

FJS School Improvement Plan 2018-2019

Section 1: Approach to improvement planning and overview of priorities

Section 2: School targets 2018-19

Section 3: School Improvement delivery plan for 2018-19



Moving forwards, towards good and outstanding....

Foxdell Junior School- SIP 2018-2019

Section 1: Approach to improvement planning

The purpose of this plan is to identify key areas for improvement in the coming year so we achieve our school targets for 2018-2019 set out in Section 2.

This delivery plan is underpinned by on-going evaluation of key actions to quality assure the impact on pupil progress and well-being and adjust accordingly. This is reviewed and recorded each term by the Executive Headteacher and SLT e.g. Aut 2, Spr 2, Sum 2

The termly review informs our SEF (school evaluation form) which will be updated periodically (July/August 2018 and again, in November 2018, March 2019, July 2019).

SLT will review/ adjust the SDP & SEF in January 2019 and mid-year in April 2019.

This plan is supplemented by individual, detailed improvement plans devised, implemented and monitored by our subject leader.

In addition to internal monitoring and evaluation in relation to the quality of our teaching, provision and children's learning, partnerships with external organisations/schools that contribute significantly to our improvement process.

Recommendations from the following informed our plan:

- ❖ OFSTED 2017 - Progress monitoring conducted by an external Review team in May 2018
- ❖ Nationally benchmarked pupil achievement at end of Y6
- ❖ Fischer Family Trust
- ❖ Internal pupil achievement data for all years
- ❖ Our assessment and moderation strategy at Foxdell Juniors.

Internal monitoring and evaluation

On-going monitoring and evaluation underpin our plan. This includes:

- ❖ Half termly pupil progress review meetings
- ❖ Observations of teaching & learning walks
- ❖ On-going review of planning, evaluation, marking and feedback
- ❖ Subject specialist audits incl. on-going behaviour and attendance monitoring
- ❖ Performance appraisals x2 plus an annual review
- ❖ Subject/area leaders annual impact evaluation reports
- ❖ Feedback from the GB, incl. our staff, pupils, parents and families

The impact is monitored each term by the Executive Headteacher, SLT, middle leader and by the GB via an annual schedule of termly review days hosted by the Executive Headteacher, linked GB visits (Subject, SEND and Safeguarding) and our GB meetings.

Section 1- Overview of priorities 2018- 19

Priority 1- Effectiveness of leadership and management Support, challenge and celebrate	Priority 2 – Quality of teaching, learning and assessment Effective pedagogy and practice	Priority 3 – Personal development, behaviour and welfare Happy safe and secure	Priority 4 – Outcomes for children and other learners No child left behind
<p>To develop the skills and capacity of inexperienced and senior teachers, enabling them to</p> <ol style="list-style-type: none"> 1. Demonstrate an ambitious vision. 2. Have high expectations for what all children and learners can achieve 3. Ensure high standards of provision and care for children and learners. 	<p>Teaching quality is aimed to move to good across all phases and subjects</p> <ol style="list-style-type: none"> 1. Consolidate teachers' skills so that teaching and learning become securely good. 2. All volunteer and trainee teachers have regular assigned mentoring and support by the class teacher. 3. Further raise attainment in maths, reading and writing. 4. Develop maths mastery. 5. To ensure assessment informs teaching to raise attainment and improve progress. 6. Ensure all staff have consistently high expectations of what each child can achieve, including the most able and the most disadvantaged. 	<p>Further improve the management of behaviour and welfare by building on the positive culture across the school so</p> <ol style="list-style-type: none"> 1. Learner behaviour is managed using a consistent whole school approach 2. Learners are proud of their achievements and show commitment to their learning. 3. Children have an increased moral awareness and can interact in a positive and caring manner with a wider range of pupils. 4. Sustained effective community cohesion and parental engagement. 5. Thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive. 	<ol style="list-style-type: none"> 1. Raise standards of attainment for all pupils, particularly those who are more able, and close gaps for vulnerable groups where they exist. 2. By July 2019 ensure that all pupils including most able and especially disadvantaged, are making at least good progress so that the gaps are closed between the school and FFT PP/50. 3. Improve outcomes in maths, writing and reading, ensuring all pupils are sufficiently challenged. 4. Progress for lower attainers and SEND learners shows an upward trend.

Section 2: The School Raising Achievement Plan (RAP) 2018– 19 (Priority 1 and Priority 2)

Priority 1- Effectiveness of leadership and management <ol style="list-style-type: none"> 1. Making sure that stronger practice evident in teaching and learning is shared widely across the school, so that skills and capacity of all teachers demonstrate an ambitious vision (all teachers have high expectations for what all children and learners can achieve). 2. Ensure high standards of provision and care for ALL children and learners (all attainment levels and within pupil groupings). 3. Strengthen the capacity of governors to provide the right degree of challenge to assure themselves that pupils from different groups in different year groups are achieving as well as they should and that any additional funding is helping overcome underperformance quickly. 		
	Target	Success Criteria
1.	To support Year Group Leaders (YGLs), Maths and English Leaders in their individual role. To collectively as SLT to meet the aims of the School Improvement Plan and secure good provision and outcomes.	YGLs, English and Maths Leaders, Ex HT and SLT will meet their own subject leadership targets in terms of performance management targets. At least 65% pupils including most able and especially disadvantaged, are making at least good progress so that the gaps are closed between the school and FFT PP/50 in Reading, Writing and Maths and in GPS (Grammar, Punctuation and Spelling) in Year 6 national tests and in school tests. Lesson observations, work sampling will show that 100% of provision is at least good.
2.	Teaching in Y3-6 to be successful and meeting the aims of the School RAP and securing good provision and outcomes. Ensure that all pupils including most able and especially disadvantaged, are making at least good progress so that the gaps are closed between the school and FFT PP/50.	Teaching in Y3-6 to be good by Summer 2019 – with consistently good or better provision. To ensure the children are given the support to secure their basic teaching and learning of English and Maths and have access to exemplars in the classroom (working walls). Children falling behind are immediately identified and provided with targeted 1-1 support in and out of class. To provide constant modelling of good lessons and continuous support from external agencies.
3.	To ensure the subject leader have clear action plans, which are monitored and will support the provision of secured good teaching and learning. <ul style="list-style-type: none"> • English action plan • Maths action plan 	Subject leader will produce a clear action plan linked to the needs of the pupils and staff development requirements evidenced. At least 65% pupils including most able and especially disadvantaged, are making at least good progress so that the gaps are closed between the school and FFT PP/50 in Reading, Writing and Maths and in GPS (Grammar, Punctuation and Spelling) in Year 6 national tests and in school tests. The curriculum is broad, balanced and enriched by the implementation of the Cornerstones Curriculum. Cross-curricular links are made to contextualise learning and create an authentic curriculum. Lesson observations, work sampling will show that 100% of provision is at least good across all core subjects.

4.	The GB fulfil a strategic role incl. ensuring all legal requirements, particularly safeguarding are met.	Ensure GB's support and monitoring is having a positive and effective impact on teaching and learning.
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Priority 2 – Quality of teaching, learning and assessment Foxdell Junior's teaching quality is aimed to be good across all phases and subjects <ol style="list-style-type: none"> 1. Consolidate teachers' skills so that teaching and learning become solid good and better (outstanding). 2. All volunteer and trainee teachers have regular assigned mentoring and support. 3. Further raise attainment in Reading, Writing and Maths across the school. 4. Develop Maths Mastery across the school. 5. To ensure marking and assessment informs teaching to raise attainment and improve progress 6. Ensure all staff have consistently high expectations of what each child can achieve, including the most able and the most disadvantaged. 7. Ensure a broad and balanced curriculum with a rolling programme in place for all year groups. 8. Implement Extended School- To close gaps and accelerate progress and attainment. 		
	Target	Success Criteria
1.	To ensure all teachers and trainee teachers have regular assigned mentoring and support consistently across the school. To ensure that all provision is at least secure at good.	<p>All teachers and trainee teachers, NQT and experienced teachers are good and effective in their role.</p> <p>By the end of the Summer term 100% of all teachers to successfully provide good or better provision.</p> <p>100% pupils including most able and especially disadvantaged, are making at least good progress so that the gaps are closed between the school and FFT PP/50 in Reading, Writing and Maths and in GPS (Grammar, Punctuation and Spelling) in Year 6 national tests and in school tests.</p>
2.	All teachers are coached, supported and receive relevant training in the approaches of effective teaching of English, Maths/behaviour management strategies/markings and feedback/planning and lesson design. To ensure that all provision is secure at good.	<p>All teachers and trainee teachers to be inducted successfully by SLT.</p> <p>By the end of the summer term, teaching and learning are consistently good in all year groups with a good proportion (20-50%) that is better and outstanding.</p>

3.	Staff are trained and developed to produce good or better outcomes for pupils, within a supportive approach of reasonable expectations.	Specialist training provided to improve TL. 100% pupils including most able and especially disadvantaged, are making at least good progress so that the gaps are closed between the school and FFT PP/ 50 in Reading, Writing and Maths and in GPS (Grammar, Punctuation and Spelling) in Year 6 national tests and in school tests.
4.	To improve the attainment of Reading (Accelerated reader), Writing (KT-Eng Consultant and Maths (Maths No Problem).	100% of observations of guided reading from are good or better. 100% of observations of the teaching of writing is consistently good. 15% of the year group exceed the School's Writing Assessment by Summer 19 in Writing. 65% of the year group exceed in the Reading assessment by Summer 19.
5.	To provide daily Reading interventions for identified pupils.	Teachers and trainee teachers are confident at delivering interventions, selecting the appropriate texts and monitoring the progress. Interventions are closely monitored by SLT particularly Year 5 and Year 6 To introduce Accelerated reader/Reading Gladiators/Achieve 100
6.	Maths Mastery staff training is regular and in-line with the Maths mastery approach so that teaching approaches are consistent across the school.	100% pupils including most able and especially disadvantaged, are making at least good progress so that the gaps are closed between the school and FFT PP/ 50 in Maths Lesson observations will evidence consistency in year groups in key approaches linked the Maths protocol.
7.	To provide daily Maths interventions for identified pupils.	Teaching Assistants are confident at delivering interventions, selecting the appropriate resources and monitoring the progress. Interventions are closely monitored by SLT particularly Year 5 and Year 6 To use FFT/PP data to close gaps
8.	To ensure core subject marking and assessment informs teaching to raise attainment and improve progress.	Ensure that target tracker is being updated by class teachers on a regular basis and that the SLT and YGL check level of attainment and progress by printing off the reports. Monitor impact of target tracker and how impact on teaching and learning.

9.	To introduce 'No Marking' and 'Fast Feedback'.	<p>Review marking policy to have greater impact on learning. Plan to introduce 'No Marking' and 'Fast Feedback' with complete CPD to develop personalised feedback in lessons (marking stations, conferencing).</p> <p>Ensure 'No Marking' and 'Fast Feedback' is impacting on learning and showing progress.</p>
10.	Development and training of key staff members to share good practice and use a modelling/coaching method to raise the provision of teaching in Reading, Writing and Maths.	Lesson observations and work sampling will show that 100% consistently good.
11.	To devise and a whole school curriculum map personalising Cornerstones Y3-6	<p>To ensure that the curriculum is not repeated and is broad, balanced and personalised to engage and enthuse ALL learners.</p> <p>To ensure all staff are planning using the curriculum map.</p> <p>Contextual and curriculum links are being made to enrich the curriculum.</p> <p>Practical Science investigations are being carried out</p> <p>To ensure all CPD is being implemented and having a positive impact.</p>
12.	Implement Extended School- To close gaps and accelerate progress and attainment.	Target learners to engage and excel in their learning

Priority	Priority 3 – Personal development, behaviour and welfare Further improve the management of behaviour and welfare by building on the positive culture across the school so <ol style="list-style-type: none"> 1. Learners are proud of their achievements and show commitment to their learning 2. Children have an increased moral awareness and can interact in a positive and caring manner with a wider range of pupils 3. Sustained effective community cohesion and parental engagement 4. Thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive 	
	Ref	Target Success Criteria
	1.	<p>For British Values to have a high profile across the school and to be embedded in all areas of the curriculum.</p> <p>Pupils will be able to talk confidently by the summer term about British values and how these fit into the ethos and learning of the school – the pre and post pupil questionnaire will show a significant improvement in the understanding from pupils what British values mean.</p>
	2.	<p>To further improve behaviour across the school by developing the children's moral and spiritual awareness and a consistent visual support strategy.</p> <p>A whole school 'house point' system to motivate positive behaviour at all times and to enable all staff to be consistent in the school's approach. All children will show willingness to reflect on their experiences. Pupils will know what actions are right and wrong and will be able to explain why. Pupils will have the ability to intervene if they see behaviour that is upsetting others and explain to perpetrators why their actions are not acceptable. Perpetrators will be able to explain why their actions were inappropriate and say what they should and should not do in future. All children will know what constitutes bullying and therefore there will be no bullying in the school.</p>
	3	<p>PSHE/Values/circle time lessons will be directed by the needs of the children and will lead on children's social and moral development</p> <p>The School council will meet once per half term to decide the focus for some PSHE lessons. The school councillors will have made observations and had feedback from children that will inform content. During PSHE lessons/assembly children will show interest in investigating and offering reasoned views about moral and ethical issues and have the ability to understand and appreciate the viewpoints of others on these issues.</p>
	4	<p>To nurture the development of confidence, capability, and passion for the things they'd really love to be great at, and to strengthen the will and the skill to pursue them.</p> <p>All staff in the school will be role models to children. Pupils who are less academic will be trying hard to succeed in lessons and will be able to say what they are good at and what they enjoy to do. The more academic will be achieving higher in assessments due to increased motivation.</p>

Priority	Priority 4 – Outcomes for children and other learners- 1. Raise standards of attainment for all pupils, particularly those who are more able, and close gaps for vulnerable groups where they exist. By July 2019, pupils' attainment at the end of Key Stage 2 improves and shows an upward trend to meet the national average on all measures Improve outcomes in Writing, Reading and maths. 2. Progress for SEND learners show an upward trend	
Ref	Priority	Success Criteria
1.	Raise standards of attainment for all pupils, particularly those who are more able, disadvantaged and close gaps for other vulnerable groups where they exist.	<p>The proportion of pupils in KS2 achieve the national standards by July 2019 in each of Reading, spelling/grammar, Writing and Maths.</p> <p>A higher proportion of pupils in KS2 will exceed the national standards by July 2019 in Reading, spelling/grammar, Writing and Maths. A particular focus will be on the more able disadvantaged.</p> <p>All children make progress, which is at least good or better as a result of consistently good and teaching, driven by <i>pupil centred</i> appraisal targets for all staff.</p>
2.	Align and secure highly effective teaching for all pupils, SEND, disadvantaged & vulnerable based on data analysis, timetabling/ setting with lessons planned and delivered by the most experienced staff to address underachievement.	<p>SEND pupils make good progress – also progress in line with their peers (or accelerated if identified) incl. across P levels</p> <p>A higher proportion of Y6 pupils meeting national standards by July 2019 in Reading, Writing and Maths assessments</p> <p>Ensure rapid progress and close scrutiny of vulnerable groups (incl. most able) via termly Pupil Progress Review meetings to ensure all pupils make progress from starting points</p> <p>Significant reduction in gap between groups of pupils.</p>