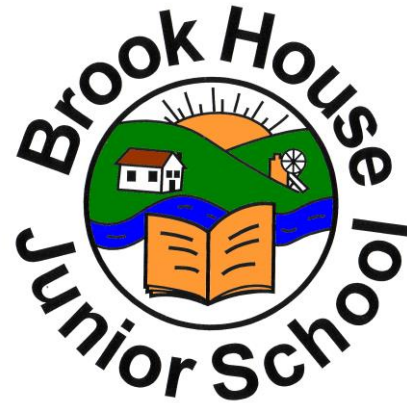


BROOK HOUSE JUNIOR SCHOOL



SCHOOL IMPROVEMENT PLAN

2017 - 2018

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Our 6 Core Values

1. We are friendly, caring and polite
2. We are always ready to learn
3. We are determined, we persevere and we are resilient
4. We have a voice and listen to others
5. We respect and appreciate each other's differences
6. We work together co-operatively and respect our environment

Ofsted Key issues from inspection January 2016 and progress towards meeting them:

Key Issues	Progress
<p>Improve the quality of teaching in mathematics further, and thereby raise achievement, by:</p> <ul style="list-style-type: none"> - providing more opportunities for pupils to deepen and master their knowledge and understanding of the skills and concepts they have learned - making sure that teachers always move pupils on to more challenging work when they are ready. 	<ul style="list-style-type: none"> - The school has moved away from a whole school setting approach to maths. There is none setting in Y3, and in years 4, 5 and 6 children are in mixed ability classes with one upper set per year group. The impact to be measured by greater opportunities for pupils to move on to more challenging work when they are ready. - Training delivered on 'Maths Mastery' by outside trainer to provide guidance on <i>providing more opportunities for pupils to deepen and master their knowledge and understanding of the skills and concepts they have learned</i> - 'Mathletics' purchased and to be embedded across the school autumn 2016 with a view to increasing maths levels and providing home opportunities to embed maths skills through home learning. - Extra booster classes introduced for Y6 run by teachers to further raise achievement and extra maths teaching for Y6 introduced - Purchase of 'Maths Mastery – No problem' text books that are being applied across the school. - Target tracker introduced autumn 2016 to ensure coverage across the school of new maths curriculum – to be used as teaching tool to pinpoint gaps in learning. - Kagan approach to grouping of children in the classroom introduced through training – effective use of mixed ability tables
<p>Provide more opportunities to develop a greater understanding of other faiths and cultures in the wider community.</p>	<ul style="list-style-type: none"> - School to make links with places of worship that tie in with R.E topics. - School to establish sustainable links with a contrasting school in the wider community for children to have the opportunity to develop an understanding of other cultures.

The 'Key Target Areas for Improvement' will align with the four Ofsted areas and links directly to our school self-evaluation.

Key Target 1	Outcomes for pupils
Key Target 2	Quality of teaching learning and assessment
Key Target 3	Personal development, behaviour and welfare
Key Target 4	Effectiveness of leadership and management

2017 2018 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 both age related and above age expectations in reading and maths by July 2018.** 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 both national and above national age related expectations. To create a timetable for formative and summative assessment deadlines for the year alongside termly PP meeting dates.
- To focus on Maths and reading as an area for improved outcomes across all year groups in response to low progress and attainment across the school.
- Ensure all children in Y3/Y4/Y5 are on track so that 80 to 85% are at age related outcomes and 35% or above are at secure or secure + on Target Tracker. Gaps between attainment of groups and non-groups are closing. Books and planning show evidence of accelerated progression matched to key performance indicators and display a level of mastery.
- All Y6 children including all vulnerable groups will meet targets set for reaching both National standards and above National Standards in all subjects. For Y6 children the school will be above national standards at both age expected levels and greater depth for reading, writing, maths and SPAG.

<p>Y6 Age expected SAT's Target 2018: Combined reading, writing and maths = 82% National Expectation in Reading = 90% National Expectation in Writing = 87% National Expectation in Maths = 91% SPAG national expectation = 87%</p>	<p>Y6 Above Age expected SAT's Target 2018: Combined reading, writing and maths = 27% National Expectation in Reading = 44% National Expectation in Writing = 33% National Expectation in Maths = 38% SPAG national expectation = 45%</p>
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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 priorities of maths and reading.
- 100% of teaching across the school is judged to be good, with 40% judged to be above.
- Assessment systems track progress and attainment against key milestones
- Depth and mastery is evident in all lessons, planning and books.

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. Assessing the impact via monitoring numbers in the 'Time out' folder.
- Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.
- Children develop more opportunities to develop a greater understanding of other faiths and cultures within our community.
- Demonstrate improved independent learning behaviours, both in lessons and around school to promote tolerance and respect (linked to our Core Values)
- Behaviour for learning to be judged as consistently good or better in lessons
- Children demonstrate accurate knowledge of their strengths and areas for development demonstrated through the embedding of 'Peer critique'.
- Demonstrate improved attendance figures for 2017-18 with the school achieving target of 97% and reduce persistence **absence figure to below 6% (LA 9.7%)**

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.

- Middle leader folders in place for all teachers to demonstrate impact of their subject.
- Middle Leadership Teams confident and competent effectively fulfil their roles, including the use of coaching & mentoring and assessment & analysis of data
- Monitoring is effectively used to inform action planning
- All key middle leaders meet targets set in their in their action plans
- All key middle leaders drive whole school initiatives
- Courses/CPD has strengthened the skills of middle leaders

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 bases 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. Governors have regular opportunities to hold middle leaders to account.

- SLT members are supporting the work of other schools across the family of Schools.

Improve communication with parents about school events and academic information about their child

- Website is used for parents to gain information about school
- Increased attendance at parent based school events such as 'Parent open mornings' that are embedded across the year.
- Survey results show improved attitude towards school
- Social media and other outlets used to increase audience accessibility
- Workshops have increased parental knowledge - academic and pastoral