



School Improvement Plan (SIP) November 2018 – November 2019

To be read in conjunction with:

English impact summary / Action Plan
Mathematics impact summary / Action Plan
SENCo / Pupil Premium / Curriculum Action & Assessment Plans
Termly Monitoring and Evaluation Schedules (MES)
School Self Evaluation 2018-2019 (SSE)
Staff Development Plan (SDP)
Staff Development Meetings objective overview 2018-2019
Monitoring of SIP and SSE document 2018-2019
Single Equality Statement + Action Plan 2017-2020



To inspire and educate for life

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2. Priorities (below) and Monitoring (Page 4)

- Raise attainment and progress of disadvantaged, SEN and 'at risk' children in reading, writing and mathematics.
- Raise attainment and progress in mathematics for to low to mid prior attaining children and girls (especially prior higher attaining girls).
- Raise attainment and rate of progress (English and Mathematics) in Years 3 and 4.

3. Objectives (below) and School Improvement Plan (linked to priorities) (Pages 5 – 17)

- **Effectiveness of Leadership and management:** Governors further develop their understanding of the school's effectiveness and keep the school improving by focusing on the impact of their actions. (p5/6)
- **Effectiveness of Leadership and management:** All staff are to coach, mentor, support and are coached / supported (to achieve this) to improve outcomes for all children. (p7/8)
- **Quality of Teaching, Learning and Assessment:** Raise attainment and progress in mathematics for low to mid prior attaining children and girls (especially prior higher attaining girls). (p9/10)
- **Quality of Teaching, Learning and Assessment:** Improve the planning and assessment of reading, spelling and grammar across all year groups. (p11/12)
- **Quality of Teaching, Learning and Assessment:** Raise and attainment and rate of progress (English and Mathematics) in Years 3 and 4. (p13/14)
- **Personal Development, behaviour and welfare:** Develop a cohesive framework for Droxford Junior School learning habits, behaviours and values. (p15)
- **Outcomes for Pupils:** Raise attainment and progress of disadvantaged, SEN and 'at risk' children in reading, writing and mathematics. (p16/17)

Our Aims



- We offer challenging and enjoyable learning experiences for all.**
- We motivate our learners and promote a spirit of curiosity.**
- We strive to continuously improve and expect high standards of behaviour.**
- We provide an outstanding curriculum and a stimulating learning environment.**
- We develop strong partnerships to achieve success.**
- We embrace the principle of inclusion.**

Priorities

1. Raise attainment and progress of disadvantaged, SEN and 'at risk' children in reading, writing and mathematics.
2. Raise attainment and progress in mathematics for to low to mid prior attaining children and girls (especially higher attaining girls).
3. Raise attainment and rate of progress (English and Mathematics) in Years 3 and 4.

Monitoring the SIP

- This SIP is monitored by governors through a termly monitoring and evaluation plan. This plan is based upon the roles of governors supporting the SIP.
- SLT complete a termly assessment of SIP and SSE objectives which is shared with all staff.
- The termly Monitoring and Evaluation Schedule (MES) ensures school leaders fulfil their duties in terms of Professional Development Meetings (PDMs) (performance management), observations, book monitoring, learning walks, pupil conferencing and Pupil Progress meetings.
- HT reports, twice a term to governors, on the objectives in the SIP.
- PDM objectives for all staff are aligned to SIP and are evaluated in Spring and Summer term.
- Leaders monitor and evaluate curriculum and T&L – aligned to SIP and PDM objectives.



Effectiveness of Leadership and Management

Objective 1: Governors further develop their understanding of the school's effectiveness and keep the school improving by focusing on the impact of their actions.

Current Context:

- New Chair and Vice Chair of Governors starting November 2018.
- Three new governors started in September.
- New admin officer in charge of finance - started the role in 2017/2018 academic year.

Action	Success Criteria	Dates and costs
Governors support, guidance and challenge is utilised to ensure financial standards are met and school maintains a healthy surplus budget moving forward.	<ul style="list-style-type: none"> • School maintains surplus 3 year budget • Admin Officer continues finance CPD – supported by LA • School numbers 180+ on role • Budget on track for planned surplus as Admin officer monitors and checks (monthly) 	Time & EFS support costs SLA HT training
Governors to be aware of the school's strategic direction and the reasons for this.	<ul style="list-style-type: none"> • Governors have a clear understanding of school performance / evaluation and the SIP to achieve this. • Governors are involved in the review of writing and editing of the SIP and SSE. • School leaders present latest SIP/SSE and data at FGB meetings. 	Whole gov training (SLA) HIAS budget FGB meetings
Governors to support learning walks in school.	<ul style="list-style-type: none"> • Governors gain an insight into different aspects of the school and to listen to children's views. • Monitor provision of learning and progress of all children paying particular attention to the disadvantaged and children with SEN 	
Governors to attend training courses and in-school induction (where appropriate).	<ul style="list-style-type: none"> • Through attending training courses and e-learning governors share new knowledge at FGB meetings • New governors attend in-school induction including tour of the school, meeting staff and have an awareness of school practices and learning environment. 	Training SLA Ray West H&S training £160
Governors use views of parents, staff and children to improve the school and evaluate their own practice.	<ul style="list-style-type: none"> • Governors use Parents Satisfaction Survey results • Governors respond to parents following analysis of the Parent Questionnaire and take action as required. • Learning walks • Headteacher 360 degree assessment carried out 	Cost of 360 degree assessment (KW)

Headteacher performance management process focuses on school improvement and professional development.	<ul style="list-style-type: none"> • Robust process supports and challenges Headteacher to have the impact required on school improvement and standards of education for DJS children. • Specific and constructive feedback in place for HT in 2018/2019 is aligned to SIP and professional development of HT. • On going professional dialogue between HT and governors ensures the improvement of professional practice. • Governors aware of the significance of the process and attend relevant training. 	<p>HIAS LLP costs (1 day) inc. school support £500</p> <p>Dec 7th (HIAS budget)</p>
Raise profile of governors in the school community.	<ul style="list-style-type: none"> • Governor's feedback to parents via the annual review, newsletter and website. • Governors present at school events wearing lanyards • Consider governor presence at other school events eg year 2 open morning, parent's evenings, FODs events, sports day. • Staff invited to attend whole governor training 	
Governors to continue evaluating the impact and challenge at the end of each meeting.	<ul style="list-style-type: none"> • Governors take effective action to support and improve the school and are able to evaluate the impact of their actions. 	
Governors check the SCR termly.	<ul style="list-style-type: none"> • Evidence that it has been checked 	
Pre-defined specific governor roles maintain statutory school standards.	<ul style="list-style-type: none"> • Governors visit school on a termly basis or as an when their role requires i.e. H&S, finance and monitoring documents completed and shared with all governors • Actions support and develop school practice and are reported back to governors by the relevant member of the leadership team. 	
<p>Governor monitoring / support: Evaluating / reviewing SIP/ School Self Evaluation (SSE). Monitor the provision of Teaching and Learning (T&L) – Eng / Maths, Science and foundation subjects for all groups of children inc. PP, SEN and Most Able. Monitor safeguarding / H&S procedures and finance checks. Attend presentations, school events where possible – wear lanyards – raise profile – newsletter / annual review communications. Budget monitoring and termly controlled self assessment checks.</p>		
<p>Impact summary:</p>		
<p>Evidence: Training records, 3 year strategic budget tool, HT PM documents, whole governor training records, governor monitoring records, monitoring file, SCR and subsequent monitoring records, governor minutes, Staff and Teaching assistant minutes, evidence of parent survey, testimonials from 360 degree results, induction records, feedback from parents, school training records.</p>		

Effectiveness of Leadership and Management

Objective 2: All staff are to coach, mentor, support and are coached / supported (to achieve this) to improve outcomes for all children.

Current Context:

Some school leaders have received coaching from Maureen Bowes. HT has used professional development training from Maureen Bowes in school to support and coach staff. HT has used Jonathan Hannam training to coach using GROW model. Coaching is becoming cultural but needs more CPD. SLT supporting and mentoring Year 3 / 4 as DHT (Year 3 / 4 & English lead) on long term sick since start of year and is not due back until unspecified date in 2019.

Action	Success Criteria	Dates and costs
School leaders coach and support Year 3 / 4 (see teaching and learning - Objective 5)	<ul style="list-style-type: none"> Outcomes linked Objective 5 evidently improved 	Time and supply costs (kept a minimum – cover in house TAs or HT)
Continue to develop the use of coaching journals	<ul style="list-style-type: none"> CPD monitored Extend to SENCo, TAs & Sports coach Evidence of CPD in Coaching Journals 	Staff meeting time
Develop the role of the Safeguarding Governor	<ul style="list-style-type: none"> Safeguarding Governor will have a clear understanding of role and is in school monitoring and supporting with safeguarding 	HT to meet with Safeguarding Gov.
Train staff to coach children	<ul style="list-style-type: none"> Training with Maureen Bowes provides resources and capabilities for staff to develop a coaching programme for children which can be reviewed. Jonathan Hannam used in school by ELSA and other key staff members and having a positive affect with targeted children. 	Maureen Bowes training costs (See SDP)
Coach staff in the use of effective, ongoing AfL to ensure children make good progress	<ul style="list-style-type: none"> Staff observe teaching in other classes and schools 	Time and supply costs (kept a minimum – cover in house TAs or HT)
Coach staff to take increasing ownership of data	<ul style="list-style-type: none"> Staff meeting time given for analysis of ASP Evidence of staff monitoring combined data and progress of children Commentaries written in year teams to allow for meaningful analysis of data and suggested impacts for teaching and learning 	

Organise a coaching INSET day led by Maureen Bowes	<ul style="list-style-type: none"> • INSET organised 	INSET day costs inc. catering. Sept. 4 th 2019
Governor monitoring / support: Safeguarding governor collaborates with school leaders and admin team.		
Impact summary:		
Evidence: Coaching journals, Gov. audit of safeguarding practice, ELSA resources, pupil conferencing and perception surveys, staff testimonials, SM minutes		

Quality of Teaching, Learning and Assessment.

Objective 3: Raise attainment and progress in mathematics for low to mid prior attaining children and girls (especially prior higher attaining girls).

Current Context:

- 2 x RQT, 1 x long term supply.
- End of Key Stage data for maths has dipped over the past few years. This is coupled with low levels of attainment and progress being reported within the school, especially in Year 3/4, after the transition from KS1
- It has been a trend for previously high attaining girls (GDS at KS1) to make less than adequate progress over their time at the school.
- DHT (Year 3 / 4 & English lead) on long term sick since start of year and is not due back until unspecified date in 2019.

Action	Success Criteria	Dates and costs
Coach staff in the use of effective, ongoing AfL to ensure children make good progress	<ul style="list-style-type: none"> • Staff meetings used to share positive examples of AfL, lesson organisation and effective planning. • Ongoing maths assessment booklets created for all classes. • Hot and Cold Tasks used in all units. • Time to be used in afternoons for teachers or TAs to give boosters in order to fill gaps in understanding to ensure children do not fall behind. • Lesson Observations, learning walks and regular book monitoring will show effective use of AfL within and between lessons (including flexible grouping and marking). 	Maths manager release time (cover with TA / HT yr 5/6 occasional supply)
Ensure the pace and coverage in each year group is effective, and high expectations are held for all children	<ul style="list-style-type: none"> • Droxford's Long Term Maths Plans (LTP) created and shared with each member of staff. • Maths manager to support planning process to ensure coverage and high expectations. • Task design will include a mix of reasoning, problem solving and fluency questions. • Regular book monitoring will also look at whether the LTP are being followed. 	PPA time
Introduce the '3 core principles' to support the teaching and learning of new concepts in maths for all learners	<ul style="list-style-type: none"> • One of the '3 core principles' (arrays, numberlines or bar models) will be used in every maths lesson at some point. • Children will begin to be able to choose one of the principles to help them solve a range of problems, and explain their reasons. • Task design will support the use of these pictorial principles, as well as using concrete resources when appropriate. • Evidence from lesson observations, learning walks and regular book monitoring. 	SLT monitoring time (see termly MES) Staff meetings

Support Year 3/4 in the teaching of times tables to prepare for the statutory testing at the end of year 4 from 2020.	<ul style="list-style-type: none"> • Progression in the teaching of times tables document will be created and shared with staff. • Constant and effective times tables practise for children in year 3 and 4. • Tracking system introduced for times tables across the whole school. • Evidence from lesson observations, learning walks, regular book monitoring and TT Rockstars will show a positive impact on children's times table recall. 	SLT monitoring time (see termly MES) Time to set up X tables tracker
Raise the profile of Maths at Droxford Junior School	<ul style="list-style-type: none"> • Monthly maths challenge set up from October 2018 • Maths clubs created to raise the profile and excitement of the subject • TT Rockstars results shared and celebrated in assembly each week. • Set up GIRL'S MATHS CLUB 	
Raise the rate of progress for girls in school	<ul style="list-style-type: none"> • High attainment and progress of all girls by the end of KS 2 based on last two years • Girls engagement and enjoyment of maths increases and can be seen and heard in lessons / clubs and book monitoring. • Data provides evidence including new X tables test 	
Governor monitoring / support: Assigned governor visits on a regular basis, focussing on Maths Impact summary requirements and SIP – gives feedback to FGB.		
Impact summary:		
Evidence: Data, greater % of children making EXP / GDS / ARE, girl's attainment increases – positive data sets compared to LA and National, staff confidence and competencies in planning, learning environment, pupil conferencing and perception surveys, monitoring file / records, track system, coaching journals		

Quality of Teaching, Learning and Assessment.

Objective 4: Improve the planning and assessment of reading, spelling and grammar across all year groups.

Current Context:

- New English lead team in place - Sept 2018 (HT / Jenny Smith)
- DHT (Year 3 / 4 & English lead) on long term sick since start of year and is not due back until unspecified date in 2019.
- ASP question analysis used to identify areas below NA or lower than previous
- GPAS lower than NA at end of KS 2 in 2018.
- 2 x RQT, 1 x long term supply.

Action	Success Criteria	Dates and costs
Review the assessment of reading	<ul style="list-style-type: none"> • Through SM, peer coaching /supporting staff assessment data reliable / robust 	Time
Improve the consistency of the teaching of reading across the school and maintain the profile of reading	<ul style="list-style-type: none"> • Staff (alongside English manager / HT & Leah Crawford) develop engaging units of work which also teach reading / comprehension skills • Reading club created • Target reluctant readers • Reading a range of text types enriches DJS curriculum with children a greater range of texts. Evidenced in books and reading diaries. 	PPA time Leah Crawford Costs £400 per day Feb 26th
Introduce 'Hot Tasks' to aid reading assessment	<ul style="list-style-type: none"> • Evidence of 'Hot Tasks' providing timely and accurate assessment data 	Planning time
Introduce comprehension reading skills (VIPERS) across the school	<ul style="list-style-type: none"> • Planning and books show these skills explicitly taught. • Comprehension tasks to break down questions into these headings (until children are confident to use implicitly.) • Lesson observations, learning walks and planning show improved teaching of reading. 	Termly MES supports monitoring process Literacy Shed + subscription £90
Embed grammar teaching into lessons	<ul style="list-style-type: none"> • Evidence in books of grammar linking to learning outcomes (grammatical concept picked out in text, taught and then applied.) • Evidence in pupil conferencing. • Improved results in mini grammar summative tasks and then gaps addressed in future planning. 	PPA time

Spelling rules taught and practised	<ul style="list-style-type: none"> • Evidence of progress in correctly spelling 3/4 and 5/6 common exception words. • Spelling rules addressed in planning. • Evidence of children correcting spellings in response to feedback 	
<p>Governor monitoring / support: Governor assigned to monitor / support English visit school – focus on SIP objectives and guided through process by English leaders. Gov to give feedback to FGB.</p>		
<p>Impact summary:</p>		
<p>Evidence: Assigned gov. for English report to FGB. New assessment documents for reading in place and used. New units of work created / collaborative work with Leah and others evident. Reading club. Guided reading books. Reading diaries. New 'Hot Tasks' created. Planning. Lesson obs / book monitoring. Monitoring file. Records. Trackers. Staff assessments. Hard and soft data.</p>		

Quality of Teaching, Learning and Assessment.

Objective 5: Raise and attainment and rate of progress (English and Mathematics) in Years 3 and 4.

Current Context:

- New English lead team in place - Sept 2018 (HT / Jenny Smith)
- DHT (Year 3 / 4 & English lead) on long term sick since start of year and is not due back until unspecified date in 2019.
- 2 x RQT, 1 x long term supply.
- LLP action points 2017-2018

Action	Success Criteria	Dates and costs
Ensure more planning / assessment time with English leaders	<ul style="list-style-type: none"> • Teachers more confident in planning and assessing English (reading, writing, S&L and grammar) • More accurate assessment of reading and writing • Range of reading, writing and grammar planned / embedded in evident in cohesive units of work where possible • Greater range of writing tasks planned – shorter writes • More work in all books • Greater cohesion across all three classes • Grammar evident in books – linked to texts 	
Ensure whole standardisation, including school to school, is built in to assessment cycle	<ul style="list-style-type: none"> • Staff confidence and judgements increased / accurate 	S/M time
Ensure handwriting is consistently taught across 3/ 4	<ul style="list-style-type: none"> • Scheme of work followed • More pen licenses handed out • Evidence in books 	
Support Year 3 / 4 with revised assessment materials.	<ul style="list-style-type: none"> • Reliable / robust assessment shows higher levels of attainment and progress in Years 3 and 4 • 	PPA
Maintain and develop the academic transition of children between between KS 1 & 2	<ul style="list-style-type: none"> • Children’s attainment and progress is higher due to interventions and strategies put in earlier in Year 3 	S/M

Ensure learning is motivating and inspiring; celebrating children's learning as well as supporting in English and maths	<ul style="list-style-type: none"> • All displays in school up to date (within a term) and have a balance of children's work and curriculum support • Maths and English walls used to support the learning on a daily / weekly basis. • Evidence of fluency, reasoning and problem solving around the class 	
Ensure planning time is available for Maths / English leaders to support Year 3 / 4 team.	<ul style="list-style-type: none"> • Planning is cohesive and is evidence in books in terms of outcomes • Staff confidence / competence / subject knowledge increases • Cold tasks, orange, green and blue challenges and hot tasks evident in books • Clear sequences of learning are evident for each unit • Appropriate level of challenge for all levels of learners • Tasks are designed to support learners with fluency, reasoning and problem solving tasks. 	Time
Year 3/4 given CPD time to look in other books (internal and external) and opportunities for team teaching and maths observations (internal and External)	<ul style="list-style-type: none"> • Observation of other teachers in DJS and other schools with 3/ 4 teachers reflecting and giving feedback. • Impact of CPD evident in teachers practise and coaching journals. • Year 3 / 4 teachers observe the teaching and learning in DJS and pre-identified schools in county. 	Release time
<p>Governor monitoring / support: Asssinged governor visits on a regular basis, focussing on Maths Impact summary requirements and SIP – gives feedback to FGB. Governor assigned to monitor / support English visit school – focus on SIP objectives and guided through process by English leaders. Gov to give feedback to FGB.</p>		
<p>Impact summary:</p>		
<p>Evidence: Learning environment and support. Working walls and displays, coaching journals, planning documents, observations, monitoring file, soft data, LLP report, handwriting samples, SENCo reports, learning walk evidence.</p>		

Personal Development, behaviour and welfare

Objective 6: Develop a cohesive framework for Droxford Junior School learning habits, behaviours and values.

Current context: Current 'peg system' deemed confusing and lacks cohesion and effectiveness. Core Values and 'Keys for Success' been in place for over 12 years. Growth Mindset strategy in place for over 12 months.

Action	Success Criteria	Dates and costs
To replace the current peg system for a new rewards and positive behaviour management system	<ul style="list-style-type: none"> • Research carried out by reading, visiting other schools (CPD for teachers) • Feedback from staff and pupils on what they like/think should be improved about the current system • A new system has been trialled • A new system rolled out 	S/M One class being used as test sample group for one term.
Audit, summarise and rebrand the school's habits of mind.	<ul style="list-style-type: none"> • A graphical chart representing the school's T&L learning strategies and Habits of Mind created and presented to all stakeholders and on website • Design company in London (Designit) supports new graphics. 	INSET Feb 25 th 2019 (No cost – whole school consultation collaborative process. Tenacity book £500
Review and rebrand the school's Key's for Success, Core Values and School Aims.	<ul style="list-style-type: none"> • All stakeholders consulted • Rebranded Key's for Success, Core Values and School Aims 	

Governor monitoring / support: Govs. add their perspective to any review through whole school consultation.

Impact summary:

Evidence: New positive behaviour management system in place. New cohesive design for Keys/Values/Vision/Aims/Behaviour/Learning habits in view around the school.

Outcomes for Pupils

Objective 7: Raise attainment and progress of disadvantaged, SEN and 'at risk' children in reading, writing and mathematics

Current Context: The school has good outcomes for KS2 and children make good progress. The 3 year average data is still strong. However, there is a trend of attainment becoming less strong (particularly for Maths and therefore RWM combined.) With such small numbers of SEN and disadvantaged, year on year results fluctuate. However, it is still a priority for these children to make good progress and achieve in-line with school and national non disadvantage.

Action	Success Criteria	Dates and costs
The proportion of children with SEN making expected and exceeding progress is higher than national and county	<ul style="list-style-type: none"> Children with SEN have a model of assessment that better describes their progress. Use Rochford review. Case studies in place to highlight other areas of progress. 	SENCo time
The progress and attainment gap between disadvantaged and national non-disadvantaged diminishes.	<ul style="list-style-type: none"> All disadvantaged children out-perform the national group in all subjects. Data is tracked rigorously, through pupil progress meetings, for all year groups. 	
The progress and attainment gap between disadvantaged and non-disadvantaged diminishes within school.	<ul style="list-style-type: none"> Data is tracked rigorously, through pupil progress meetings, for all year groups. Children's progress is increased and disadvantaged children out-perform their peers in school. 	
At risk children in reading writing and mathematics (and combined) identified by teachers with targeted support put in place	<ul style="list-style-type: none"> Teachers identify children making slow or little progress and strategies discussed in pupil progress meetings Teachers can confidently identify children that are 'at risk' of not making combined progress Assessment lead will have shared FFT data with staff looking at risk factors. Maths manager tracks and reports on girls progress in maths and low and mid prior attainers (see teaching and learning objectives) 	PPA time Teacher time

SENCo to roll out reading, writing and maths SEN tracking and share the pre-key stage assessment objectives with staff	<ul style="list-style-type: none"> • Reading, writing and maths SEN tracking sheets rolled out • Staff have been made aware of Pre-key stage 2 standards and these used to help make assessment judgements 	
Intervention logs and tracking of pupil premium children used to plan and assess provision for disadvantaged	<ul style="list-style-type: none"> • Focused learning walk to identify practise is in place • Evidence of interventions in intervention logs • Book monitoring focus on PP children • Disadvantaged children discussed in pupil progress meetings 	PPA time
To introduce class actions based on the outcomes of termly pupil progress meetings	<ul style="list-style-type: none"> • Evidence of action points for 'at risk' children (written in pupil progress meetings) 	Pupil progress meetings
Governor monitoring / support: SEN and PP learning walks. Monitor and review statutory statements for website. Governor review.		
Impact summary:		
Evidence: SEN assessment trackers, SEN case study pro-formas in place and populated, data, pupil progress meeting actions, PP trackers, Gov feedback, S/M minutes, SLT & TA meeting minutes, learning walk evidence, book monitoring feedback		

