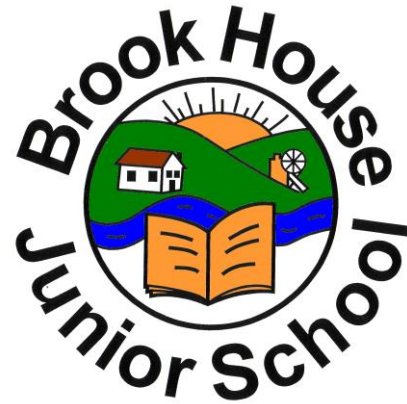


BROOK HOUSE JUNIOR SCHOOL



SCHOOL IMPROVEMENT PRIORITIES

2018 - 2019

School Improvement Plan	Key Priorities in 2018/19	Staff member responsible (red denotes lead member)	Governor responsible for evaluation
Outcomes for Pupils			
<p>*Progress in comparison to national</p> <p>*Attainment</p>	<p>Key Priorities 1: Raise the attainment of boys in reading, writing and SPAG.</p> <ul style="list-style-type: none"> ➤ The percentage of boys achieving at the expected standard or above in reading, writing and SPAG is at least in line with national ➤ Differences diminish between boys and girls achieving the expected standard in English in Key Stage 2. <p>Key Priorities 2: Ensure that both Pupil Premium and SEN attainment is at national and progress is above that of other groups.</p> <ul style="list-style-type: none"> ➤ Pupil Premium and SEN children make accelerated progress from Y3 bench marking scores with progress being in line with national. PP and SEN children's attainment is in line with national 	Mrs Glossop, Miss Bielby,	
The Quality of Teaching, Learning & Assessment			
<ul style="list-style-type: none"> ❖ *Teachers' Subject Knowledge and use of Questioning ❖ *Teachers' High Expectations <p>* Pupils' Resilience, Enjoyment of and Interest in their Learning</p>	<p>Key Priority 3: Develop an enquiry rich curriculum that enables all pupils to achieve well in a wide range of subjects.</p> <ul style="list-style-type: none"> ➤ The quality of outcomes across the wider curriculum show that children are achieving well. ➤ The percentage of disadvantaged children achieving ARE and above ARE increases. ➤ Topics across all year groups have an enquiry focus that leads to a specific outcome the children work towards. ➤ All stakeholders have a shared understanding of what is meant by an enquiry rich curriculum and how it is implemented across the school. 	Miss Bielby, Mr Smith	
Effectiveness of Leadership and Management			
<ul style="list-style-type: none"> ❖ *High expectations, direction and positive impact ❖ *Vibrant and enquiry based planning in evidence. ❖ Vibrant immersive classroom in evidence. 	<p>Key Priority 4: Ensure all leaders are playing a key role in ensuring their subject area is delivered effectively across the school and are able to demonstrate good progress and progression.</p> <ul style="list-style-type: none"> ➤ All leaders are able to demonstrate strong continuity and progression across their subject area. <p>Opportunities are embedded that allow all subject areas to be celebrated across the school with examples of excellence.</p>	Mr Hinchliff, Miss Bielby	