

The Grove Junior School Priority School Improvement Plan 2016-2017

Key Priorities	Next Steps	End of year review/ next steps.
<p>1. To further improve our tracking and reviewing of the progress of all children across the school in reading, writing and maths so that we are quickly responsive and have successful intervention strategies in place to avoid gaps in progress or insufficient progress, particularly for:</p> <ul style="list-style-type: none"> • boys and girls • disadvantaged and other vulnerable children • children with EAL • children with SEN • higher attaining children <p>Children should make at least 3 steps of progress with a good proportion making 4 steps of progress.</p>	<p>To continue to follow a clear termly tracking timetable where SLT meet all year groups to discuss children's progress and identify where further intervention or changes are necessary.</p> <p>To continue to review at least termly the effectiveness of interventions for each child and to adjust accordingly.</p> <p>To meet termly with parents and guardians of those children who are not making expected progress, in order to discuss with families how we can further work in partnership to improve progress.</p> <p>To continue to use Reading Challenge, pre learning of vocabulary and book groups to support learning.</p> <p>To embed further the use of phonics throughout the school to support spelling.</p> <p>To monitor , evaluate and improve the quality and impact of feedback to our disadvantaged children</p> <p>To continue to work on embedding the Write Away intervention and to support class teachers in conferencing or writing.</p> <p>To develop the use of newly purchased maths</p>	

	<p>manipulatives to encourage understanding of concepts and Maths fluency.</p> <p>To continue to employ two teachers to provide specialist intervention in English and Maths and to employ an HLTA to provide specialist intervention in reading through phonics.</p> <p>To improve further communication between class teachers and other staff who are carrying out interventions in order to meet the needs of children most effectively.</p>	
<p>2.To improve teaching and therefore further promote excellent progress for all children, by improving their learning across the core and foundation curriculum by:</p> <ul style="list-style-type: none"> • further embedding challenging questioning throughout all lessons • using an imaginative and thoughtful range of stimuli and teaching techniques to engage children in learning • ensuring that we are working towards being and creating experts, by clearly sharing 	<p>To undertake a series of staff training/sharing of good practice sessions throughout the year for teachers to develop these pedagogies across the curriculum. To be led by RR and MM. (throughout year)</p> <p>To arrange a series of walkthroughs so that teachers can observe good practice and learn from each other. (throughout year)</p> <p>To ensure that TAs are kept up to date and involved in understanding and using improvements of pedagogy where relevant. (throughout year)</p> <p>To ensure that termly summative assessment levels are recorded for foundation subjects, as well as core subjects.</p> <p>To monitor improvements and outcomes by undertaking: data analysis, book scrutiny, lesson observations, pupil</p>	

<p>with children the appropriate language and vocabulary for learning for all subjects</p> <ul style="list-style-type: none"> ensuring that children are given the opportunities to demonstrate their learning to a deeper level in all subject areas ensuring that our learning environment supports learning, and celebrates our children's achievements. <p>At least 25% of children should be working at a deeper level in each subject after assessment.</p>	<p>voice, evaluation of feedback. (termly)</p>	
<p>3. To increase the number of children who are working at a deeper level in writing, so that at least 25% of children in each year group are working at a deeper level and that children make 3 steps of progress with a proportion making four steps.</p>	<p>To carry out three staff training sessions (Spring term)</p> <ul style="list-style-type: none"> to establish expectations of writing at a deeper level in each year group to practise teacher modelling writing at a deeper level to begin to explore which texts/whole books could be used to model this to children <p>To provide time for year groups to moderate work and to decide what further skills their children may need to be working at a deeper level. (Spring term)</p>	

	To provide time for conferencing for higher attaining writers across the school. (Year 6- throughout year. Years 3,4,5- spring and summer terms)	
4.To improve the Mathematical fluency and understanding of concepts so that at least 92% of children are broadly at an age related level and at least 85% are securely at an age related level in each year group and so that children make at least 3 steps of progress with a proportion making 4 steps. (Herts levels)	<p>To ensure that each classroom has an appropriate range of Maths manipulatives, easily accessed by children.</p> <p>To carry out two staff training sessions on the best use of Maths manipulatives(Spring term) to enhance understanding- TB and</p> <p>To continue developing TA use of Maths manipulatives to support groups.</p> <p>To offer parents' lessons x4 to improve parental understanding of how we teach maths and parents' evening.(CH and TB)</p>	
5. To improve our PSHE curriculum by adopting the Jigsaw Scheme in all year groups.	<p>To launch Jigsaw on beginning of summer term INSET day.</p> <p>To ensure that PSHE is taught for at least half an hour every week.</p> <p>To monitor termly through lesson observations and pupil voice.</p>	