



Chandag Junior School
School Improvement Plan
2019/20



To achieve excellence in teaching and learning in order to ensure that each child achieves their full potential by exciting a desire to learn and by responding in a way that delights and inspires the learner.

To empower our pupils to flourish academically alongside the nurture of their social and emotional well-being.

To cultivate resilience and increase their confidence whilst shaping a knowledgeable understanding of their local and cultural heritage within the wider world and their place and influence within it as a global citizen.

1. Overall Effectiveness:	3 (content below makes up the overall effectiveness of Chandag Junior School)
2. Quality Of Education:	2
3. Behaviour and Attitudes:	2
4. Personal Development:	2
5. Leadership and Management:	3

2. QUALITY OF EDUCATION:

Summary of Key Priorities

1. Improved outcomes for pupils at the end of KS2 especially in Spelling and Grammar; Reading and Maths
 Maths: further developing pupils' mathematical knowledge fluency and mastery
 Reading: developing and refining the reading curriculum to develop pupils' fluency, confidence and enjoyment in reading
 Spelling: roll out of Spelling Shed; vocabulary: word of the day
2. CJS (and WMAT) Curriculum mapping of intent, implementation and impact of the KS2 National Curriculum: continuing to develop coherence in planning and sequencing, the skills progression across KS2 towards cumulatively sufficient knowledge for ALL pupils; curriculum structure and content is reflective of the school's local context and heritage
3. Quality of teaching and consistency of implementation of new initiatives in Maths and Reading teaching

SEF Judgement 2

Focus (<i>Linked to priority?</i>)	Action	Impact/Outcome/ Success Criteria
1. Improved outcomes for pupils at the end of KS2 Curriculum initiatives:	Alterations to the CJS week timetable Increased TA support in afternoons	Aligned and consistent practices in teaching in Maths, Reading, Spelling; behaviour expectations and culture

<p><u>Maths</u> fluency and mastery; lesson structure and attitudes to maths</p> <p><u>Reading</u> practice and culture for fluency</p> <p><u>Spelling and Vocabulary</u> practices</p>	<p>English and Maths Raising Attainment Plans (RAP) show detailed actions.</p> <p>Training for staff to further skills in teaching for Maths mastery.</p> <p>CPD - Boolean Hub workgroup and training to all staff from Maths CLT.</p> <p>Monitoring of teaching and learning as well as planning.</p> <p>CPD wider reading for key staff: Maths Mastery (SS,MC) CPD wider reading for key staff: Closing the Vocabulary Gap, Alex Quigley (JR/JS/LF)</p>	<p>of our own 'modelled' language.</p> <p>Responsive interventions within day to day teaching to ensure gaps in understanding are minimised.</p> <p>Training needs identified and booked or set in Staff meeting in-house training.</p> <p>Consistent reading practices across the school with KPIs</p> <p>Better outcomes for all pupils and by end of KS2</p> <p>Consistent spelling practices across the school with KPIs/content in each year group</p>
<p>2. Curriculum mapping and development of the core and foundation subjects: Intent, implementation and impact rationale; clearly mapped out cumulative knowledge-set and progression of skills in each Year group.</p>	<p>Restructure of Curriculum Leadership Teams. Staff meeting/INSET schedules planned to fulfil the curriculum development for each subject area.</p> <p>Continue to develop coherence in planning and sequencing; clarity of the skills progression across KS2.</p> <p>Align the Primary curriculums within the WMAT.</p>	<p>Designated staff and Governors in CLTs with RAPs identifying timescale of intentions for Curriculum development.</p> <p>Intent, Implementation, Impact rationale written for: Maths, English, Science, IT Art, RE, DT, Music, PE, PSHE/SMSC, History, Geography, MFL</p> <p>Identified cumulatively sufficient knowledge for ALL pupils; CJS curriculum structure and content is reflective of the local context and heritage.</p>
<p>3. Quality of teaching</p>	<p>Increased levels of monitoring of key priorities for Maths, Reading, Spelling;</p> <p>Termly staff meetings for English and Maths to disseminate CPD, evaluate and embed best practice.</p> <p>Behaviours for Learning</p>	<p>Agreed focus areas to monitor shared with staff each term.</p> <p>Prompt feedback to rapidly improve consistency of quality of teaching and learning experiences across the pods in school.</p>

3. BEHAVIOUR AND ATTITUDES:

Summary of Key Priorities

1. Positive behaviours and attitudes for learning
2. Learning and pastoral environment
3. Attendance remains high

SEF Judgement 2

Focus	Action	Impact/Outcome/ Success Criteria
1. Behaviours and attitudes for learning; fostering resilience in learning	Developing Growth mind-set across the school, building on from BLP. Showing a respectful culture to all in our school and local community.	Positive and improved learning behaviours from pupils. Pupils' self-awareness of progress and attainment is more visible.
2. Positive, calm learning environments	Consistency in learning environments: Calming colour palette in pods for display boards; not overly busy (awareness of pupil sensory issues/needs). Commonality in displays across Pods and classes. CPD on Sensory Needs.	Pupil engagement and focus improved. Increased knowledge responding to sensory needs in class room practice and in the school setting as a whole.
3. Being proud to learn and of our achievements	Celebration assemblies for showing pride in achievements	Pupils feel valued and proud of themselves and their school
4. Attendance remains high	Efficient responses to absence – requests/lates/unauthorised. Liaison with CIS for consistency between the two schools. Liaison and advice from CME0.	Reach 97.1% target set by AGC

4. PERSONAL DEVELOPMENT:

Summary of Key Priorities

1. Cultural capital: the PSHE and SMSC content with the curriculum and the school ethos (PSHE new scheme roll-out (Jigsaw) - 2019 statutory expectations);local heritage and impact within the wider world as a global citizen
2. Increase the extra-curricular opportunities provided in the school
3. Sustain and maximise the broader learning and understanding and promote pupil well-being awareness

SEF Judgement 2

Focus (Linked to priority?)	Action	Impact/Outcome/ Success Criteria
1. Cultural capital: the PSHE and SMSC content with the curriculum	Jigsaw scheme of work- implantation and understanding by staff and pupils. Assembly content term planning.	Clear units mapped to year groups for progression of knowledge, understanding and skills.
2. Increase the extra-curricular opportunities provided in the school	Staff commitment to volunteer running clubs which provide a breadth of opportunity and interests.	Greater pupil involvement and enjoyment of learning beyond the school day curriculum.
3. Sustain and maximise the broader learning experiences and knowledge; promote pupil well-being through increasing awareness of physical and mental health.	Forest School and links with the Pod curriculum mapping and enrichment opportunities. Enrichment and theme events (including national events CJS participate in): see calendar. Further development of our Personal, Social, Health Education curriculum and Spiritual, Moral, Social and Cultural aspects of learning.	Pupils experience a broad curriculum through enrichment-based whole school events which broadens their knowledge and understanding.

5. LEADERSHIP AND MANAGEMENT:

Summary of Key Priorities

1. Senior Leadership Team ensure the provision of a high quality education: vigorous monitoring ensuring the curriculum initiatives are followed through effectively; consistency across the school of curriculum opportunity, standards and expectations
2. Middle Leadership to have significant impact on the curriculum development of the intent, implementation and impact within the foundation subjects
3. Governance engagement in school: ensuring school effectiveness of curriculum provision and outcomes
4. SLT support and engagement with all staff; responsibility in recognition and value of work ensuring life balance and well-being.

SEF Judgement 3

Focus (Linked to priority?)	Action	Impact/Outcome/ Success Criteria
1. SLT monitoring	Frequent, diarised monitoring, evaluation and feedback to further refine and improve practice and overall effectiveness.	SLT RAP schedule sets the cycle of lesson observations, book scrutiny and learning walks.
2. Curriculum Leadership Teams	RAPs outline key priorities and timeline of development over year. Consistent format for outlining Intent, implementation, impact across KS2 subject range. Designated time provided.	Clear documented progression outlining key knowledge and skills in every year group for the subjects.
3. Governance	Challenge from AGC Increased presence of Governors in school at key events across the curriculum breadth.	Governors able to identify priorities and evidence of initiatives from visits; meetings with their Subject Leadership partners.
4. SLT support and engagement with all staff	Performance Management cycle scheduled; cover provided for staff	Staff have clear expectations set at the start of the academic year and reviewed at appropriate time spans within the academic year. Staff feel valued and supported to succeed; CPD opportunities sought by CLTs to enable/develop knowledge and expertise.