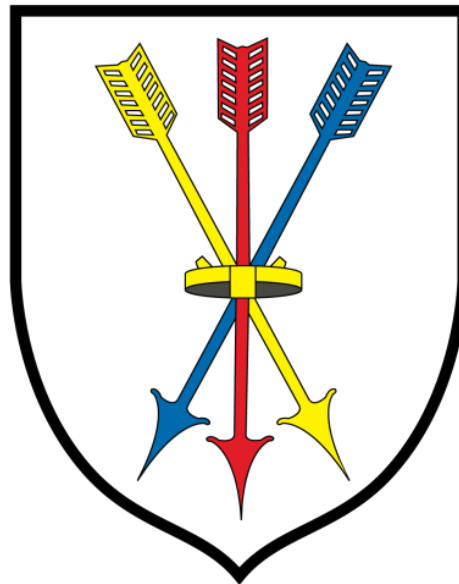


# School Improvement Plan 2019-2020

DREAM BIG!



Respect - Team - Achieve

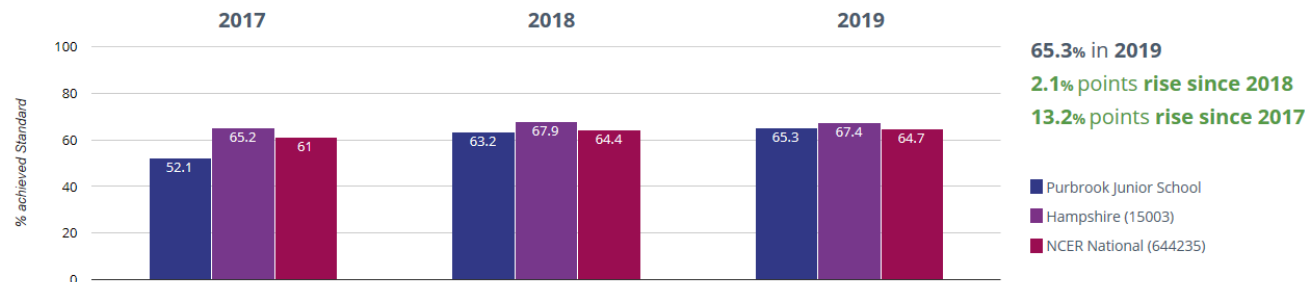
## Purbrook Junior School School Improvement Plan 2019 2020

### School Context

Purbrook Junior School is a larger than average, three form entry junior school with 383 pupils currently on roll. Pupils primarily transfer from our infant school. We are currently 100 in the IMD ranking. 93% of pupils are of white British origin. 2% are EAL and 18% SEND. IMD ranking of 99/422

### Standards

#### RWM - achieved standard



Standards are improving over time. We should be really proud of the standards achieved and the improvements made in the last 3 years. We are now in line with NA and outcomes have improved greatly at GD too. All individual subjects improved at GD as did our combined (8%) This success needs to be celebrated whilst ensuring we build on this success to further improve standards across the school. End of year outcomes in all other year groups are good too and have been discussed in depth with SLT.

The school is an improving picture in relation to standards. The gap between PJS and NA has diminished and the combined total for RWM is now in line (9% below 2017). The RWM combined scores improved by 2% in 2019. This is a huge achievement and is testimony to the hard work and commitment of all staff to improve outcomes for our children. We need to continue with this improvement for 2019 -2020 by consolidating the good work that we due whilst embracing the new Education and Inspection Framework (EIF) from Ofsted. Much of our strategic work this year will be developing the curriculum and leadership work to date. Subject leadership will have a key focus as part of the EIF and the work we are doing through the Schools Partnership Programme (SPP). **Reading and the teaching of reading will continue to be a key focus and are integral to the EIF.** The SIP outlines the key drivers for school improvement. **There is an implicit understanding that the improvements we have been working on over the past years continue to be embedded into our effective practice.**

**Summary of Overall Effectiveness**

- OFSTED rated the school as a good school November 2016
- LLPR visit 2019 placed the school as high priority. The school is ‘high support’ which includes termly monitoring.
- Local Authority writing moderation in June 2017 wholly supported the schools judgements.
- English Local Authority lead has verified judgements made in school during 2018-2019. Examples of children’s work at GD taken as exemplar..
- Progress measures from the children’s official starting points need to be considered.
- Whole school attendance is good at 97% (above National June 2019). The relentless pursuit of getting children in school is maintaining a high level of attendance. Attendance has increased by 0.4%
- System of shared leadership across the school. Middle leader development has been a high priority over time and we have seen some real improvements in our work.
- Experienced SLT has clear direction and ambitious vision and capacity to improve.
- School is outward facing working with other schools to champion best practice e.g. Schools Partnership Project and Pathways to Outstanding
- Behaviour is good and learning behaviours are good. School wide work on Growth Mind-sets has led to attitudes to learning being positive over time. The feedback with parents is generally good.

**Summary of Key Aims and Intent 2019-2020**

School Improvement Focus Area	To be RAG rated termly including Intent, Implementation and Impact
<p><b>Quality of Education - Intent, Implementation and Impact</b></p>	<p>Teachers demonstrate good and outstanding teaching consistently. Teachers can articulate the impact on improving pupils’ progress and attainment. Continue to ensure the level of challenge and pace of learning is matched to the needs of all ability groups (including SEN and GD) through a personalised approach to learning. Embed masterly approach to learning to ensure learning is not task driven.</p> <p>Dream Big is evident through all learning. Curriculum is broad, balanced and ambitious for all learners. Curriculum is knowledge richThe other main aspect of the curriculum is that it must deliver <b>cultural capital</b> - ‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’</p> <p>Build on current curriculum work to ensure a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.</p>
<p><b>Behaviour and Attitudes</b></p>	<p>1.1 Pupils’ attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p> <p>1.2 The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p> <p>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute</p>

	positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
<b>Personal Development</b>	Continue to improve personal development, behaviour and welfare, in particular through the promotion of positivity and mental health. Part of the PBS well-being group and Havant Mental Health strategy team. Embed further the range, quality and take-up of extra-curricular activities, the promotion of British Values, the development of pupils' character, the quality of debate and discussions that pupils have and the pupils' understanding of how equality and diversity are promoted and celebrated.
<b>Leadership and Management</b> <b>Continue to improve the leadership and management of the school, in particular ensuring leaders at all levels impact on teaching and learning.</b>  <b>Develop senior and middle leadership across the school to embed the current good practice through rigorous, robust and consistent systems.</b>  <b>Develop subject leaders and leadership in line with new EIF</b>	<p>The school leadership will continue to build upon the current good practice that exists. There has been a lot of good CPD enabling leaders in their roles. This will be developed more specifically this year with subject leadership being the main focus. This will be through school and SPP CPD. This leadership will involve learning from each other and incorporate top level view and deep dive. Subjects will be developed over time and not all subjects will develop at the same rate. A programme of development will be in place for September 2019. Governance will continue to form an integral part of leadership as in previous years.</p> <p>Workload is something we will be very mindful of as a school.</p>
<b>3. Embed the areas of development from Ofsted:</b> <b>OFSTED Marking and feedback consistency</b> <b>OFSTED Questioning for Higher attaining pupils – particularly in maths</b> <b>OFSTED Assessment Process for parents</b>	<p>Ofsted (2016) visit raised the following points:</p> <ol style="list-style-type: none"> <li>1. Ensuring that the schools' marking policy is implemented consistently so that pupils know clearly what to do to improve their work</li> <li>2. Increasing the opportunities pupils have to respond to the comments teachers make about their work</li> <li>3. 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.</li> <li>4. 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.</li> </ol>

<b>What's New?</b>
1. Ensure children are resilient learners who 'Dream Big' and fully embrace the values of Respect, Team and Achieve
<b>End of Year expectations</b>
Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 1.1 The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. 1.2 The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
<b>What's New?</b>
2. Develop and extend the use of vocabulary where all children challenge themselves to be language rich
<b>End of Year expectations</b>
<b>2.1</b> Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.. Children explicitly improve their choices of vocabulary in the spoken and the written word. Spelling improves across the school.
<b>Building on good practice...</b>
Assessment for Learning ensures all learners are supported and challenged: <ul style="list-style-type: none"> <li>• able children thrive</li> <li>• the vast majority of learners make expected ARE progress to master primary concepts</li> <li>• small steps in learning are learned and consolidated by pupils who experience cognition and learning challenges.</li> </ul>
<b>End of Year expectations</b>
<ul style="list-style-type: none"> <li>• Teachers have good depth of knowledge of the subjects they teach; able children thrive through challenge and exploration. Leaders provide effective support. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.</li> <li>• The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient and secure knowledge.</li> <li>• Teachers and leaders use assessment well to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.</li> <li>• Leaders use a more streamlined approach data and tracking systems to provide most relevant information about standards and progress.</li> </ul>
<b>Building on good practice...</b>
Continue to improve personal development, behaviour and welfare, in particular through the promotion of positivity and mental health. Wellbeing team and pastoral team to monitor evaluate and review practices across the school.
<b>End of Year expectations</b>
<ul style="list-style-type: none"> <li>• Well Being Team in partnership with PBS to embed good practice into school to benefit all stakeholders. Teams to evaluate success.</li> </ul>

- Mental Health Support Worker provided through Wave 2 of the Green Paper to be integrated into Havant and school work. Targeted approach to aid stakeholders
- 'Pupil Champions' to be working successfully and those children to have improved self esteem displayed throughout the school.
- Children understanding 'happiness better through rich P4C opportunities, discussion, debate and assemblies in the curriculum. Build on Andy Cope INSET.

### What we do well...

#### The quality of education

- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly for all pupils.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

#### Behaviour and attitudes

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

### **Personal development**

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.

### **Leadership and management**

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: **identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; **help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and **manage** safe recruitment and allegations about adults who may be a risk to pupils.

## #Dream Big

The school improvement plan has been deliberately streamlined in line with the new OFSTED framework for the academic year 2019–2020.

The improvement plan is meant to give a holistic overview of the school and its current priorities and thinking. We are building year-on-year to ensure our children get the best possible education. Please remember that these new priorities add to the work we have already done.

Quality of education can now be described using the language of intent, implementation and impact. This may make evaluating easier for leaders and subject leaders.

Intent is about the aspiration we have for our school and all our learners. It is imperative we maintain this at all times.

‘Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.’  
Sweller J, Ayers P & Kalyuga S (2011) Cognitive Load Theory (volume 1).

The curriculum needs to be knowledge rich. Knowledge does not sit as isolated information in pupils’ minds It is important we build upon the good work we have already committed to our curriculum. We need to be clear about the aims of the programme of education, including the knowledge and understanding to be gained at each stage. We have talked about planting a flag at the end of a learning unit and then working backwards thinking about how we will arrive at our destination.

It’s impossible to put everything on the school improvement plan every year. We need to build on all of the good work that we have done and implement the new foci whilst embedding our previous work. We have included some new developments around mental health and well-being. This is a crucial area of focus for all stakeholders at our school. There are some exciting developments in place that will eventually benefit everyone. We have a strong pastoral team but some of the work isn’t sustainable and therefore we need to think differently. Let’s control well the things that we can control...

Leadership and subject leadership plays an integral role this year. We will learn through these experiences together and as part of our SPP work. As leaders, we will take greater ownership, development and strategic direction of our subject. This may appear daunting at the moment but we will be successful together over time as always.

Please use this document as a working document alongside your subject leader and year leader action plans.