | Start: Jan 24 and ongoing to July 24 |



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| **Objective 5:** Developing the collaborative culture across the school, developing staff through professional learning and sharing of effective practices Governor link: Niki Savva |
| **Action to be taken** | **By whom?** | **By when?** | **Measuring impact** | **Progress** |
| Embed Tuesdays as professional learning time | PGK/HES | Sept 2023 | Hybrid programme of face to face and online learning in place every TuesdayThree new PLCs: positive behaviour for learning; exam literacy; stretch and challengeFaculty sharing time regularly takes placeMore KS3 students graduating from the HubPGK – delivering NPQ for aspiring senior leadersTeachers accessing quality national programmes to develop their practice |  |
| Re-launch of new PLCs to reflect focus on literacy, challenge and restorative practices | PGK | Sept 2023 |
| Faculty sharing time built in to CPD programme | PGK | Each half term |
| Increased classroom outreach by Hub staff to help student re-integration into mainstream lessons | MNJ | Ongoing |
| Collaboration with UCL to deliver and access NPQ programmes | PGK | Start: Sept 2023 and ongoing |



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