

Purbrook Junior School

Vision: Dream Big...

Values: Respect Team Achieve

Strategic Plan

2016 - 2017



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Purbrook Junior School: Strategic Plan Overview 2016-2017

2015-2016	2016-2017
<p>Overview of what was improved:</p>	<p>Overview of what will be improved:</p>
<p>1. The further development of reading and writing skills will be:</p> <ul style="list-style-type: none"> - integrated across the creative curriculum - structured and planned for explicitly through differentiated ability groups - effective in closing learning gaps - explicit in teaching phonics, grammar and spelling rules - developed across key stages with focus AfL links with the Infant School - successful in evidencing outstanding practice and progress for all learners 	<p>1. English:</p> <ul style="list-style-type: none"> - Increase pupil percentages achieving / exceeding age-related expectations in reading and writing - close the gap between Teacher Assessments and test results in Y6 SATs Reading - Standardise internal systems to ensure equality of provision - Identify the specific role and responsibility of the child - Share how parents can help - Improve internal self-evaluation, monitoring and moderation <p>2. Maths:</p> <ul style="list-style-type: none"> - Increase pupil percentages achieving / exceeding age-related expectations - close the gap between Teacher Assessments and test results in Y6 SATs papers - create purposeful opportunities for children to problem solve and apply their skills, knowledge and understanding through reasoning and communication - Identify the specific role and responsibility of the child - Share how parents can help - Improve internal self-evaluation, monitoring and moderation <p>3. Vulnerable Groups:</p> <ul style="list-style-type: none"> - Improve outcomes for vulnerable groups in order to improve rates of progress and attainment

2016 – 2017 Key Strategic Priorities Rationale

What we are improving and why:

Key Priority 1: Improve children's reading and writing attainment and progress across the whole school and in SATS tests

Rationale: Children are developing a love of reading across the Junior phase and we want to further enhance this. Children underperform in timed SATs tests. The school needs to establish and implement a shared approach to the teaching and learning of comprehension skills in order to improve progress and attainment over time. The school achieved below the 2016 National Average in Reading and the results do not reflect children's natural skill and ability to interrogate and illustrate a deep understanding of the text and questions. This needs to improve across the school.

High quality, independent writing needs to be sustained. Children will work in partnership with teachers to create purposeful opportunities to write and to improve a shared accountability for targets being secured. Grammar, spelling and punctuation will be correlated within purposeful teaching and learning to emphasise the context and impact.

TLL has created Purbrook reading and writing documents to standardise internal systems and ensure equality of provision for all children.

Key Priority 2: Develop independent problem solving, reasoning and communication skills in maths to maximise pupils' achievement and secure higher attainment and greater progress across the whole school and in SATs tests

Rationale: Learners need to be supported to apply their skills and subject knowledge to unfamiliar mathematical contexts. Too many children did not apply logic to problem solve in the SATs tests and analysis indicates that they need more opportunity to demonstrate a greater depth and security in their knowledge and understanding in order to have the confidence to apply core skills to new contexts. This was particularly evident in place value for those borderline children in 2015-2016. Although SATs results were in line with the 2016 National Average, the pupils will benefit further from developing their reasoning and communication skills to subsequently improve results in test conditions.

The Maths Leader has created a progression document in number which will support planning.

Key Priority 3: Continue to improve learning outcomes for our vulnerable groups

- **Rationale:** Teaching and learning has improved greatly and all staff are much more aware of their accountability for all groups of pupils in the school and in their classes. On a day to day basis we see improvements in class but this needs to also be replicated in end of KS2 outcomes so that Pupil Premium children make more than expected progress in order to close the gap in learning. Children who are particularly hard to shift regarding attainment and progress are those children who are both SEND and PP. We need to accelerate the progress of pupils who have SEND and who are also Pupil Premium children.

2016-17 Key Improvement Priorities

Key Priority 1: Improve children's reading and writing attainment and progress across the whole school and in SATS tests

School Actions:

- 1.1 Build on KS1 teaching and learning in Year 3 to secure phonics knowledge and KS1 milestones
- 1.2 Implement a whole school system for teaching and learning reading skills across a wide range of age-appropriate genres – ensure teaching texts are challenging and extend pupils' learning
- 1.3 Foster the application of core skills which encourages discussion and fluency of engagement with texts. Use new reading and writing skills progressions to ensure all key skills are being covered across KS2.
- 1.4 Standardise the process for pupil interaction when completing reading comprehensions across the whole school – ensure texts for engagement are age appropriate
- 1.5 Promote high standards of vocabulary to expose pupils to a wider choice and greater depth of language which they apply to everyday learning
- 1.6 Design and structure highly effective flexible lessons, driven by assessment for learning, so that children can:
 - Exemplify how language, structure, punctuation, grammar and presentation contribute to meaning and a core purpose in reading and writing / read to write and write to read
 - Draw inferences and make predictions using evidence from the text to qualify viewpoints in planned discussions / through oral rehearsal
 - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - Explain and discuss pupils' understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- 1.7 Dedicate sufficient time to improving test technique in all year groups

Success Criteria: Data**Pupils:**

- Learners will take joint responsibility for reading and writing targets. They will feel confident in applying core skills and strategies to evidence viewpoints concisely in reading and to consciously use grammar to engage the reader and sustain text features in writing.

Teachers:

- Teachers will use assessment for learning outcomes accurately to regularly influence planning and close learning gaps. They will meet and extend age related expectations for all pupils as appropriate. Pupil Progress Reports will influence future changes and strategic planning.

Parents:

- Parents will receive an overview of age-related objectives, regular feedback from teachers and useful teaching and learning information to enable them to support effective Home/School links. Parental questionnaires and feedback will influence future changes and strategic planning.

Governors:

- Governors will monitor and evaluate the impact of teaching and learning through careful interrogation of data and provision to substantiate future strategic planning.

Key Priority 2: Develop independent problem solving, reasoning and communication skills in maths to maximise pupils' achievement and secure higher attainment and greater progress across the whole school and in SATs tests

Actions:

2.1 Teachers will design and structure highly effective flexible lessons, driven by assessment to:

- Strategically plan to meet the needs of the cohort through the design of the medium term planning
- Personalise provision so that independent learning is highly tailored to differing ability needs
- Use new number progression document alongside NC to ensure challenge at appropriate ARE
- Be self- reflective and evaluative in order to constantly inform continuous professional development
- Develop confidence in assessing and evidencing pupils at mastery level
- Use assessment for learning as a starting point in planning so that provision is personalised and curriculum coverage meets and extends pupils' needs; teaching consolidates and deepens learning to mastery level
- Take an innovative approach to time allocations and lesson structures – establish ownership and demonstrate agility to secure age-related expectations
- Use assessment outcomes effectively and plan appropriate interventions to ensure all children catch up, keep up and deepen their understanding
- Hook and challenge children through creative, purposeful contexts / starting points that they value / consider relevant
- Enable children to independently apply holistic maths knowledge in new and unfamiliar contexts

2.2 Review and pilot strategies for developing test technique across the key stage. Maths Leader to investigate Testbase and other alternatives.

Success Criteria: Data**Pupils :**

- Understand and know the expectations of their learning journey
- Tackle unfamiliar mathematical tasks confidently applying high level reasoning and communication skills
- Work confidently and independently across different domains applying a range of skills
- Have the opportunity to revise and consolidate skills throughout the year and develop depth in learning
- Apply knowledge and expertise in regular tests to close teacher assessment and test level performance
- Link concrete models and images with abstract mathematical concepts

Teachers:

- Teachers will use assessment for learning outcomes accurately to plan a curriculum to meet and secure the needs of the pupils in all ability groups to secure and extend age-related milestones. Pupil Progress Reports will influence future changes and strategic planning.

Parents:

- Parents will be encouraged to support learners through useful resources and active links between home and school

Governors:

- Governors will monitor and evaluate the impact of teaching and learning through careful interrogation of data and provision to substantiate future strategic planning.

Key Priority 3: Continue to improve learning outcomes for our vulnerable groups, specifically Pupil Premium children and those with SEND.**Actions:**

- 3.1 To continue to improve the quality and consistency of teaching so that all teaching remains at least good and the % of outstanding teaching improves
- 3.2 Teaching and Learning Leader to coach and provide support for year teams and/or teachers so that PP and vulnerable children are making good/better than good progress in order to close the gap in learning
- 3.3 Implement structured conversations with parents of our 'stuck' children in order to overcome learning barriers
- 3.4 Ensure basic skills are revised and consolidated so that children can apply them effectively to new learning situations
- 3.5 Regular monitoring and triangulation to evaluate the impact of teaching and learning. Innovation Teams to monitor strategies and implement new strategies for improvement

Success Criteria: Data**Pupils:**

- Learners will understand the learning journey and their role within it. A high personal expectation as part of 'Dream Big'. Pupils will work hard at the value achieve and understand success in achieving
- Have high expectations in relation to learning behaviours within the classroom

Teachers:

- Teachers will support children's problem-solving skills and nurture their creativity. They will provide rich opportunities for their developing imagination, inventiveness and resourcefulness to become successful learners

Parents:

- Parents will be encouraged to support learners outside through active links between home and school

Governors:

- Governors will monitor and evaluate the impact of all groups in relation to pupils' achievements

How we will achieve the Strategic Improvement Priorities

- The school will filter all improvement priorities through four core concepts/innovation teams which are (1)Teaching and Learning, (2) Inclusion, (3) Assessment for Learning and (4) Pupil Premium
- Stakeholders will have key roles and responsibilities; self-evaluation will invite feedback and this will inform strategic planning
- Teachers will meet either as a whole team to focus on improvement through a core concept or split into four smaller innovation teams to accelerate change and refine roles as appropriate

Foci 1 – Teaching and Learning

Teachers & Senior Leaders will:

- Implement the vision 'Dream Big' and the values of respect, team and achieve
- Plan creative, meaningful learning topics across the whole school which identify a clear moral purpose to enthuse learners - SMSC
- Interrelate subjects imaginatively and purposefully to maximise learning opportunities to close learning gaps, achieve and extend statutory milestones
- Explore the value and significance of different learning roles to become resilient, life-long learners
- Plan meaningful opportunities for children to practise skills under test and assessment conditions in order to become more resilient and flexible learners
- Support and hold colleagues to account ensuring equality of high provision

Pupils will:

- Try their very best to achieve what they are capable - effort roles will be clarified
- Apply their developing skills across the creative curriculum
- Explore learning in roles which complement independence and team work

Parents will:

- Have access to what their child is learning through the school website and receive core subject learning milestones to support learning
- Be encouraged to engage with teachers in formal and informal meetings across the year
- Access school policies online and contribute to their improvement through consultation

Governors will:

- Monitor, evaluate and review the implementation of school's policies in correlation with parental perspectives
- Monitor the quality of planned provision in relation to learning outcomes
- Engage with children to identify their view point to positively influence future provision
- Evaluate impact of vision and values

Foci 2 – Inclusion

Teachers & Senior Leaders:

- Lead and model outstanding and good Quality First Teaching and Learning
- Ensure the personal, social, emotional and academic needs of all individuals in groups are planned for and achieved
- Ensure the planning and provision systems support and enable the vast and variant needs of cohorts to maximise their potential over four years

Pupils will:

- Actively engage in learning activities differentiated to meet and extend their needs
- Develop as holistic learners through SMSC and Purbrook values
- Engage in learning targets to develop responsibility for their learning journey

Parents will:

- Have access to the school's learning values and ethos through practical documents on the school website
- Be invited to attend 'Dream Big' open days to reflect on their child's holistic achievements
- Support Home/School links to enable the child's needs to be fully met

Governors will:

- Monitor the quality of teaching and learning through Headteacher reports and classroom visits
- Evaluate the impact of our values in relation to holistic provision
- Identify, monitor and evaluate Equality Objectives over four years to ensure all children in all groups are supported to maximise their potential

Foci 3 – Assessment

Teachers & Senior Leaders:

- Design, assess and evaluate Assessment for Learning procedures to ensure equality of provision and high standards are achieved for all
- Assess the implementation of the statutory National Curriculum in partnership with meeting pupils' differentiated needs
- Monitor the effectiveness of school improvement cycle systems to ensure aspirational standards are achieved

Pupils will:

- Know and take responsibility for their learning targets
- Actively participate in all curriculum subjects to develop strengths
- Contribute to the evaluation of the school improvement cycle

Parents will:

- Be informed of key milestones in their child's learning at the start of the academic year to support Home/School links
- Receive more regular updates to inform them of their child's perspective
- Receive diagnostic end of year reports identifying attainment, progress and effort and be invited to share their opinion regards content and style

Governors will:

- Monitor and evaluate the attainment and progress for all children in all groups to effectively support and challenge the school
- Meet with and ascertain the perspective of different stakeholders to evaluate the impact of school systems in relation to pupil learning outcomes
- Evaluate a variety of internal documents which support the school's improvement cycle and contribute to strategic planning
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Foci 4 –Pupil Premium

Teachers & Senior Leaders:

- Lead and model outstanding and good Quality First Teaching and Learning for PP pupils
- Ensure the personal, social, emotional and academic needs of all individuals in groups are planned for and achieved so that PP children narrow gaps with their peers in all year groups
- Ensure the planning and provision systems support and enable the vast and variant needs of cohorts to maximise their potential over four years
- Challenge and support learning behaviours of all PP children
- Engage in structured conversations with those parents where pupils appear to be stuck
- Support and hold colleagues to account ensuring equality of high provision

Pupils will:

- Actively engage in learning activities differentiated to meet and extend their needs
- Develop as holistic learners through SMSC and Purbrook values
- Engage in learning targets to develop responsibility for their learning journey
- Apply good learning behaviours into the classroom

Parents will:

- Have access to the school's learning values and ethos through practical documents on the school website
- Be invited to attend 'Dream Big' open days to reflect on their child's holistic achievements
- Support Home/School links to enable the child's needs to be fully met
- Engage in structured conversations

Governors will:

- Monitor the quality of teaching and learning through Headteacher reports and classroom visits
- Evaluate the impact of our values in relation to holistic provision
- Monitor the provision and outcomes of PP pupils
- Identify, monitor and evaluate Equality Objectives over four years to ensure all children in all groups are supported to maximise their potential

Getting to Good Review 2015-2016

The School Improvement Team evaluated the GTG plan in the summer of 2016. There have been many successes to celebrate as a school and obviously still things to work on which are incorporated within the new strategic plan. Teaching and learning will continue to be a main focus.

Getting to Good Focus Area	Embedding Good Practice 2016-2017
Key Objective 1: Improve the quality of teaching so that 100% of teaching is at least good and 45% outstanding	
1.1 raise teachers' expectations of what pupils can achieve, particularly disadvantaged and more able pupils	<ul style="list-style-type: none"> • Analysis of PP children for achievement in KS1. It may show that some were never expected to achieve ARE. For those we still may be able to show really good progress. • Structured conversations with PP parents to engage them more proactively. • DHT and IL to work closely together to identify the needs of PP + SEND children. • Year Leaders to really push the use of IRIS. 10 minutes in each staff meeting for feedback on use of IRIS. • CPD for teachers focusing on learning behaviours
1.2 take more account of the abilities of lower attaining pupils and those with special educational needs when planning tasks, and increase their rates of progress	<ul style="list-style-type: none"> • SEND resources packs to be used in class at all times. • CPD needed for some LSAs
1.3 teachers are clear about what they want pupils to learn, rather than what they want pupils to do during lessons	<ul style="list-style-type: none"> • Learning Aims to be reviewed during September Inset Day
1.4 adhere to the school's marking policy and provide specific tasks for pupils to correct and practise.	<ul style="list-style-type: none"> • Marking Policy to be reviewed again in light of revised practices.
Key Objective 2: Improve pupils' achievement in reading and writing	
2.1 developing and extending all pupils' opportunities to read widely and improve their skills	<ul style="list-style-type: none"> • Reading Challenge Grid to be implemented. • Changes to homework, focusing on Reading, Spellings and Times Tables. • SJ to produce a list of age appropriate texts for each year group. • Review of library time to ensure that children are engaged and have rich learning experiences.
2.2 Providing more meaningful opportunities for pupils to write at length and develop their spelling, punctuation and grammatical knowledge.	<ul style="list-style-type: none"> • Trial of Talk4Writing to take place in Year 5. • Teachers to use Nessy for any classes who have gaps with their phonics.

	<ul style="list-style-type: none"> • SJ to investigate ways in which to promote handwriting skills.
Key Objective 3: Improve standards of behaviour in lessons by ensuring that teachers	
3.1 take prompt action to ensure that pupils concentrate on their work throughout lessons	<ul style="list-style-type: none"> • Role of Learning Detectives to be used across all classes. • Drop ins to continue with feedback and targets.
3.4 promote SMSC and British Values throughout their daily practice.	<ul style="list-style-type: none"> • Emphasis on keeping the website up to date. • Introduction of Facebook and Twitter accounts. • Planning of whole school events to take place earlier with an emphasis on British Values.
Key Objective 4 : Improve the impact of leadership and management at all levels by taking decisive action to:	
4.2 ensure that additional funding for disadvantaged pupils is used more effectively to accelerate progress and that the school can account for its impact on achievement	<ul style="list-style-type: none"> • PP team to be formed to focus on what we can do improve academic outcomes. • More clarity on how the funding is used in new PP strategic plan format
4.5 ensure there is the depth and challenge being taught throughout the curriculum.	<ul style="list-style-type: none"> • Maths – Place value work and problem solving are key drivers in lessons and units of work. • Repartition needs to become consolidated. • Continue with number line work. • Counting needs to be integral within maths. • English – keep using the national curriculum in conjunction with the new progression guides.
4.6 actively engage parents in their children’s education.	<ul style="list-style-type: none"> • Continue with class assemblies, inviting parents in earlier for targeted sessions. • Continue to review how we engage with parents