

Ranvilles Junior School

Vision: Life Long Learners who...Dream...Believe...Achieve...

Strategic Plan

2014 - 2017

Focus Year 2016-2017



Safe STAR



Talents & Interests STAR



Achieve & Learn STAR



RRR STAR



Social Skills Star



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Ranvilles Junior School: Three Year Strategic Plan Overview 2014-2017

2014-2015	2015-2016	2016-2017
<p>Overview of what will be improved:</p> <ol style="list-style-type: none"> 1. The new curriculum will be successfully implemented with RJS skills based curriculum. Teachers will integrate statutory expectations with key skills and the school's internal philosophy focused on developing holistic learners (STARS). Through 'STARS' children will adopt specific roles while learning to be Safe (mentally and physically), value their Talents, maximise Academic achievements, know their Rights Respect and be Responsible and develop sophisticated Social skills. 2. Maths, reading and writing will be integrated within the creative curriculum so children value meaningful and rich learning. 3. Internal Assessment for Learning structures will accurately and consistently maximise pupil progress to evidence outstanding progress and practice. 	<p>Overview of what will be improved:</p> <ol style="list-style-type: none"> 1. The further development of reading and writing skills will be: <ul style="list-style-type: none"> - integrated across the creative curriculum - structured and planned for explicitly through differentiated ability groups - effective in closing learning gaps - explicit in teaching phonics, grammar and spelling rules - developed across key stages with focus AfL links with the Infant School - successful in evidencing outstanding practice and progress for all learners 2. Physical Education will focus on being safe, valuing talents, academic achievements, RRR and social skills and drive a healthy, creative and competitive learning environment through scientific knowledge. 3. Computing will facilitate more effective ways to enable children to access information, research and explore the world they live in – accessing pupil voice to extend SMSC and secure RRR status. 	<p>Overview of what will be improved:</p> <ol style="list-style-type: none"> 1. English: <ul style="list-style-type: none"> - Increase pupil percentages achieving / exceeding age-related expectations in reading and writing - close the gap between Teacher Assessments and test results in Y6 SATs Reading - Standardise internal systems to ensure equality of provision - Identify the specific role and responsibility of the child - Share how parents can help - Improve internal self-evaluation, monitoring and moderation 2. Maths: <ul style="list-style-type: none"> - Increase pupil percentages achieving / exceeding age-related expectations - close the gap between Teacher Assessments and test results in Y6 SATs papers - create purposeful opportunities for children to problem solve and apply their skills, knowledge and understanding through reasoning and communication - Identify the specific role and responsibility of the child - Share how parents can help - Improve internal self-evaluation, monitoring and moderation 3. Outside classroom: create an outside classroom to complement Science and curriculum learning <ul style="list-style-type: none"> - Create a wildlife conservation area - learn about the local, national and global environment - enjoy learning outdoors

2016 – 2017 Key Strategic Priorities Rationale

What we are improving and why:

Key Priority 1: Improve children's reading and writing attainment and progress across the whole school and in SATS tests

Rationale: Children foster a love of reading across the Junior phase but underperform in timed SATs tests despite demonstrating competency in Teacher Assessments. The school needs to establish and implement a shared approach to the teaching and learning of comprehension skills in order to improve progress, attainment and accountability over time. While the school achieved higher than the 2016 National Average in Reading the results do not reflect children's natural skill and ability to interrogate and illustrate a deep understanding of the text and questions – this needs to be improved.

High quality, independent writing needs to be sustained. Children will work in partnership with teachers to create purposeful opportunities to write and to improve a shared accountability for targets being secured. Grammar, spelling and punctuation will be correlated within purposeful teaching and learning to emphasise the context and impact.

Key Priority 2: Develop independent problem solving, reasoning and communication skills in maths to maximise pupils' achievement and secure higher attainment and greater progress across the whole school and in SATs tests

Rationale: Learners need to be supported to apply their skills and subject knowledge to unfamiliar mathematical contexts. Too many children did not apply logic to problem solve in the SATs tests and analysis indicates that they need more opportunity to demonstrate a greater depth and security in their knowledge and understanding in order to have the confidence to apply core skills to new contexts. Although SATs results were above the 2016 National Average, the pupils will benefit further from developing their reasoning and communication skills to subsequently apply their ability and improve results in test conditions.

Key Priority 3: Create an outdoor classroom to complement holistic learning and develop environmental and Science knowledge

Rationale: Pupils' environmental and Science knowledge will benefit from an outside classroom; the curriculum can be brought to life and enable children to practically engage with learning experiments. Learners will study the living world, factors which both destroy and benefit the environment and foster a love for their surroundings. They will be encouraged to take responsibility for the world they live in and to enjoy learning outdoors. Opportunities to apply curriculum skills will be planned for practically to support theoretical understanding.

2016-17 Key Improvement Priorities

Key Priority 1: Improve children's reading and writing attainment and progress across the whole school and in SATS tests

School Actions:

- 1.1 Build on KS1 teaching and learning in Year 3 to secure phonics knowledge and KS1 milestones
- 1.2 Implement a whole school system for teaching and learning reading skills across a wide range of age-appropriate genres – ensure teaching texts are challenging and extend pupils' learning
- 1.3 Foster the application of core skills which encourages discussion and fluency of engagement with texts
- 1.4 Standardise the process for pupil interaction when completing reading comprehensions across the whole school – ensure texts for engagement are age appropriate
- 1.5 Promote high standards of vocabulary to expose pupils to a wider choice and greater depth of language which they apply to everyday learning
- 1.6 Design and structure highly effective flexible lessons, driven by assessment for learning, so that children can:
 - Exemplify how language, structure, punctuation, grammar and presentation contribute to meaning and a core purpose in reading and writing / read to write and write to read
 - Draw inferences and make predictions using evidence from the text to qualify viewpoints in planned discussions / through oral rehearsal
 - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - Explain and discuss pupils' understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- 1.7 Dedicate sufficient time to improving test technique

Success Criteria Data:

Year 6 **Reading** Age Related Expectations (ARE) @80% Above ARE@ 40% / **Writing** ARE@81% AARE@40% / **Grammar Punctuation and Spelling** ARE@82% AARE@42% (Combined@76%)

Year 5 **Reading** Age Related Expectations (ARE) @82% Above ARE@ 40% / **Writing** ARE@75% AARE@26%

Year 4 **Reading** Age Related Expectations (ARE) @90% Above ARE@ 32% / **Writing** ARE@79% AARE@18%

Year 3 **Reading** Age Related Expectations (ARE) @89% Above ARE@ 32% / **Writing** ARE@84% AARE@18%

Pupils:

- Learners will take joint responsibility for reading and writing targets. They will feel confident in applying core skills and strategies to evidence viewpoints concisely in reading and to consciously use grammar to engage the reader and sustain text features in writing.

Teachers:

- Teachers will use assessment for learning outcomes accurately to regularly influence planning and close learning gaps. They will meet and extend age related expectations for all pupils as appropriate. Pupil Progress Reports will influence future changes and strategic planning.

Parents:

- Parents will receive an overview of age-related objectives, regular feedback from teachers and useful teaching and learning information to enable them to support effective Home/School links. Parental questionnaires and feedback will influence future changes and strategic planning.

Governors:

- Governors will monitor and evaluate the impact of teaching and learning through careful interrogation of data and provision to substantiate future strategic planning.

Key Priority 2: Develop independent problem solving, reasoning and communication skills in maths to maximise pupils' achievement and secure higher attainment and greater progress across the whole school and in SATs tests

Actions:

2.1 Teachers will design and structure highly effective flexible lessons, driven by assessment to:

- Strategically plan to meet the needs of the cohort through the design of the medium term planning
- Personalise provision so that independent learning is highly tailored to differing ability needs
- Be self- reflective and evaluative in order to constantly inform continuous professional development
- Develop confidence in assessing and evidencing pupils at mastery level
- Use assessment for learning as a starting point in planning so that provision is personalised and curriculum coverage meets and extends pupils' needs; teaching consolidates and deepens learning to mastery level
- Take an innovative approach to time allocations and lesson structures – establish ownership and demonstrate agility to secure age-related expectations
- Use assessment outcomes effectively and plan appropriate interventions to ensure all children catch up, keep up and deepen their understanding
- Hook and challenge children through creative, purposeful contexts / starting points that they value / consider relevant
- Enable children to independently apply holistic maths knowledge in new and unfamiliar contexts

2.2 Review and pilot strategies for developing test technique across the key stage

Success Criteria Data:

Year 6 Maths ARE@86% AARE@33% (Combined@76%)

Year 5 Maths ARE@86% AARE@31% (Combined@71%)

Year 4 Maths ARE@76% AARE@20% (Combined@71%)

Year 3 Maths ARE@89% AARE@18% (Combined@82%)

Pupils will:

- Understand and know the expectations of their learning journey
- Tackle unfamiliar mathematical tasks confidently applying high level reasoning and communication skills
- Work confidently and independently across different domains applying a range of skills
- Have the opportunity to revise and consolidate skills throughout the year and develop depth in learning
- Apply knowledge and expertise in half termly tests to close teacher assessment and test level performance
- Link concrete models and images with abstract mathematical concepts

Teachers:

- Teachers will use assessment for learning outcomes accurately to plan a curriculum to meet and secure the needs of the pupils in all ability groups to secure and extend age-related milestones. Pupil Progress Reports will influence future changes and strategic planning.

Parents:

- Parents will be encouraged to support learners through useful resources and active links between home and school.

Governors:

- Governors will monitor and evaluate the impact of teaching and learning through careful interrogation of data and provision to substantiate future strategic planning.

Key Priority 3: Create an outdoor classroom to complement holistic learning and develop environmental and Science knowledge**Actions:**

- 3.1 Purchase/create a sustainable outdoor classroom environment to foster an enjoyment of learning outside and to complement the creative curriculum especially in relation to science and the arts. Provide children with space and places to explore, experiment, discover, be active and healthy, and to develop their physical capabilities
- 3.2 Identify key governors to lead and consult on the project and allocate time to designated teachers to help plan
- 3.3 Purchase resources and suitable clothing for learning in all-weather types – enable children to play safely and freely while they learn to assess risk and develop the skills to manage new situations
- 3.4 Install cameras to link environmental observation activities to interactive whiteboards in classrooms
- 3.5 Improve and extend the planned creative curriculum to maximise use of outdoor facilities to positively impact on science and global learning to:
 - Support the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being
 - Facilitate contact with the natural world and offer experiences that are unique to outdoors, such as direct contact with the weather and the seasons
 - Encourage play and learning outside to help children to understand and respect nature, the environment and the interdependence of humans, animals, plants, and lifecycles

Success Criteria:**Pupils:**

- Learners will experience and benefit from learning that flows seamlessly between indoors and outdoors, makes the most efficient use of resources and builds on pupils' interests and enthusiasms to impact positively on National Curriculum learning outcomes.

Teachers:

- Teachers will support children's problem-solving skills and nurture their creativity as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness.

Parents:

- Parents will be encouraged to support learners outside through active links/activities between home and school.

Governors:

- Governors will monitor and evaluate the impact of outside learning in relation to pupils' holistic well-being, knowledge and understanding and developing responsibility for the world.

How we will achieve the Strategic Improvement Priorities

- The school will filter all improvement priorities through three core concepts/innovation teams which are (1) The Creative Curriculum, (2) Quality First Teaching and Learning, (3) Assessment for Learning
- Stakeholders will have key roles and responsibilities; self-evaluation will invite feedback and this will inform strategic planning
- Teachers will meet either as a whole team to focus on improvement through a core concept or split into three smaller innovation teams to accelerate change and refine roles as appropriate

Foci 1 – The Curriculum

Teachers & Senior Leaders will:

- Plan creative, meaningful learning topics across the whole school which identify a clear moral purpose to enthuse learners - SMSC
- Interrelate subjects imaginatively and purposefully to maximise learning opportunities to close learning gaps, achieve and extend statutory milestones
- Explore the value and significance of different learning roles to enable pupils to become resilient, life-long learners
- Support and hold colleagues to account ensuring equality of high provision

Pupils will:

- Try their very best to achieve what they are capable - effort roles will be clarified
- Apply their developing skills across the creative curriculum
- Explore learning in roles which complement independence and team work

Parents will:

- Have access to what their child is learning through the school website and receive core subject learning milestones to support learning
- Be encouraged to engage with teachers in three formal meetings per year
- Access school policies online and contribute to their improvement through consultation

Governors will:

- Monitor, evaluate and review the implementation of school's policies in correlation with parental perspectives
- Monitor the quality of planned provision in relation to learning outcomes
- Engage with children to identify their view point to positively influence future provision
- **STARS: Evaluation of impact**
 - Safe: How are learners valued, included, respected and developed to be secure?
 - Talents & Interests: How effectively are talents and interests fostered?
 - Achieve & Learn: Do learners make the progress they are capable of through learning provision provided?
 - Rights Respect & Responsibilities: How are rights valued, respect demonstrated and responsibilities developed?
 - Skills for Getting Along: How well do learners collaboratively explore, learn together and respect each other?

Foci 2 – Quality First Teaching & learning – Inclusion

Teachers & Senior Leaders:

- Lead and model outstanding and good Quality First Teaching and Learning
- Ensure the personal, social, emotional and academic needs of all individuals in groups are planned for and achieved
- Ensure the planning and provision systems support and enable the vast and variant needs of cohorts to maximise their potential over four years
- Support and hold colleagues to account implementing Quality First Teaching and Learning

Pupils will:

- Actively engage in learning activities differentiated to meet and extend their needs
- Develop as holistic learners through Ranvilles' STARS system
- Engage in learning targets to develop responsibility for their learning journey

Parents will:

- Have access to the school's learning values and ethos through practical documents on the school website
- Be invited to attend 'Dream Believe Achieve' open days to reflect on their child's holistic achievements
- Support Home/School links to enable the child's needs to be fully met

Governors will:

- Monitor the quality of teaching and learning through Headteacher reports and classroom visits
- Evaluate the impact of Ranvilles STARS in relation to holistic provision
- Identify, monitor and evaluate Equality Objectives over four years to ensure all children in all groups are supported to maximise their potential
- **STARS: Evaluation of impact**
Safe: How are learners valued, included, respected and developed to be secure?
Talents & Interests: How effectively are talents and interests fostered?
Achieve & Learn: Do learners make the progress they are capable of through learning provision provided?
Rights Respect & Responsibilities: How are rights valued, respect demonstrated and responsibilities developed?
Skills for Getting Along: How well do learners collaboratively explore, learn together and respect each other?

Foci 3 – Assessment

Teachers & Senior Leaders:

- Design, assess and evaluate Assessment for Learning procedures to ensure equality of provision and high standards are achieved for all
- Assess the implementation of the statutory National Curriculum in partnership with meeting pupils' differentiated needs
- Monitor the effectiveness of school improvement cycle systems to ensure aspirational standards are achieved
- Support and hold colleagues to account optimising pupil progress and attaining high standards

Pupils will:

- Know and take responsibility for their learning targets
- Actively participate in all curriculum subjects to develop strengths
- Contribute to the evaluation of the school improvement cycle

Parents will:

- Be informed of key milestones in their child's learning at the start of the academic year to support Home/School links
- Receive mid-year pupil reports to inform them of their child's perspective
- Receive diagnostic end of year reports identifying attainment, progress and effort and be invited to share their opinion regards content and style

Governors will:

- Monitor and evaluate the attainment and progress for all children in all groups to effectively support and challenge the school
- Meet with and ascertain the perspective of different stakeholders to evaluate the impact of school systems in relation to pupil learning outcomes
- Evaluate a variety of internal documents which support the school's improvement cycle and contribute to strategic planning
- **STARS: Evaluation of impact**

Safe: How are learners valued, included, respected and developed to be secure?

Talents & Interests: How effectively are talents and interests fostered?

Achieve & Learn: Do learners make the progress they are capable of through learning provision provided?

Rights Respect & Responsibilities: How are rights valued, respect demonstrated and responsibilities developed?

Skills for Getting Along: How well do learners collaboratively explore, learn together and respect each other?

Ranvilles Junior School STARS Home / School Agreement

We have high aspirations for all our pupils and are dedicated to developing emotionally intelligent, academic learners in partnership with you.

 Safe Star	<p>The school will ensure every learner feels safe and happy by:</p> <ul style="list-style-type: none"> • Developing holistic learners in mind, body and soul • Raising aspirations and confidence • Ensuring learners feel valued, included, respected and secure <p>Children are asked to:</p> <ul style="list-style-type: none"> • Have an open, enquiring and respectful mind • Seek help and advice from trusted adults when it is needed • Support and treat each other as they would like to be treated themselves <p>Parents are asked to:</p> <ul style="list-style-type: none"> • Support children and the school as guided in core policies • Work in partnership with the school to support it to continuously improve
 Talents & Interests Star	<p>The school will build on pupils' Talents and Interests through:</p> <ul style="list-style-type: none"> • Generating and extending ideas, looking for alternatives and suggesting hypotheses through creative thinking • Developing learning relationships by building communication skills to encourage curiosity and perseverance • Promoting problem solving through evaluating, processing information and reasoning <p>Children are asked to:</p> <ul style="list-style-type: none"> • Have a go • Practise hard • Build and share <p>Parents are asked to:</p> <ul style="list-style-type: none"> • Support and encourage • Work in partnership with the school to enhance potential
 Academic Achievement Star	<p>The school will develop academic risk takers through:</p> <ul style="list-style-type: none"> • Optimal assessment for learning opportunities • Building on what learners know and giving effective feedback • An innovative, creative curriculum making learning vivid, relevant and fun • Opportunities to learn in specific roles as leaders, coaches, speakers, listeners, 'magpie-spies' and independent learners <p>Children are asked to:</p> <ul style="list-style-type: none"> • Try their very best and be adventurous • Take responsibility for their learning targets • Reflect, refine and improve <p>Parents are asked to:</p> <ul style="list-style-type: none"> • Attend parental consultations • Support their children to achieve their best

 RRR Star	<p>The school will embed the RRR agenda in order to ensure children:</p> <ul style="list-style-type: none"> • Know their Rights • Know their Responsibilities • Show and share respect as citizens • Develop and explore social, moral, spiritual and cultural concepts to identify and explore individual moral codes in a team environment <p>Children are asked to:</p> <ul style="list-style-type: none"> • Adopt the RRR principles in practice • Take responsibility and accountability for their words and actions • Explore and be appreciative of RRR in other cultures and communities <p>Parents are asked to:</p> <ul style="list-style-type: none"> • Support the school to implement and adhere to the RRR agenda principles
 Social Skills Star	<p>The school will develop and enhance interpersonal skills through:</p> <ul style="list-style-type: none"> • A common language shared through the STARS philosophy • A curriculum which values creativity, cooperation & collaboration, perseverance, independence, challenge and reflection • Developing the skills and personal qualities necessary for living, contributing to and functioning effectively in a multi-racial, multicultural and multi-faith society. They are taught to explore, respect and accept diversity and recognise the difference they can make as individuals <p>Children are asked to:</p> <ul style="list-style-type: none"> • Considerately develop social skills to explore learning • Respectfully question and challenge to establish a personal viewpoint <p>Parents are asked to:</p> <ul style="list-style-type: none"> • Have an overview of curriculum topics explored and taught to support learning at home • Model and support exemplar interpersonal skills to promote positivity

The half bee depicted in our school logo represents who and what we are now. The half which you cannot see represents who and what we might be in the future.

Working in partnership is the key to optimising success.

We are Life-Long Learners who Dream...Believe...Achieve

Child's name:.....

Parent signature:.....

Headteacher's signature:.....

Chair of Governor's signature:.....