# Lumley Junior School Priorities 2019 - 20

| Ofsted Area | Statements | Priority for Improvement |
|---|---|---|
| The Quality of Education **Intent** | *Leaders adopt or construct 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. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]* <br><br> *The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]* <br><br> *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. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]* | • Write curriculum intent and implementation statements, ensuring that this is reflected in our curriculum. <br> • Review progression of knowledge, vocabulary and skills across all curriculum areas to ensure it is coherently planned and sequenced. <br> • Ensure that the curriculum is adapted to cater for the needs of all pupils including more able and those with SEND/disabilities. <br> • Ofsted Target - use the expertise of the SENCo to refine support plans to further accelerate the progress of pupils who have SEN and/or disabilities. |
| The Quality of Education **Implementation** | *Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.* <br><br> *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.* <br><br> *Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.* <br><br> *Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.* <br><br> *The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge* <br><br> *Reading is prioritised to allow pupils to access the full curriculum offer.* <br><br> *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 and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.* | • Continue to develop middle leaders and ensure they have the skills to monitor progress, impact and hold others to account in their areas of responsibility. <br> • Review approaches to assessment of foundation subjects so that it is manageable and meaningful. <br> • Ofsted Target - extend the rich knowledge, skills and understanding that pupils acquire in much <br> • of the wider curriculum to subjects such as history and geography <br> • To continue to refine systems and approaches for the teaching of reading, promoting a love of reading and improve pupils' fluency. <br> • Audit the range of reading books across banded reading and the school library. |
| The Quality of Education **Impact** | *Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained* <br><br> *Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.* <br><br> *Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.* | • Continue to ensure that attainment and progress remain high in all areas <br> • Develop Careers Curriculum through work with Careers Benchmark Project |
| Behaviour & Attitudes Personal Development | *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* <br><br> *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.* | • Ofsted Target - intensify actions to improve the attendance of disadvantaged pupils <br> • Develop a relaxation area for children and expand the range of mental wellbeing interventions <br> • To increase the % of children achieving 95%+ attendance for all pupils, disadvantaged and SEND. <br> • To reduce the number of children on the persistent absence register and unauthorised term-time holidays. |

| Leadership & Management | *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.*<br>*Leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services.*<br>*The provider has a culture of safeguarding that supports effective arrangements to: – identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation – help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help – manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.*<br>*Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.*<br>*Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time.* | • Continue to develop the governors in holding school leaders to account for the quality of education.<br>• Provide appropriate CPD for governors.<br>• Improve parental engagement and communication about the life of the school.<br>• Continue to develop PE leadership through establishment of Active 30 principles and effective use of the PE Premium with a focus on playground opportunities via sports leaders training and the appointment of a PE/Sports apprentice.<br>• For senior leaders to continue and further develop use of current tracking to identify variations in performance between groups of pupils and to evidence the impact of intervention on narrowing gaps, particularly for SEN and FSM6 children.<br>• Further develop safeguarding provision by developing skills of governors and embedding KSCIE 2019 and school safeguarding policies.<br>• Continue to develop the skills of middle leaders in order to build capacity in monitoring to identify strengths and areas for development through observation, work scrutiny and data analysis. |