

Emmbrook Junior School



School Improvement Journey

Friday 12th July, 2019

Roots to Grow Wings to Fly

Context



June 2018

Roots to Grow Wings to Fly

Who's Who?

Head Teacher

Mr. Rob Fenton

Deputy Head Teacher

Miss Ruth Scales

Assistant Head Teacher

Mr. Philip Theobald

Inclusion Manager

Miss Kathryn Barnes

Chair of Governors

Mrs. Sam Dowse

Governor

Mr. Bryan Williams

Governor

Mrs. Sonia Grundy

Governor

Mrs Katherine Pritchard

How has the leadership of the school been improved since the last Ofsted inspection?

Roots to Grow Wings to Fly

School Improvement Plan

Refine the school's improvement plan, ensuring that clear and measurable targets allow governors to challenge leaders when targets are not met. (Ofsted, June 2018)

- 🌿 Road map for school improvement
- 🌿 Shared with all staff and governors – input and review
- 🌿 Linked closely to priorities listed by Ofsted
- 🌿 Clarity - The school knows exactly what needs to happen and is committed to deliver.
- 🌿 Rigorous monitoring, reviews and evaluation

intention

implementation

impact



Roots to Grow Wings to Fly

Building on our strengths

- Personal development, welfare and safety of children
- Good behaviour
- Positive relationships - caring school
- Extra-curricular clubs
- Range of trips & visits
- Sports Provision
- Provision of SMSC (spiritual, moral, social & cultural education)

Roots to Grow Wings to Fly

High Expectations – Teaching and Learning

Have consistently high expectations of all pupils, especially the most able, so they can achieve the standards they are capable of in reading, writing and mathematics (Ofsted, June 2018)

So far...

- **Power Maths** – mastery, reasoning, problem solving,
- Reading**– Book talk, Quality texts, Promotion
- **Writing** - Improved planning and delivery
- Higher order questioning
- Presentation and quality
- Routine editing and improving of written work
- The 5 Bs
- Quality feedback from teacher
- Structured partner talk
- Coaching, training and tailored support for staff – culture of continuous improvement.

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Impact:

- Improved outcomes
- Increased independence
- Motivation to improve
- A culture of learning from mistakes
- More pride in work
- Higher expectations of **all**
- Quality explanations

What do our pupils say?

In Maths, we love the challenge of representing calculations and problems in pictures and diagrams. Even when we already know the answer, it's a challenge to explain it in this way! (Y5 boys)

I like how we are encouraged to use our imagination in our writing and that we can choose how we want to use the punctuation and sentence types we have been taught in our independent work. (Y5 girls)

The 5Bs (brain, board, book, buddy, boss) have made us more independent as now we know ways to help ourselves with our work instead of asking the teacher straight away without thinking it through first. (Y4 boys)

What does the data say?

	Maths KS2 SATS		Reading KS2 SATS		GPS KS2 SATS		Writing TA	
	2018	2019	2018	2019	2018	2019	2018	2019
Below expected standard	25%	15%	23%	21%	33%	12%	22%	17%
Meeting expected standard	75%	85% Nat av. 79%	77%	79% Nat av. 73%	67%	88% Nat av. 78%	78%	83% Nat av. 78%
Above expected standard	20%	40%	34%	40%	19%	43%	8%	17%
Combined Maths, Reading, Writing				2018			2019	
Meeting expected standard				67%			71%	
Above expected standard				8%			15%	

What did parents ask?

Are the most able pupils now being stretched to reach their full potential?

How are you going to target girls' confidence and achievement in Maths?

Can the school prioritise the use and employment of more Teaching Assistants?

High Expectations – Teaching and Learning

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Next steps:

- Long term planning for Maths, Reading and Writing - ensure appropriate coverage, progression of knowledge & skills and relevant connections to other areas of curriculum.
- Improved teaching of reading skills
- Quality texts at heart of our curriculum
- Focus on vocabulary
- High quality teaching of spelling
- Specific teaching of times tables
- Further opportunities for pupil self-reflection
- Quality questioning and provision of challenge
- Appropriate interventions informed by data

Assessment – Teaching and Learning

Improve consistency in the use of assessment information to ensure that activities help pupils make necessary progress in their learning. (Ofsted, June 2018)

So far...

- Same day interventions in Maths
- Live marking and instant feedback
- Daily targeted support
- New Marking and Feedback codes
- Question Level Analysis of tests which informs planning
- Flexible groupings
- Writing moderation – termly
- Book Looks
- Assessment at start and end of support program for SEN.

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What do our pupils say?

Now our teachers use the marking codes, we have to think carefully about how to improve our work ourselves rather than the teacher telling us what to do. (Y3 girls)

Our afternoon Maths meeting means I get a chance to correct anything I got wrong, more help with confusing bits and also, the opportunity to try some really challenging questions! (Y6 boy)

I like the way that we often change our partners and groups depending on how confident we feel and whether we need extra support or not. (Y6 girls)

Assessment - Leadership and Management

Developing leaders' understanding of the assessment information the school holds, and how it is used, to enable them to ensure that pupils who are not progressing well are identified quickly and catch up. (Ofsted, June 2018)

So far...

- Termly Pupil Progress Meetings – every child discussed.
- Termly data drops
- Class action strategies
- Progress Tracking
- New summative tests – NFER
- Interventions reviewed & improved
- Improved assessment policy



Are the new processes for tracking children's progress helping?

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Subject Leaders - Leadership and Management

Set out clearly the expectations of subject leaders and the improvements expected in their subject areas. (Ofsted, June 2018)

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- Specific training
- Subject leadership targets built into appraisal process.
- English and Maths teams
- New curriculum teams set up ready for September.

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Parents - Leadership and Management

Develop closer links with parents, responding promptly to concerns and keeping them better informed about the school's higher expectations. (Ofsted, June 2018)

So far...

- Leadership team on school gate
- Range of 'open school' events, curriculum briefings and information evenings
- Parent Helpers
- Twitter
- Teachers visible at home time
- Prompt response to concerns / queries
- Early communication of any concerns

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Governors

Fulfil their statutory responsibilities and hold the school to account with the necessary rigour. (Ofsted, June 2018)

So far...	Impact:	Next Steps:
<p>Leadership & Management</p> <ul style="list-style-type: none">• Senior Leader/ Board restructure• Structured governor meetings• Staff well being <p>Hold school to account</p> <ul style="list-style-type: none">• Learning Walks/ Joint Monitoring• Data assessment• Finance management <p>External validation</p> <ul style="list-style-type: none">• Strong link with SIB• Improving link with EIS• Chair mentor/ training• Accessibility at school events		

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School Improvement Priorities

Other priorities for the next academic year are:

- Adapt our wider curriculum so that it is broad, balanced, connected and meets the need of our community.
- Develop oracy across the curriculum
- Make full use of our environmental area: play times, curriculum projects, forest school
- Embed growth mindset and the positive language of learning
- Well-being of children and staff
- Improve links with our Infant and Secondary schools as well as other local schools.
- Further improve staff performance management systems.
- Continued training, support and mentoring for all staff

Roots to Grow Wings to Fly

Open Classrooms

Format of the morning:

- ✦ Open your report with your child(ren) if you wish
- ✦ Make full use of school and grounds – special and private.
- ✦ Return your child to their classroom by 10:30am.
- ✦ Year 6 need to be back by 10:20am
- ✦ Help your child make an achievement rosette in class.
- ✦ Optional Parents Evening next Wednesday after school.



Thank you for your continued support.

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