School Improvement Plan 2019-2021

School Improvement Planning within education often focuses on setting clear goals at the start of the year but by the end of the year these same goals bear little resemblance to what is needed within a school. Throughout the year key priorities in education fluctuate and change and we believe that it is important to reflect this in the way we plan for improvement. Rather than creating a static document we have decided to use a dynamic approach which allows us to re-evaluate on a termly basis the pupils and set new priorities which are directly linked to gaps in learning and data. The diagram below explains the planning process.

Rednal Hill Junior School: School Improvement Plan Summary 2019/2021

Green = action completed  Amber = action in progress  Red = action not yet started

Effectiveness of Leadership and Management – Continue to develop the quality of leadership and management across the school. Link Governors: Charlotte Bull, Dr Graham Knight & Karina James

1. Cultivate distributed leadership model to ensure leadership that initiates and drives high quality provision that leads to improved outcomes
   - Effective Leadership: through focused support from Senior Leadership Team to ensure Core & Subject Leaders who are new to their role effectively impact on Teaching and learning and improve standards
   - SEND Team effectively supports children and families to ensure SEND pupils achieve the best possible outcomes
   - Impact: Robust and effective safeguarding and welfare systems delivered by Pastoral Team
   - SEND Team effectively supports children and families to ensure SEND pupils achieve the best possible outcomes
   - Impact: SEND standards and progress; both quantitative and qualitative; show improved picture
   - The Teaching and Learning Team will ensure all staff are coached and mentored to ensure quality first teaching. The continuation of our ‘Effective Teaching Learning Checklist’ will ensure a direct impact upon pupil standards. This will cover elements including: deepening understanding, differentiation that includes challenge for the more able; engagement; feedback; assessment that ensures misconceptions are tackled early and tasks are planned that build on what pupils already know and questioning. To promote this all teachers have teaching plans to document the journey to good and better teaching across the school with expectation of 100% good and better and 30% outstanding. Impact: Improved progress measures (L&M Action Plan) (OFSTED 2017)

2. Ensure effective use of pupil premium grant to ensure improved outcomes for disadvantaged pupils through rigorous
   - pupil progress meetings
   - improved attendance for PP children
   - Effective pastoral support for key children
   - Coaching plans focus on quality wave 1 teaching to improve progress for this group
   - Impact: Gap in attainment for these groups rapidly closes the gap with that of other pupils nationally. (L&M Action Plan) (OFSTED 2017) (PPR 2018)

3. Develop rigorous systems to self-evaluate and inform future areas for development
   - pupil progress meetings
   - Robust coaching model monitors quality of teaching and learning
   - Performance management is driven by SDP
   - Robust data tracking identifies areas for development
   - Impact: Gap in attainment for all groups rapidly closes the gap with that of other pupils nationally. (L&M Action Plan) (OFSTED 2017)

Quality of Education – Develop a broad and balanced curriculum and improve teaching and learning in light of self-evaluation and current research. Link Governors: Mark Eaves-Seeley & Eleanor Taylor

1. Curriculum re-design. Redesign the curriculum we deliver to ensure that it
   - inspires and motivates the pupils at RHJS
   - is broad, balanced and inclusive
   - enables pupils to be ready for the next stage of their education
   - is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning
   - Impact: Pupils work across the curriculum is of a good standard.

2. To further develop our work on Maths Mastery by consolidating work on: fluency; problem solving/reasoning and the use of a CPA approach and continuing to prioritise high-quality evidence in books. Impact: Improved percentage of children achieving KS1 and KS2 within their year group. (Maths Action Plan) (OFSTED 2017)

3. To further develop children’s love of reading and language by improving the quality of reciprocal reading lessons, consolidating work on the new English curriculum and developing independent reading through the introduction of a school library. Impact: Pupils read widely and often, with fluency and comprehension appropriate to their age. Reading progress measures aim for 90% EXS and 30% EHCs (English Action Plan) (OFSTED 2017)

4. To develop the quality of pupils’ writing through the introduction of 5Rs (read it, rip it, rehash it, rewrite it, review it) and continue to develop more creative opportunities for pupils to write at length based on children’s reading and the connected curriculum. Impact: Increase the percentage of children achieving AS and GSS within their year group. (English Action Plan) (OFSTED 2017)

5. Whole school focus on basic skills in English and maths that provide pupils with more opportunities to improve their spelling, grammar, punctuation, quality of handwriting, presentation skills and fluency ensuring that these are applied in all lessons. Impact: Reading, writing and maths AS increase for end of KS2 (English Action Plan) (OFSTED 2017)

Behaviour & Attitudes—Promote: good behaviour and conduct; attitudes to learning and improve attendance. Link Governors: Dawn Rottonbury

1. Pupil’s behaviour further improved by a more personalised approach. Pupils supported through check-ins, classroom support, classroom management strategies and lunchtime interventions. Staff to develop a better understanding of attachment and trauma. School to continue to improve and develop more proactive planning to improve behaviour management. Behaviour policy to be reviewed to ensure it meets the changing needs of our children. Impact: Reduction in red and yellow cards, and improved behaviour questionnaire results

2. Behaviour for learning improved through a consistent focus detailed in our intent statement and evidenced across the curriculum in lessons. Impact: Improved behaviour in lessons and children better able to articulate the personal and social skills they are developing


4. Check-in introduced to provide a weekly opportunity for all children to have time to talk about their emotions in their class community, and to be aware of who others are feeling at the beginning of the school week. Afternoon check-ins, if necessary, allow teachers to ensure that children are learning ready and lunchtime issues are acknowledged/resolved. Community board introduced to develop a collaborative approach to solution-finding for common issues. Emotional vocabulary introduced and to be developed to support the initiative. Impact: Improved behaviour and children able to self-regulate their emotions better. Staff and children have a greater awareness of the emotional needs of the children in our school. Children demonstrate improved emotional literacy and use a wider range of emotional vocabulary to describe their emotions. Identifying solutions to address issues/support improvements for the well-being of individuals and the class community is driven more by pupils rather than adults in school

Personal Development – To provide high quality pastoral care to meet the needs of the pupils at RHJS. Link Governors: Dawn Rottonbury & Angela Boulton

1. Continued whole school focus on wellbeing and resilience (NewStart) with a focus on emotional coaching. Children to be supported to become emotionally literate and able to manage their emotions effectively. Impact: Pupils are safe, healthy, happy and able to overcome difficulties, and therefore outcomes are improved. (Pastoral Action Plan)

2. Extra-curricular offer extended to incorporate a wide range of opportunities of exceptional quality to nurture, develop and stretch pupils’ talents and interests. Impact: Pupils including our disadvantaged appreciate these and make good use of them as evidenced in the take-up numbers

3. (2020-2021) Children develop high aspirations and self-belief through the introduction of a jobs board, skills for life and career tasting days. Impact: Improved outcomes and more focused and ambitious pupils
Achievement Gap – Key Drivers 2018-2020

Key Drivers:
- Increase outcomes in reading by improving: the quality of reading lessons; consolidating work on the new English curriculum and developing independent reading through the introduction of a school library, for all children with a particular focus on the lower/middle prior attainment group (PAG) and disadvantaged pupils.
- Increase outcomes in maths for all groups by developing a mastery approach to teaching and learning. Teacher subject knowledge enhancement through NCETM PD Lead/Primary Maths Mastery Specialist Teacher.
- Develop the quality of pupils’ writing through the introduction of 5Rs (read it, rip it, rehearse it, write it, review it) and continue to develop more creative opportunities for pupils to write at length for all children with a focus on the lower/middle prior attainment group (PAG) and disadvantaged pupils.
- Redesign the curriculum we deliver to ensure that it:
  - Inspires and motivates the pupils at RHJS
  - Is broad, balanced and inclusive
  - Enables pupils to be ready for the next stage of their education
  - Is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning
- Ensure the wellbeing of staff and children

Details of gaps between pupil groups - Key drivers need to close these gaps

Progress in 2019
- Reading and mathematics progress was well below average for 2017, 2018 & 2019
- Writing progress is below average in 2017 & 2018 and well below in 2019
- Reading & mathematics middle attaining group is biggest cause for concern at -4.02 & -4.01 respectively

Attainment in 2019
- Combined remains stubbornly low at 35%, 30% below national figures
- Mathematics improved by 15% to 56% and closed the gap with national at 79%
- Writing has increased for the fourth year in a row to 67% a 7% increase on 2018
- Reading was down 1% to 51%, this was despite the fact that the same children had performed markedly better in mock sats from previous years. School had predicted 62%
- Scaled scores have shown an upward trend over the last 4 years

Four-year trend using scaled scores for reading and maths and % at EKS for writing

<table>
<thead>
<tr>
<th>All children</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scaled scores</td>
<td>2016</td>
<td>2017</td>
</tr>
<tr>
<td>All</td>
<td>99.20</td>
<td>99.20</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>97.10</td>
<td>95.40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>% at EKS</td>
<td>2016</td>
</tr>
<tr>
<td>All</td>
<td>49% EKS</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>40% EKS</td>
</tr>
</tbody>
</table>