



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.

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 practice	
Appointment of person responsible for extended curriculum in sport	MNJ	Sept 2023	Lower number of incidents leading to the use of the shadow timetable.	
Promoting extra-curricular provision for each student	HES	Ongoing	Reduction in numbers of problems escalating to detentions Increased collaboration with community sports providers	
Using AtL data to identify, challenge and support students who are displaying apathy with respect to work	SLT/HoF/HoY links	Termly	Students are aware and have access to a range of extra-curricular opportunities	
Achieving RACE mark	NYK	Dec 2023	Reducing the number of students with several AtL grade 1s and 2s compared to the previous year (increasing grades 3 and 4) RACE mark achieved	

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 challenge	
Review of home learning to ensure it is meaningful and promotes independent learning	PGK	From Sept 2023	Lesson observations demonstrate opportunities for students to develop oracy skills	
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	Home learning policy is clear on expectations and shared with all stakeholders Reduction in behaviour SIMs records for no home learning	

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 levels Persistent absence rates to drop by 10%	
Review of management of attendance	TSS/RNJ	Oct 2023	Monitoring and tracking of behaviour data	
Implement 6 recommendations from EEF 'Improving behaviour in schools'	TSS	Ongoing	Reduction in the number of students in IE Reduction of students in 40 and 60min detentions	
Staff trained to use SIMs to accurately record incidents and PMP support plans			Suspension data (including repeat suspensions) in line with national averages Surveys, lesson obs and learning walks show increased consistency in managing good classroom behaviour	

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 place	
Staff training on exam literacy at KS4	HYJ/MKS	Start: 19/9 and ongoing	Celebration events spread a culture of reading Peer programme in place	
Development of existing reading scheme to focus on comprehension as well as phonics	PGK/SENDCo	Start Oct 2023 and ongoing	Observations and work scrutiny show subject support for literacy	
Learning walks and lesson observations to ensure shared language and knowledge when developing literacy	PGK/HYJ	Ongoing	Yr7 and 8 students with low reading scores make good progress against peers Trained peer mentors delivering peer reading programme	
Develop a peer reading scheme – training peer mentors to deliver the programme	PGK/HYJ	Start: Jan 24 and ongoing to July 24		

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 Tuesday	
Re-launch of new PLCs to reflect focus on literacy, challenge and restorative practices	PGK	Sept 2023	Three new PLCs: positive behaviour for learning; exam literacy; stretch and challenge	
Faculty sharing time built in to CPD programme	PGK	Each half term	Faculty sharing time regularly takes place	
Increased classroom outreach by Hub staff to help student re-integration into mainstream lessons	MNJ	Ongoing	More KS3 students graduating from the Hub PGK – delivering NPQ for aspiring senior leaders	
Collaboration with UCL to deliver and access NPQ programmes	PGK	Start: Sept 2023 and ongoing	Teachers accessing quality national programmes to develop their practice	