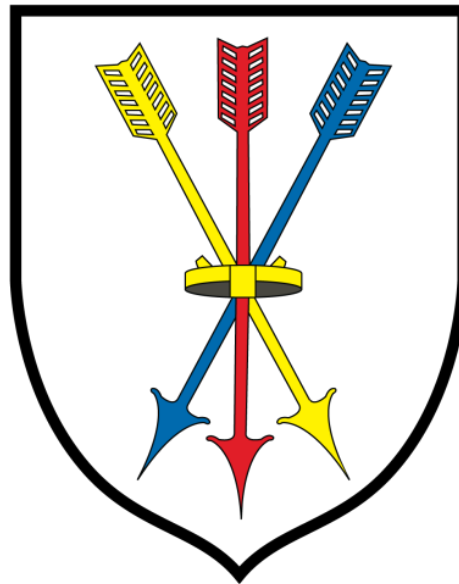


School Improvement Plan 2017-2018

DREAM BIG!



Respect - Team - Achieve

Purbrook Junior School
School Improvement Plan 2017 2018

Key Areas for school Improvement 2017-2018	
Key Area	Rationale
1. Raising attainment in English – particularly in reading	2017 SATS show 5% increase in reading at 66% but we are still 5% below NA (71%). GD shows a 3% improvement at 14% but NA is 25% (-9%). Gap at GD has widened. Question level analysis shows that we have been focussing too specifically on certain domains. Need to cover all 8 domains and children need specific test technique and modelling.
2. Raising attainment in maths	A 2% improvement in 2017 SATS results (70%) of children working at ARE compared to Purbrook Junior School 2016 results (68%). However this result is now 5% below national average (2016 data was 2% below national average data). OFSTED visit raised the following development point: 1. The improvement of questioning for children working at greater depth.
3. OFSTED Marking and feedback	Ofsted visit raised the following two points: 1. Ensuring that the schools' marking policy is implemented consistently so that pupils know clearly what to do to improve their work 2. Increasing the opportunities pupils have to respond to the comments teachers make about their work
4. OFSTED Assessment Process for parents	Ofsted visit raised the following point: 1. Improve communication with parents about the progress their children make. We will ensure there is greater clarity given to parents regarding progress children are making in relation to achieving ARE and children at GD.
5. OFSTED Questioning for Higher attaining pupils – particularly in maths	Ofsted visit raised the following point: 1. The improvement of questioning for children working at greater depth (particularly in maths). We will develop some whole school CPD looking at Deeper Questioning/Blooms Taxonomy/Socratic questions and monitor the impact in QFT through monitoring.
6. Philosophy for children	Philosophy for Children (P4C) is a powerful educational approach which has been found through research studies to have cognitive and social benefits for children and schools. It is centred on philosophical enquiry, where a trained teacher encourages children to think and reason as a group. Evidence shows that attainment and happiness are increased. It supports Personal, Social and Health Education and complements many government initiatives and education strategies.
7. Financial Management - Budget	Establish an affordable, sustainable and effective staffing structure based on a budget which currently runs into a substantial deficit in 2018-19.
8. Leadership – develop middle leadership across the school	Leadership is strong in school and has the potential to be outstanding. Factors to affect our work are as follows: 1. Many new members of staff to our school. 2. Existing and new teachers in leadership roles. 3. Minimal budget for outside CPD, internal training and use of school skill set. 4. Development of action plans through coaching. 5. Return of T&L leader.

Key Area 1: Raising attainment in English – particularly in reading								
	Objective	Actions	Responsibility	Resources	Timescales	Monitoring/evaluation (including milestones)	Success criteria	RAG rating
	What do we want to achieve?	What will we do?	Who will make sure that we do it?	Resource how much time/money/people do we need to allocate?	When will it be done?	Who will check and feedback on how things are going?	What will it look like when we achieve what we want to?	
1.1	Task design to enable critical thinking.	Use questioning document as part of planning of reading activities.	CJ Year Leaders	HIAS allocation to support and monitor progress. Staff meeting. Year group/whole school observations. Use as part of communities of enquiry for P4C.	Oct. 17 HIAS in to support. Staff planning by Dec. 17	CJ HIAS	Task design will have three layers of questioning.	
1.2	To develop test skills in reading across the school.	Expose children to test questions in reading. Year groups to introduce termly summative assessments. Work in collaboration with other schools looking at how to improve systems and structures in order to raise standards compared to NA.	CJ Whole school	New (puma?) tests in each year group. Staff training – how to administer and reflect on the delivery of tests. Children learn test and comprehension techniques as modelled by teachers. Apply to test conditions.	Termly assessments to collect summative data. September 2017	CJ feedback Dec.17 Members of SIT to work in collaborative partnership with other schools looking at improving test techniques and outcomes. Action research to be disseminated to all staff and implemented into all year groups. CJ to create question types for whole school reading based on 8 domains. Teachers to use these as part of comprehension assessments. CJ, CW, DM and BC to monitor.	Books/work will show evidence of test skills/practise alongside guided reading. Teachers will be using test data and evidence to guide future planning and assessment.	
1.3	To develop whole school moderation in English.	Hold regular meetings to moderate across the school. Year teams to use milestone documents to	Year leader to ensure PPA is used to moderate within year team. CJ to ensure there is allocated time throughout the	National exemplification documents. PJS milestone documents.	Half-termly opportunities to moderate across year groups in writing and reading (times and how often	Collection of agreed/disagreed levels document as evidence to CJ.	Portfolio of evidence across the schools to showcase ARE and GD for each year group.	

		assess current levels of understanding. Year teams to begin collecting examples of work at particular levels.	year to moderate in writing and reading across year groups.		TBC). Fortnightly opportunities within year teams.			
1.4	To develop consistency in spelling rules and misconceptions in writing across the school.	Year groups to audit misconception in spellings. Alter planning to reflect findings.	Year leader to monitor year group spelling. CJ to monitor constancy – through observations and book looks.	Training.	Aut – have identified common errors. Sp – 1 HIAS to guide CJ in approaches. Sp – 2 Training teachers.	CJ and HIAS to create action for 2017/18.		
1.5	To increase the number of children achieving greater depth in reading.	HIAS to support our school action planning – what does GD look like? Look at test/book examples from those who did achieve GD. Share GD responses as part of school CPD.	CJ/HIAS	CJ working with HIAS. Year 6 support.	Milestones to be set with HIAS.	To be set with HIAS. SIT team to monitor ARE and GD % in relation to targets set for 2017-2018.		

Key Area 2: Raising attainment in maths
A 2% improvement in 2017 SATS results (70%) of children working at ARE compared to Purbrook Junior School 2016 results (68%). However this result is now 5% below national average (2016 data was 2% below national average data).

Objective	Actions	Responsibility	Resources	Timescales	Monitoring/evaluation (including milestones)	Success criteria	RAG rating
What do we want to achieve	What will we do	Who will make sure that we do it?	Resource how much time/money/people do we need to allocate?	When will it be done	Who will check and feedback on how things are going?	What will it look like when we achieve what we want to?	
2.1 Teachers to use effective questioning for the higher achieving children in maths for them to achieve greater depth.	<p>a. Teachers to plan for questioning of a higher quality (use of Bloom's Taxonomy for the use of questioning stems and task design etc).</p> <p>b. Observations of teachers who use high quality questioning (classroom obs or through the use of IRIS).</p>	<p>Year Leaders to implement in planning during PPA sessions.</p> <p>Maths leader to advise for good practise.</p>	<p>None</p> <p>Cover of teacher who is observing.</p>	<p>During PPA and planning sessions for every lesson. Questions to be recorded on planning documents/learning journeys.</p> <p>To begin in Autumn 1.</p>	<p>Maths leader to collect examples of planning and look for questioning during maths observations with HIAS support. DP visit 12/10/17 CW and DM Maths leader</p>	<p>More able children will be challenged through deeper questioning in lessons.</p> <p>Good practise of questioning will be shared to improve the confidence/knowledge of questioning at depth for staff members.</p>	
2.2 Unpicking of misconceptions in maths to bridge gaps and improve amount of pupils working at ARE.	a. Use planning time during PPA to produce learning journey of skills – teachers work through skills themselves to identify possible falling points for children and plan for how to unpick these (use of images, resources, working with an adult, alternative tasks).	<p>Year leaders during planning/PPA sessions.</p> <p>Maths leader – if support is identified.</p>	None	<p>During PPA/planning sessions. Observations during Aut 1 (12/10/17)</p>	<p>Maths leader with HIAS support during observations Aut 1 (12/10/17) DP visit CW and DM</p>	<p>Less able children/children with misconceptions gaps will be addressed. These children will be able to keep up/catch up with peers in class to achieve ARE. Milestones will be achieved.</p>	

<p>2.3 Key skills in maths to be secure in every year group at age appropriate level (number bonds and times tables)</p>	<p>a. Implement 'Times Tables Rock Stars' across the school. Teachers to use in class as well as for homework.</p> <p>b. Key skills to be taught explicitly through pattern spotting to strengthen conceptual understanding and fluency.</p>	<p>Maths leader</p> <p>Year leaders during PPA sessions. Maths leader.</p>	<p>Times Tables Rock Stars subscription - £50 (login for each child) +.....to allow for children to access at home for homework.</p>	<p>Summer 2 2017</p> <p>To begin in Autumn 1 and continuously throughout. Interventions to take place for children who are not at ARE for these skills.</p>	<p>Maths leader. CW and DM.</p> <p>Maths leader. CW and DM.</p>	<p>Children will be able to know times tables facts according to ARE</p> <p>Children will be able to know times tables facts according to ARE</p>	
<p>2.4 Test skills to be incorporated in the maths curriculum to enable children to develop strategies and confidence during test situations.</p>	<p>a. Planning to include test base questions and opportunities for children to experience test style questions and test strategies.</p> <p>b. Tests to be sat at the end of each term. Test papers to be revisited with children to discuss strategies used. Tests to inform future planning and intervention groups.</p>	<p>Maths leader and year leaders.</p> <p>Maths leader and year leaders.</p>	<p>Continue with Test Base subscription.</p> <p>Test Base subscription and subscription to 'PUMA' maths for termly tests.</p>	<p>Every unit of maths to incorporate a range of test style questions and taught test strategies eg annotating problems.</p> <p>Autumn 2, Spring 2, Summer 2</p>	<p>Maths leader during observations/book look with HIAS support 12/10/17 CW and DM</p> <p>Maths leader. CW and DM.</p>	<p>Children will be more familiar with test style questions and will be confident by the end of year 6 to be successful at sitting SATs.</p> <p>Children to be familiar with test strategies/approaches. Teachers use these to inform planning for groups/interventions to address gaps.</p>	
<p>2.5 Milestones to be generated for every year group – children to achieve these at the end of every year.</p>	<p>a. Teachers to know expectations for children for the end of year to create milestones.</p> <p>b. Moderation to occur to secure judgements of children's work.</p>	<p>SIT Maths leader</p> <p>All staff CW and DM Maths leader</p>	<p>None</p>	<p>September 2017</p> <p>Half termly – alternating maths and English</p>	<p>SIT Maths leader CW and DM</p> <p>SIT Maths leader CW and DM</p>	<p>Staff aware of where children need to be at end of year – more children achieving ARE throughout the school. Judgements to be agreed.</p>	

Key Area 3: OFSTED Marking and feedback							
Objective	Actions	Responsibility	Resources	Timescales	Monitoring/evaluation (including milestones)	Success criteria	RAG rating
What do we want to achieve	What will we do	Who will make sure that we do it?	Resource how much time/money/people do we need to allocate?	When will it be done	Who will check and feedback on how things are going?	What will it look like when we achieve what we want to?	
3.1 To create a feedback policy that is relevant to school and current ways of thinking	Create a system of feedback which improves ways of working whilst being mindful of national workload agenda.	SLT and SIT	Time resource –SIT meeting to discuss initial changes to current marking policy.	December 2017	Agreed ways of working will be monitored by year leaders and SLT. Monitoring of learning will show consistency across all classes. Focused feedback will become embedded across the school (July 2018)	Implementation of feedback policy. Feedback will clearly move on learning. Clear progress seen in books. All learners responding to feedback	
3.2 Teachers use a range of feedback strategies through their practice (including at the point of learning)to improve outcomes.	Create a bank of feedback strategies to implement	SLT and SIT	Time resource –SIT meeting to discuss initial changes to current marking policy.	December 2017		Ensure that feedback is for the learner and is designed to benefit the particular learner in question. Feedback should be seen as a 'gap spotting exercise.' How can I close the gap? What is learner's area of weakness? What skill if developed would give this learner the biggest boost?	

Key Area 4: OFSTED Assessment Process for parents

'The information that the school provides to parents on the progress their children are making is not always clear enough.'

OFSTED November 2017

Objective	Actions	Responsibility	Resources	Timescales	Monitoring/evaluation (including milestones)	Success criteria	RAG rating
<i>What do we want to achieve</i>	<i>What will we do</i>	<i>Who will make sure that we do it?</i>	<i>Resource how much time/money/people do we need to allocate?</i>	<i>When will it be done</i>	<i>Who will check and feedback on how things are going?</i>	<i>What will it look like when we achieve what we want to?</i>	
4.1 Parents will know how we measure progress across the year and across the key stage.	<p>1.DM to create a PowerPoint presentation on assessment at PJS – outlining the key changes of recent and how we assess progress at PJS</p> <p>2.Allocate a date in Autumn Term – afternoon and evening</p> <p>3. Information about each child's progress will be shared at parents' evenings and key points during the year.</p>	<p>DHT</p> <p>DHT</p> <p>Year Leaders Class teachers</p>	<p>1 pm and 1 afternoon for parents' presentation</p> <p>Termly – parents' evening/report writing</p>	<p>Autumn 1 2017</p> <p>Autumn 2017 Spring 2018 Summer 2018</p>	<p>Parental questionnaire – prior to and following parents' presentation.</p> <p>DHT/HT</p> <p>Year leaders</p> <p>HT/DHT/AHt to drop in to parents evening meetings to quality to assure.</p>	Parents will have a greater understanding of assessment and reporting arrangements for PJS.	
4.2 Parents will know what the end of year expectations are for children to be deemed as being at ARE in reading, writing and maths	1. Year teams and EL and ML to create end of year expectation documents. These will outline the minimum	Year Teams EL and ML	(Links to above)			Understand terminology around ARE and GD	

<p>in Year 3, 4, 5 and 6.</p>	<p>expectations for a child to be deemed at ARE in reading, writing and maths. 2. Parents presentation afternoon and evening to share this information. 3. Information about each child's progress will be shared at parents' evenings and key points of the year.</p>	<p>DHT EL and ML Year Leaders</p>					
<p>4.3 To empower parents so that they can help their child at home with their learning.</p>	<p>1.Messages clear about reading regularly at home, x tables to practice and spellings e.g. through year group meetings in the Autumn term 'Meet the Teacher', newsletters, website, social media (regular drip feed) 2.Key leaders to investigate resources to support learning at home – e.g.</p>	<p>Class teachers Year teams SIT HT/DHT/AHT All staff EL ML Year leaders</p>	<p>1 x meet the teacher meeting each year group Subscription to online resources e.g. PIRA/PUMA/Rock star maths if relevant and affordable.</p>	<p>Autumn 1 2017 Autumn 2017</p>	<p>All staff</p>	<p>Parents see the importance of supporting home learning and support children in core skills. Parent workshops to support home learning.</p>	

	Rock Star maths and introduce to the school.		Cost				
4.4 Develop and strengthen assessment cycles in reading, writing and maths so that teachers across the school (Year 3, 4, 5 and 6) are held to account for test and teacher assessment data.	<p>1. Investigate ‘testing’ opportunities for termly assessing pupils in reading, writing and maths (PIRA and PUMA testing)</p> <p>2. refine current testing cycle so that all are clear of the expectations in terms of assessing pupils.</p> <p>3. teachers are provided with termly test data alongside teacher assessment data as part of pupil progress meetings</p>	<p>DHT EL and ML</p> <p>DHT</p> <p>HT DHT and AHT</p>	<p>Subscriptions to online resources e.g. PIRA PUMA</p> <p>½ day to look at cycle</p> <p>Termly pupil progress meetings (part of PPA) take place.</p>		<p>DHT EL ML HT</p> <p>Review – classteachers/SIT</p>	<p>Test data supports the assessment process in all year groups and not just year 6.</p> <p>Ensure that teachers prepare for the changes in assessment for future years e.g. Year 4 times table tests.</p>	

Key Area 5: OFSTED Questioning for Higher attaining pupils – particularly in maths						
Objective	Actions	Responsibility	Resources	Timescales	Monitoring/evaluation (including milestones)	Success criteria
What do we want to achieve	What will we do	Who will make sure that we do it?	Resource how much time/money/people do we need to allocate?	When will it be done	Who will check and feedback on how things are going?	What will it look like when we achieve what we want to?
5.1 Improve questioning throughout learning so that all children achieve well, particularly those at GD (see also 2.1)	Foci – Skilful questioning, differentiation, engagement, high expectations for all.	CW,DM,BC	Staff meeting time to revisit questioning Blooms Taxonomy Share effective questions with staff i.e. Blooms, Socratic	Ongoing from Autumn 2017	Planning reflects challenge and needs of pupils. Informal drop ins take place regularly. Monitor, evaluate and review QFT MTP & STP to ensure there is clear differentiation of questioning with suitable challenge for all pupils. QFT shows effective questioning being used in class to deepen learning experience.	All children are able to answer questions in class at the appropriate level of challenge. Teachers will be able to use a variety of teaching strategies and models that suit the needs of their classes and cohorts. Outcomes for these groups of pupils will continue to improve. Create more learning opportunities for all pupils/more able pupils through effective questioning.
5.2 Whole school commitment to a critical, creative, caring and collaborative P4C thinking approach to learning will facilitate significantly greater opportunities to explore, enquire and evaluate as a holistic learner.	Embrace Philosophy for Children in every day practice to create facilitation and enquiry based learning across the whole curriculum.	CW,DM,BC & RT	P4C training and x 2 twilights with EL (SAPERE)	Autumn 17 Develop practise over the year with review points	P4C becomes integral to teaching and learning. Philosophy for Children (P4C) pedagogy is embedded in the curriculum and school practice and evidence is secure through observations and evaluation monitoring. Teachers try to change their practice and model thoughtful questions (SAPERE Handbook p33)	Teachers act as facilitators to encourage enquiry based learning through critical, creative, caring and collaborative thinking. Children will be actively engaged as learners.

Key Area 6: Philosophy for children								
	Objective	Actions	Responsibility	Resources	Timescales	Monitoring/evaluation (including milestones)	Success criteria	RAG rating
	What do we want to achieve?	What will we do?	Who will make sure that we do it?	Resource how much time/money/people do we need to allocate?	When will it be done?	Who will check and feedback on how things are going?	What will it look like when we achieve what we want to?	
6.1	To ensure all staff are trained in level 1 P4C.	Complete two twilight sessions to gain Level 1.	CW	P4C facilitator to run the sessions.	Aut	Craig will ensure staff attend relevant training.	Teachers will be confident with using P4C.	
6.2	To implement P4C strategies into lessons/curriculum.	Teachers will adapt the curriculum map to include opportunities for P4C and add concepts. Use resources provided to support.	RT Year Leaders	RT to order and distribute resources.	Aut- curriculum map adapted and training completed. Spr- RT to monitor the use of P4C	RT will gain feedback regarding implementation from staff. Monitor planning to evaluate P4C opportunities.	P4C will be used regularly to support curriculum.	
6.3	To generate key SMSC/P4C/British Values dates throughout the year.	Staff to have a meeting to create Staff will create a list of dates in September. CW /DM/RC to use create assemblies based on key dates.	Whole Staff	Calendar	The beginning of each term.	RT/SW/AB/DM to create a finalised date sheet.	Key dates will be celebrated a as a whole school.	
6.4	Houses Captains and JIT team to play	House captains to liase with house teachers and DK	DK/RT to organise house captain duties.		House captain elections to be completed w2	DK to monitor and feedback to RT	House captains will be more involved in	

		<p>to help arrange house days.</p> <p>House captains to be given responsibility of value tokens to give out.</p> <p>House captains will be part of Friday celebration assembly giving out certificates and reward boxes.</p>	<p>DK to organise house points and house days with the house captains.</p> <p>CW to involve house captains in Friday assemblies.</p>		<p>Autumn.</p> <p>Duties allocated by the end of Autumn 2</p> <p>Duties to continue throughout the year.</p>		<p>school decisions.</p>	
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Key Area 7: Financial Management - Budget

What do we want to achieve

The financial forecast for 2018-2019 is a deficit of £53k and for 2019-2020 is £219k.

What do we want to achieve

A balanced budget, which is not in deficit (Financial Regulations apply) without the need for staff redundancies, whilst allowing for other key areas of the strategic plan to be realised

What will we do

- Review all income and expenditure (current contracts)
- Review staffing structure
- Explore alternative funding streams including extended services
- Prior permission for all expenditure
- Review provision of external training and CPD
- Review provision of teacher release time
- Marketing for school to increase pupil numbers
- Review the use of PJSa fundraising
- Review Pupil Premium/LAC funding and expenditure
- Review Sports funding and expenditure
- Review use of resources across the school
- Look at collaboration with other schools (training, staffing, other resources)
- Review music provision

- Review collection of outstanding debts (especially school meals)

Who will make sure that we do it?

Governor and senior leadership working party
Education Finance

Resource how much time/money/people do we need to allocate?

No additional costs – staff time only

When will it be done

Autumn term onwards as part of a regular review cycle

Who will check and feedback on how things are going?

Headteacher
Governors
Education Finance
Business Manager

What will it look like when we achieve what we want to?

Credit budgets forecast for the next three financial years

Key Area 8: Leadership – develop middle leadership across the school							
Objective	Actions	Responsibility	Resources	Timescales	Monitoring/evaluation (including milestones)	Success criteria	RAG rating
What do we want to achieve	What will we do	Who will make sure that we do it?	Resource how much time/money/people do we need to allocate?	When will it be done	Who will check and feedback on how things are going?	What will it look like when we achieve what we want to?	
8.1 Year Leader (YL) and Core Subject Leaders (CL) to be confident in PJS's approach to leadership.	New leadership to work with existing and experienced leaders to create year group documents.	CW DM BC	Termly coaching session. 2 x supply required	Termly As and when Year Leader/Core L require support	YL and Core L to meet termly to coincide with pupil progress meeting. Dedicated YL/Core L discussions.	-Clear action plan -Year group interventions in place -YL and Core L confident to make decisions without SLT	

8.2 Year group action plans which are purposeful, meaningful and setting challenging targets.	Year 3 and 5 YL Year 4 and 6 YL Peer coaching and development of action plan based on format provided by T&L leader.	CW DM BC	Supply to cover YL observations and discussions all day. PM supply for teachers within year group. 1 x a term	Autumn 1 Spring 1 Summer 1 Summer 2 transition time to create a summary	YL to converse with YL coach. CW/DM/BC to check action plans have been completed. Use these targets to inform monitoring foci. Analysis of class data. 'Book Looks'. <i>To be done termly</i>	All year group staff aware of targets. Reasonable steps being made to achieve targets. Targets reviewed each term and teachers held to account. Targets reviewed.	
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The strategic plan does not incorporate groups such as disadvantage and SEND as these are now embedded in the school culture and there is an expectation that we will monitor, evaluate and review the performance of all individuals and groups.

Global Goals will be an ongoing element of curriculum development and a focus for the JIT members throughout the year.

School Improvement Team

September 2017