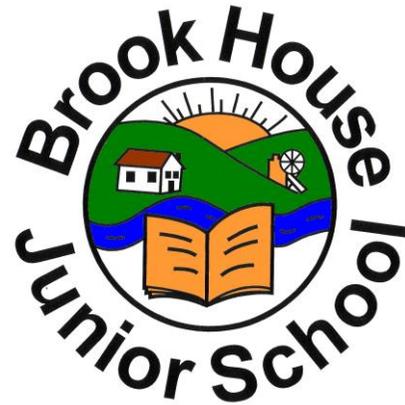


BROOK HOUSE JUNIOR SCHOOL



SCHOOL IMPROVEMENT PRIORITIES

2016 - 2017

School Improvement Plan: Targets for Improvement: Summary

Key Target 1: Improve the outcomes of pupils at the school (Monitored & Reviewed by Child Improvement Gvs)

To increase pupil attainment and progress in order to ensure that an increased % of children are working at age related expectations by July 2017. To close the gap between vulnerable and non-vulnerable groups across the school. To have teacher targets for all groups of children in all year groups based on increasing the % of children working at national age related expectations. To embed the school's planning and tracking system 'Target Tracker' across the school to ensure regular formative assessment is taking place. To create a timetable for assessment deadlines for the year alongside termly PP meeting dates. To focus on Maths as an area for improved outcomes across all year groups in response to low progress and attainment across the school.

Key Target 2: Improve the quality of teaching learning and assessment of pupils in the school (Monitored & Reviewed by Staffing Teaching and Learning Governors)

To ensure that a large majority of staff are outstanding in their practice and that good teachers are making rapid progress towards outstanding. To continue coaching and mentoring opportunities for any teachers judged at not consistently good to work alongside senior leaders in bespoke programmes. To create a teacher mentoring programme for all teachers across the school with teachers having opportunities to work collaboratively in observing and planning ways forward. To grade and assess the quality of teaching across areas of work scrutiny, lesson observations, classroom environments and progress of pupils. A systematic programme of monitoring and evaluation to take place in this format. All coaching and mentoring to be focused on the school's priority of maths.

Key Target 3: Personal development, behaviour and welfare (Monitored & Reviewed by Staffing Teaching and Learning Governors)

To drive behaviour so that it is consistently outstanding. Routines are consistently applied throughout the school. Behaviour for learning is key to this and the onus is very much on the pupils. Consequences for positive and negative behaviour, with celebration and reward at the heart of our behaviour policy. This will impact upon achievement and progress for all pupils. Improve outside support and provision to increase engagement activities for vulnerable children whilst minimising behaviour incidents. Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites. Philosophy for children opportunities are embedded across the school to enhance the learning of our children. Children develop more opportunities to develop a greater understanding of other faiths and cultures within our community.

Key Target 4: Effectiveness of leadership and management of the school (Monitored & Reviewed HT performance management Governors & Staffing Teaching and Learning Governors)

To ensure the highest, consistent standards of T&L across the school. Appraisal linked to performance & standards with career progression developing leadership capacity across staff groups. Senior and Middle leaders in the school have clear Action Plans that match the school's priorities and are effectively held to account by Governors.

Safeguarding is effective across the school. Training when necessary to take place to ensure a culture of vigilance where pupils' welfare is actively promoted. Schools online cpoms recording system is used by all practitioners to ensure any concerns are communicated effectively amongst relevant practitioners and concerns are acted upon rigorously.

To ensure the effectiveness of governance: The Governing Body base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes. Governors effectively hold the school to account for the progress of all groups of children at the school through regular child improvement subcommittee meetings.