

School Improvement Plan

Quality of Education

Teachers have a secure knowledge of the schools' curriculum intent and plan & deliver teaching & learning sequences so that children have a deep and cumulative knowledge and apply their skills across subjects

Teaching supports disadvantaged children who are at risk of not meeting ARE especially in phonics and basic skills in reading and maths

Embed process for tracking and supporting SEND & vulnerable groups through Quality First Teaching and high quality proven intervention

Create a school approach for teaching oracy, vocabulary, spelling and fluency in reading across the curriculum from preschool to Year 6

Leadership and Management

Leadership creates a culture in which all staff reflect on and debate the way they teach and feel deeply involved in their own professional development. Staff are motivated and trusted to take risks and innovate in ways that are right for their pupils.

Leadership of foundation subject ensures a deep understanding through clear progression across the school and accurate assessment.

Leadership of SEND and Inclusion ensures that children who are at risk are quickly and effectively identified and supported.

Behaviour and Attitudes

Personal Development

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Early Years

Develop transition arrangements to support children to settle quickly into school life

Embed a systematic approach to oracy, vocabulary and literary understanding

Ensure children are highly motivated and eager to join in learning activities both inside and outside

Provide a curriculum with rich opportunities for children to develop and build on their knowledge across all areas.

Organisational & Finance

Ensure staff receive effective induction to roles that are new to them so that there is cohesion within departments

Review extended services so that they are effective for the school

Implement a maintenance and enhancement programme for the school site

Ensure staff development and wellbeing supports the growth of the organisation

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Alderman Jacobs Primary School - Three Year Plan School Improvement Plan (success criteria)

Aspect	Objective	School Lead	Year 1: 2020/21	Year 2: 2021/22	Year 3: 2022/23
Quality of Education	Teachers have a secure knowledge of the schools' curriculum intent and plan & deliver teaching & learning sequences so that children have a deep and cumulative knowledge and apply their skills across subjects.		<p>Children speak knowledgeably about their work in history, geography and science, using the skills of each discipline in class with increasing independence and confidence.</p> <p>There is a clear progression of skills and knowledge through school in history, geography and science. Progression in art, DT and RE is established and teachers become more confident with this.</p> <p>New staff members are inducted and have a good understanding of the values and vision behind curriculum intent.</p> <p>Intent is revisited and implementation enhanced to provide maximum impact of strategies such as revisiting. All teachers buy into the intent of the curriculum and are engaged in enhancing it.</p> <p>At least 80% Teachers engage with research around learning transfer and start to plan ways to facilitate this in class, in history, geography and science.</p> <p>At least 80% Teachers are confident in planning the inquiry cycle and can apply this to an increasingly wide group of subjects. They are involved in lesson and book study so they are fully engaged in the process of evaluation.</p>	<p>There is a clear understanding of the role and processes of assessment in foundation subjects.</p> <p>Teachers speak confidently about subject pedagogy in history, geography and science and with increasing confidence in RE, Art and DT.</p> <p>Pupils have begun to transfer their learning across subjects and year groups. Learning transfer is fully understood by teachers.</p> <p>Lesson and book study are embedded as part of regular practice and teachers cite this as an important part of their self-evaluation and PD.</p> <p>Relationships with secondary schools are enhanced by work on KS2-KS3 curriculum.</p> <p>Teachers are confident in leading book study sessions with pupils and use these as a matter of course to inform teaching and learning.</p>	<p>95% Teachers and pupils are fully engaged in assessing the knowledge, skills and understanding of each subject.</p> <p>Pupils regularly use knowledge transfer to explain their understanding.</p> <p>95% Teachers are experts in the pedagogy of all foundation subjects and their advice is sought by others.</p>

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			<p>Subject pedagogy is established and training in this is given for foundation subjects.</p> <p>80% Teacher subject knowledge in RE, DT and Art is expanded through PD and through the review of skills progression and units of work.</p>		
	Teaching supports disadvantaged children who are at risk of not meeting ARE especially in phonics and basic skills in reading and maths.		<p>Barriers to achievement for disadvantaged pupils are fully understood and teachers and TAs are engaged in establishing enhancements to provision that will enable them to succeed.</p> <p>Proven interventions are explored and TAs have training and capacity to deliver them effectively. APDRs are used effectively for SEN PP children to enable barriers to be overcome.</p> <p>TAs become increasingly skilled and some are actively engaged in PD e.g. GCSE maths or a professional course in an element of english or maths.</p>	<p>TAs are confident in assessing the impact of interventions they deliver and feeding this back to teachers and SENCo.</p> <p>SENCO speaks knowledgeably about the disadvantaged provision in school in relation to pupil need and is a source of expertise in this.</p> <p>Parents are aware of their children's targets and how school is addressing their needs, along with their part to play in this.</p> <p>All TAs are actively engaged in a course that upskills their teaching of maths or english - either through increased knowledge or specific pedagogy.</p>	<p>TAs have developed specialist areas of expertise in terms of interventions and subject and are exploring the pedagogy of different foundation subjects to enhance their teaching.</p> <p>TAs speak confidently about their role in achieving good outcomes for disadvantaged pupils.</p>
	Embed process for tracking and supporting SEND & vulnerable groups through Quality First Teaching and high quality proven intervention.		<p>SENCo has an in-depth understanding of the needs of SEN pupils within school.</p> <p>SENCO supports teachers with their provision for SEN pupils within their class.</p> <p>SENCo supports pupils with SEN in class or through interventions as appropriate.</p>	<p>TAs are confident in assessing the impact of interventions they deliver and feeding this back to teachers and SENCo.</p> <p>The provision map is a strategic document that informs future decisions about interventions.</p>	

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			<p>Proven interventions are explored and TAs have training and capacity to deliver them effectively.</p> <p>The provision map effectively tracks interventions and is a working document for teachers and SENCo.</p> <p>Use of APDRs is embedded.</p>	<p>95% Teachers and parents cite APDRs as being supportive and essential documents for aiding progress.</p> <p>95% Teachers and TAs speak confidently about effective interventions and plan their use strategically.</p>	
	<p>Create a schools' approach for teaching oracy, vocabulary, spelling and fluency in reading across the curriculum from pre-school to Year 6.</p>		<p>Speech and language interventions are effective from preschool upwards. Parents are beginning to be more aware of how they can support their children to develop these skills. Teachers develop their working knowledge of oracy by collaborating/peer observation in year groups and across school.</p> <p>Teachers become aware of how to support pupils with EAL, SEND and 'introvert' pupils with oracy skills.</p> <p>Children start to become confident speakers for and through learning. They begin to experience speaking publicly. Children are aware of the oracy framework and can refer to it.</p> <p>Children begin to experience oracy and performance reading, including poetry across core and foundation subjects.</p> <p>TAs have a good understanding of what oracy is and how they can promote oracy in school. They are aware of key resources and can support teachers with this in class.</p>	<p>Parents are fully engaged in speech and language activities at home where advantageous and the APDR process supports this. Specialist S&L TAs confidently lead interventions and report back to teachers, suggesting support that is ongoing in class.</p> <p>Children have specific opportunities for public speaking and performance reading, including poetry and are confident in tackling these.</p> <p>Children confidently discuss the oracy framework and their understanding of it. There are opportunities for oracy in all subjects.</p> <p>Teachers are confident in using a range of oracy skills across the curriculum. They know the appropriate skills to use for the learning outcome. TAs are confident to promote oracy skills in whole class, interventions and on a one:one basis with pupils.</p>	<p>Children from AJS are confident, articulate speakers and this is noted on their transfer to secondary school.</p> <p>Specialist S&L TAs are a source of reference in school and are recognised experts.</p>

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			<p>Reading fluency strategies are embedded across the curriculum in every year group. Vocabulary is taught in a systematic, consistent approach across the curriculum,</p> <p>Children to make conscious decisions about how words are spelt by using prior knowledge of rules, letter strings and syllables.</p>		
Leadership and Management	<p>Leadership creates a culture in which all staff reflect on and debate the way they teach and feel deeply involved in their own professional development. Staff are motivated and trusted to take risks and innovate in ways that are right for their pupils.</p>		<p>Provision of CPD for support staff is refined so that they feel they have enough time to engage with professional growth (related to teaching and learning + pupils).</p> <p>There are more consistent and conducive processes for goal-setting and appraisal.</p> <p>Strengthening the pupil-focus on CPD, so that colleagues are deliberately targeting particular students through the professional learning in which they take part. A peer-coaching or Lesson Study type model could support this.</p> <p>Upskilling all colleagues in the principles of high-quality CPD evaluation, and being able to ask "has it made a difference?", whilst ensuring that this is always separated out from scrutiny or monitoring.</p> <p>Distributed leadership is extended from SLT and middle leaders and begins to include teachers and support staff.</p>	<p>Teachers choose their own PD targets from self-reflection and engagement with the whole school priorities - they see their part in the strategic plan and can verbalise this.</p> <p>90% Teachers know how to evaluate CPD by looking at its impact on pupil outcomes.</p> <p>90% Teachers have become experienced in peer-collaboration and regularly use this in school; TAs have begun this too.</p> <p>Teachers value the 'monitoring' process and performance management as tools for guiding PD and career development.</p> <p>All staff are increasingly confident in their leadership skills and these are developing at pace.</p>	<p>All staff in school view themselves as leaders and experts in their field.</p> <p>SEF rating for L&M is outstanding</p>
	Leadership of foundation subjects ensures a deep		<p>75% Middle leaders are aware of the part that EY plays in development of skills in their subject and begin to offer specialist advice on this.</p>	<p>Middle leaders explain clearly how their subject is underpinned by work in EY and how progression into Y1 occurs.</p>	<p>95% Middle leaders can advise those in other schools about their subjects as experts in pedagogy, content and progression.</p>

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	<p>understanding through clear progression across the school and accurate assessment.</p>		<p>Middle leaders are confident in target setting and create an ambitious vision for their subject that they verbalise and share.</p> <p>Potential future leaders have the opportunity to 'shadow' current leaders and increase their knowledge of the 'bigger picture' and leadership skills.</p> <p>Unit assessments in history, geography and science are embedded and have begun in RE, DT and Art. Pupils have an increasing understanding of how their skills develop in each subject and can start to verbalise this.</p> <p>Middle leaders consider diversity in their subjects and exploit opportunities for pupils to experience and discuss this.</p>	<p>All middle leaders are advocates of their subject and speak confidently about their subject.</p> <p>80% Potential leaders talk confidently about their routes through career progression in school or beyond.</p> <p>Pupils can explain what it means to be a historian, geographer etc and how their skills in this are developing.</p> <p>Foundation subject planning takes into account the diversity of our catchment and the UK in general.</p>	<p>Pupils talk confidently about their skills in foundation subjects and can talk about how they want to improve them.</p>
	<p>Leadership of SEND and Inclusion ensures that children who are at risk are quickly and effectively identified and supported.</p>		<p>Routines for teachers to feed back about pupils who may be 'under the radar' are established.</p> <p>Teachers speak confidently about the needs of PP/SEN children in their class.</p> <p>The SENCo interacts with class marksheets and routinely observes and supports pupils in class so they can advise teachers and TAs strategically.</p> <p>At-risk pupils are identified quickly and the provision map shows that provision is adapted via in-class support or intervention to help close the gap.</p>		

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Behaviour and Attitudes	Develop systems so that children are active participants in their learning, are motivated and persistent learners and thoughtful caring citizens in school and beyond.		<p>Metacognition is well established in all classes and children begin to talk about this confidently, using more strategies to self-regulate in their learning and behaviour.</p> <p>Learning and behaviour mentors use up-to-date training to support individuals and small groups to work and play successfully. They share this information with teachers where beneficial so pupils can be supported in class afterwards.</p> <p>The pastoral officer and learning mentors engage pupils at break and lunchtimes to enable them to grow their interpersonal skills in unstructured environments.</p> <p>Diversity is part of the curriculum and is often discussed.</p>	<p>90% Teachers speak confidently about how they use metacognition as a learning tool. They are conversant with research e.g. EEF framework and can talk about examples where their practice promotes metacognition.</p> <p>Pupils are more self-regulated in unstructured times as a result of the support they have had.</p> <p>Incidences in the bullying and racist/homophobic log have reduced as a result of PSHE and ongoing support for individuals.</p>	SEF rating for B&A is rated as outstanding
Personal Development	Ensure that children's emotional health and wellbeing is supported so that they can be successful in returning to full time education.		<p>Deploy support adults effectively for mentoring and early identification of additional needs. Use available resources as appropriate for classes/individuals e.g. PiXL wellbeing resources.</p> <p>AHTs monitor provision in their phase, prioritising wellbeing as children settle back to school.</p> <p>Teachers and TAs know where to go for advice and support for wellbeing in children.</p> <p>Step on training is shared with all staff.</p>	<p>Use of Step on strategies is embedded and its impact is measured.</p> <p>Increase pastoral support team</p> <p>Develop Nurture room</p>	SEF rating is outstanding for PD
	Ensure that pupils and parents are partners in learning and active participants in the process,		<p>In KS1 and 2, continue the use of Google classroom as a means of engaging parents with learning.</p> <p>New initiatives such as word aware and oracy are shared so that parents can be involved in these vital skills.</p> <p>Parents are informed about the pedagogy that is used in school and the way in which the curriculum is developing.</p>	<p>Google classroom is embedded and acknowledged as a vital way of engaging parents with their children's learning. Parental support for oracy and word aware is evident.</p> <p>Parent opportunities for coming into school are reestablished (according to guidance).</p>	

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	discussing and debating learning.				
	Ensure pupils have access to a wide, rich set of experiences.		Day educational visits and work with educational visitors are closely aligned to curriculum intent and the inquiry cycle, enhancing the curriculum but not replacing it.	Review residential provision is progressive across year groups	Aspirational programme linked to PP plan
Early Years	Develop transition arrangements to support children to settle quickly into school life.		Progression ladders for curriculum skills are in place. Children with SEND needs are quickly identified and provision planned to support their transition.	There are good communication links between AJS and feeder settings with opportunities for shared training.	
	Embed systematic approach to oracy, vocabulary and literary understanding.		Speech and language interventions support disadvantaged learners. 80% Children will be familiar with core texts and be able to orally retell stories 80% Children will know and use the 'technical' vocabulary for the topics covered There are opportunities for parents to engage in vocabulary and oracy development with their children through suggested home learning experiences (for example word aware).	Parent opportunities for coming into school are reestablished (according to guidance) and specific vocabulary development workshops are offered as shared learning experiences with the children.	Home learning strategies for vocabulary development are embedded and parental engagement is evident.
	Ensure children are highly motivated and eager to join in learning activities both inside and outside.		Children are keen learners who regularly display the characteristics of effective learning. Children are observed listening carefully to adults and each other. Staff are developing their understanding and use of the Leuven Scale of Wellbeing and Involvement.	Children show high levels of curiosity, imagination and concentration which is developed and utilised by the Practitioner to move learning on. The majority of children listen intently and are highly responsive to adults and each other. The Leuven Scale of Wellbeing and Involvement is embedded and	

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				Practitioners are skilled at utilising it to inform provision and support.	
	Provide a curriculum with rich opportunities for children to develop and build on their knowledge across all areas.		Staff are using the Early Adopter Framework as well as the new Development Matters guidance to inform the Early Years Curriculum Skill development progression ladders are in place.		
Organisational & Finance	Ensure staff receive an effective induction to roles that are new to them so that there is cohesion within departments		Review existing procedures for all job families Investigate core elements to include including CPD for H&S Survey of past starters Create an Induction plan	Implement induction plan and embed across the organisation	Review impact of Induction procedures with new staff members 95% staff feel satisfied
	Review extended services so that they are effective for the school		Review catering provision Investigate financial and operational implications Review Out of School provision. Identify possibilities for Leadership role	Create project proposal for future catering provision. implement changes to out of school provision inc Leadership role	Implement new catering provision System for continuous review is embedded
	Implement a maintenance and enhancement programme for the school site		Appoint external building company. Carry out audit of site maintenance and security Create site vision and strategy Develop school area linked to curriculum development plan (music)	Ensure site Strategy is used to plan for spend on maintenance and enhancements Create Nurture room linked to SIP Enhance outdoor learning provision in KS1 enhance Forest School provision	systems are well embedded Investigate opportunities for further intervention/meeting space embed nurture room plans
	Ensure staff development and wellbeing supports the		All staff are familiar with the standards associated with their job.	Teachers and TAs are confident in using the standards to inform evaluations and next steps	TAs are fully engaged in the evaluation of their work and are proactive in seeking guidance to improve their

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	<p>growth of the organisation</p>		<p>TA professional standards are shared with all TAs and teachers.</p> <p>Staff are involved in a review of performance management.</p> <p>New performance management process is implemented.</p> <p>Agree documentation and process for giving and receiving verbal and written evaluations.</p> <p>Training in completing this effectively.</p>	<p>Increasingly, all parties are prepared for evaluative conversations and reach agreement quickly based upon the evidence.</p> <p>Teachers and TAs are confident and at ease with creating and using written feedback that evidences standards and progress.</p>	<p>performance as soon as they see opportunities or problems arising.</p> <p>Teachers and TAs engage fully in the standards as a means of ensuring professional and career development.</p> <p>The system for giving written feedback to TAs is embedded and engaged with, by all members of staff. It forms valuable documentation that TAs use in their ongoing professional development.</p>
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