



Ranvilles Junior School Strategic Plan 2017-2020



Vision Statement: *Life-Long Learners who Dream...Believe...Achieve*

Mission Statement: We will work in close partnership with children, their families and the school community to ensure learners achieve their best in an environment which promotes high academic achievement, moral education and success in the Arts. We will help children to discover and explore who they are and we will support them to establish and hold values which are both individually and collectively important. We will promote the Arts, academic achievement and Moral Education (ME) values through an internal programme of study called Ranvilles STARS. We will communicate our values through Ranvilles' Junior School 'Home/School Partnership Agreement'.

Ranvilles STARS

1. Be happy and safe physically, emotionally and spiritually (★ Safe Star)
2. Pursue and practise talents and interests to personalise and enrich the learning experience (★ Talents and Interests Star)
3. Foster a love for deep learning through independence, co-operation and collaboration, perseverance, creative thinking, challenge and reflection to enable children to achieve their best (★ Academic/Achievement Star)
4. Respect others, their cultures, beliefs and values to endorse rights and responsibilities (★ Rights, Respect and Responsibilities Star)
5. Develop sophisticated interpersonal skills as independent and collaborative learners to optimise resilience (★ Skills for Getting Along Star)

Ranvilles' Junior School 'Home/School Partnership Agreement'

 <p>Safe Star</p>	<p>The school will:</p> <ul style="list-style-type: none">• Create a happy and positive learning environment• Teach and encourage children to be safe physically, mentally, emotionally, spiritually and financially• Educate internet safety and wellbeing• Foster confidence to enable children to report any concerns <p>Children are encouraged to:</p> <ul style="list-style-type: none">• Use their learning to help them to feel confident to make positive choices and wise decisions• Learn to be themselves, to question, grow and learn with consideration• Communicate any feelings of concern they have with adults who they trust and who can help them <p>Parents are asked to:</p> <ul style="list-style-type: none">• Work in partnership with the school to develop wellbeing and support practice outlined in the Health & Safety, Child protection, Physical, Social & Health/ Sex Education and Behaviour for learning policies.• Monitor and ensure safe and appropriate use of the internet and social media at home
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Talents and
Interest Star

The school will:

- Support the children in developing their learning and skills in areas of talent and interest
- Provide opportunities to share talents and interests and celebrate effort and success
- Promote curiosity, creative thinking and the desire to learn new skills

Children are encouraged to:

- Enjoy exploring and just being them!
- Recognise their raw talents and practise new skills
- Learn from and with others to develop new skills
- Have a go!

Parents are asked to:

- Support the school by allowing their children to engage in a variety of enrichment, curriculum opportunities
- Share their talents and interests with the children in school to enhance provision
- Attend school events, when possible, to support and celebrate achievements



Academic/
Achievement
Star

The school will:

- Provide the very best education to enable children to achieve their personal best
- Communicate what children do well and what they need to do to improve
- Ensure learning is focused through a broad and balanced curriculum
- develop skills in a wide range of subjects and prepare learners for the next stage in their lives

Children are encouraged to:

- Have big dreams and believe they can achieve them
- Work hard in all areas of the curriculum to achieve to their personal best
- Take responsibility for achieving their targets

Parents are asked to:

- Ensure their children read at least 5 times per week, learn their timetables and support homework that allows them to practise core skills taught in the classroom
- Discuss and share classroom learning to enhance it further at home
- Celebrate academic success



Rights,
Respect and
Responsibility
Star

The school will:

- Educate the children about their rights and responsibilities in school and in the wider world
- Teach children about diversity and its impact on society
- Teach children how to be respectful of others and to challenge injustice in society

Children are encouraged to:

- Value their Rights
- Respect others including differences in lifestyle, views and opinions
- Know their responsibilities and ensure they carry them out
- Be open-minded and learn about other peoples' cultures, beliefs and lifestyles
- Take responsibility and accountability for their words and actions

Parents are asked to:

- Talk to their children about current issues in our society
- Encourage children to be open-minded and respectful of others
- Discuss what they have learnt at school and explore the thoughts and opinions
- Support the school in ensuring the children carry out their responsibilities both at home, in school and in the wider community



Skills for
Getting Along
Star

The school will:

- Foster positive behaviours for learning, developing the children's skills of independence, collaboration, perseverance, reflection, challenge and creative thinking
- Develop the skills and personal qualities necessary for living, contributing to and functioning effectively in a multi-racial, multicultural and multi-faith society
- Consistently apply our Behaviour for Learning policy through appropriate praise and sanctions
- Provide differentiated and personalised opportunities for children to develop effective interpersonal and social skills

Children are encouraged to:

- Develop their interpersonal skills socially and academically
- Demonstrate positive attitudes towards their learning and relationships in school
- Respectfully question and challenge to establish a personal viewpoint
- Follow the school's Behaviour for Learning showing respect for the environment and the people in it

Parents are asked to:

- Model and support exemplar interpersonal skills to promote positivity
- Communicate circumstances at home that may inhibit their child's ability to 'get along' socially, emotionally and academically
- Support the school in implementing our Behaviour for Learning policy in order to develop positive role models and citizens of our society

This Strategic Plan is ratified by the school’s Governing Body. Governors support, challenge and monitor success in partnership with all stakeholders. The strategic aims will be detailed and planned for in a ‘School Development Plan’ outlining responsibilities, time progression and cost implications in a yearly time line. The Curriculum and Resources Committees will ensure that the school’s focus is carefully implemented and achieved to enable all pupils to achieve their potential. The school will seek regular opinions and thoughts from pupils, parents and teachers. Any amendments to the plan will be presented to the Full Governing Body to be ratified.

Rationale for Improvements:

1. Further improve academic outcomes measured externally in Statutory Assessment Tests.

The school is committed in continuing to deliver a holistic creative curriculum. A whole school focus to ensure children have a consistent approach to develop test techniques will create greater opportunities for children to demonstrate and achieve what they are truly capable of in structured, timed tests as well as lessons.

2. Deepen Moral Education (ME) through effective implementation of Ranvilles STARS.

The school was praised in 2015 by Ofsted for how the creative curriculum is planned and implemented. To pursue excellence there is a need to refine parts of the creative curriculum ensuring all statutory and internally agreed subjects/ concepts are achieved through an outstanding culture. A specific focus on refined areas such as RE, Social, Moral, Spiritual and Cultural teaching and learning, HMS Ranvilles and Science will further enhance and deepen outcomes. Philosophy for Children (P4C) will support children to explore their thinking, learning, local community and wider world to foster and develop mutual respect and resilience in preparation for secondary school and later life. The school is committed to achieving the goals established in the *Every Child Matters* agenda through a relative, creative curriculum which will develop holistic thinking and respectful, resilient learners.

3. Improve outdoor learning and resources.

Maximising the learning environment will develop knowledge of the natural world, create a heightened focus on competition and participation in Physical Education and make outside learning fun. Creating shelter and developing the concept of an ‘outside classroom’ will enrich the creative curriculum practically and enhance learning to make it memorable. 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 make effective contributions

This Strategic Plan is endorsed by:

Headteacher	Chair of Governors	Chair of Curriculum Committee	Chair of Resources Committee	Pupils/ School Council Representative
Signed:				
Name:				
Date:				

Strategic Direction 2017-2020

Key Priority 1: Foster a love and respect for holistic learning; ensure children accomplish their personal best in SATs.					Key Improvement Strategies						
Goals		<ol style="list-style-type: none"> 1. Create an outstanding culture. 2. Improve educational progress and attainment through the application of enhanced thinking and reasoning skills across the curriculum 3. Children know and consciously apply Ranvilles' learning values 4. Make substantial gains in oral skills, literacy and numeracy 5. Teachers give incentive to learners as an effective facilitator and through open-ended questioning 			<ul style="list-style-type: none"> • Continuous professional development, coaching and mentoring - Grow the team – develop skills and play to strengths. • Analysis and moderation - Challenge each other internally re Assessment for Learning (AfL) outcomes. Have successful, difficult conversations to improve and maximise capacity. • Personalisation - Use crucial AfL evidence to inform planning; ensure this leads to explicit and targeted teaching • Enhanced systems - Consolidate and document a whole school approach to the implementation of Handwriting, Spelling, Speaking and Listening, Writing and Problem Solving in maths; enable parents / carers to actively support learners • Standardisation - Refine whole school reading strategies and test techniques to ensure consistent practice from Year 3 to Year 6 • Collaboration - Work in partnership with other schools to maximise test technique expertise. • Facilitate - Initiate the concept of the teacher as a facilitator through whole school Philosophy for Children (P4C) training / secure accreditation • High expectations - Ensure behaviour and performance are consistently high - tackle performance and behaviour issues quickly and well. 						
Targets		Further improve academic outcomes measured externally in Statutory Assessment Tests.									
		Reading ARE	Reading Greater Depth	Writing ARE	Writing Greater Depth	Maths ARE	Maths Greater Depth	SPAG ARE	SPAG Greater Depth	R,W,M Combined ARE	R,W,M Combined Greater Depth
		81%	36%	83%	30%	83%	32%	85%	38%	74%	21%
Action		Year 1 Initiate				Success Criteria					
<ol style="list-style-type: none"> a) Analyse Age Related Expectations outcomes from KS1 and all year groups to create systems and a baseline from which to measure pupil progress. b) Identify clear systems to develop test techniques, agree and systematically implement across the whole school. c) Improve Home / School communication to support partnership and pupil achievements / outcomes. 		<ul style="list-style-type: none"> • Assessment judgments are agreed, evidenced and moderated for KS1 and all year groups; analysis is drawn from Hampshire Junior Schools' AfL research project. • Pupil underperformance in spelling, grammar, reading and maths is improved internally through whole school systems and personalised learning. Learning provision, needs and outcomes are shared regularly with parents for support. 									

<ul style="list-style-type: none"> d) Utilise teaching and learning time effectively to maximise opportunities to be creative in learning. e) Enhance the creative curriculum to include Philosophy for Children pedagogy. f) Embrace Philosophy for Children in every day practice to create facilitation and enquiry based learning across the whole curriculum. g) Maximise opportunities to work in partnership with other schools, agencies and the community to ensure the creative curriculum and enquiry based learning is relative and real. h) Ensure a broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education. (Ofsted) 	<ul style="list-style-type: none"> • External and internal tests in English and maths indicate higher attainment results – well above the National Average. • Communication with parents is effective and enables them to support the school to secure core skills in learning. • From different starting points, the progress in English and in mathematics is high compared with national figures. The progress of disadvantaged pupils from different starting points matches or is improving towards that of other pupils nationally. • The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly. (Ofsted) • Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points. • Teachers act as facilitators to encourage enquiry based learning through critical, creative, caring and collaborative thinking. • Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. (Ofsted) ★ • Learners build and establish a positive self-image in a ‘can do’ culture and are prepared for the opportunities, responsibilities and experiences of life. ★ • As leaders, coaches, speakers, listeners, ‘magpie-spies’ and independent learners, all children are challenged and supported to achieve to the very best of their ability. • Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. (Ofsted) 	
Action	Year 2 Refine	Success Criteria
<ul style="list-style-type: none"> a) Refine established whole school systems for the teaching and learning of handwriting, spelling, grammar and reading in order to sustain capacity. b) Refine whole schools systems for developing test techniques in order to sustain and improve capacity to perform well in external tests. c) Refine Philosophy for Children practice to enhance enquiry based learning through critical, creative, caring and collaborative thinking. 		<ul style="list-style-type: none"> • The quality of provision is established and improved through practice which is systematic and reflective in securing neat handwriting, competent writers, secure readers and confident problem solvers in maths. Time is used wisely to secure good outcomes which are evidenced through work samples, excellent progress and high test results. • The creative curriculum facilities breadth and depth to ensure children are

d) Refine the creative curriculum to ensure creativity, P4C and test technique is carefully balanced and planned for.		enthused by enquiry based learning. <ul style="list-style-type: none"> • Pupil 'Learning Values Targets' are secure relative to their ability and age.
Action	Year 3 Consolidate	Success Criteria
a) Network effectively within the community to ensure practical opportunities are meaningful, enhance learning and create opportunities to deepen values. b) Review a three year data trend to analyse impact measured externally – map improvements. c) Evidence learning within the creative curriculum to assess the full capacity to develop as a holistic learner.		<ul style="list-style-type: none"> • Established school systems and processes support children to be resilient and secure high attainment levels in tests. • Philosophy for Children (P4C) pedagogy is embedded in the curriculum and school practice and evidence is secure through observations and evaluation monitoring. • Children evidence sophisticated learning skills as critical, creative, caring and collaborative thinkers.

Key Priority 2		Key Improvement Strategies
Deepen a love and respect for Moral Education; facilitate excellent opportunities for children to value themselves and explore the world they live in through exploration, discussion, empathy, compassion and respect.		
Goals	<ol style="list-style-type: none">  Children can describe what it means to be safe physically, emotionally, spiritually and mentally as a Ranvilles learner in different situations and settings. <i>Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.</i>  Children are taught to explore and understand the consequences of their actions in a curriculum underpinned on the RRR agenda and moral concepts. Children can challenge and question effectively within the rules of respectful dialogue. <i>Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.</i>  Learners develop the skills and personal qualities necessary for living, contributing to and functioning 	<ul style="list-style-type: none"> • Maximise professional expertise - Focus PPA cover provision to ensure First Aid /Healthy Eating / The Living World/ RE/ PSHE and SRE are facilitated and taught through enhanced, creative, developmental units; build on the professional expertise of staff. • Designate time - Create STAR days as dedicated opportunities for the children to focus on safeguarding, social and emotional aspects of learning related to the community and wider world. • Whole school focus - Develop HMS Ranvilles' focus through activities / learning planned for three dedicated days. • Implement Philosophy for Children pedagogy - Facilitate discussion opportunities employing Philosophy for Children strategies. • Improve the learning environment - Dedicate time and opportunities to focus on goals and for children to share and display their knowledge and learning physically around the school and on-line so that the learning environment is rich in support and evidence.

	<p>effectively in a multi-racial, multi-cultural and multi faith society. Children are taught to explore, respect and accept diversity and recognise the positive contribution and difference they can make as individuals.</p> <p>4. Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.</p>	
Targets	<p>Deepen Moral Education (ME) through effective implementation of Ranvilles STARS.</p> <ul style="list-style-type: none"> All children can describe the philosophy of the STARS, know their learning value targets and have a rich learning environment to support them being resilient. 	
Action	Year 1 Initiate	Success Criteria
	<ul style="list-style-type: none"> a) Plan creative units of work (relative to the focus) which the HLTAs will lead. b) Link learning directly to the local community and wider world through carefully planned STAR days. c) Explore the school and British / Universal values through HMS Ranvilles in order to develop and strengthen appreciation and understanding of the roles of the Armed Forces in Great Britain. d) Facilitate discursive learning to help children build a bigger picture through Philosophy for children pedagogy. 	<ul style="list-style-type: none"> All children will receive training and accreditation for First Aid. HLTAs will lead and have ownership of the units of work raising the profile of these subjects relative to Ranvilles' context. Children can articulate the significance of the <i>Every Child Matters</i> agenda through the school's STARS programme for learning. The creative curriculum is enhanced further through meaningful links. <p><i>Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.</i></p> <ul style="list-style-type: none"> Children will have first-hand experience of team building exercises and can articulate the significance of HMS personnel and their families in the community / Great Britain. <i>Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</i>
Action	Year 2 Refine	Success Criteria
	<ul style="list-style-type: none"> a) Evaluate and improve PPA cover provision to create more opportunities for learning to be linked to and across the creative curriculum. b) Build more explicit ICT safeguarding units so children can support and advise each other as lead learners. 	<ul style="list-style-type: none"> Children to apply deeper knowledge and learning to their roles of responsibility within the school. <i>Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.</i>

		<ul style="list-style-type: none"> <i>Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.</i>
Action	Year 3 Consolidate	Success Criteria
	a) Link home and school intrinsically through transparent, sophisticated communication.	<ul style="list-style-type: none"> A mutual commitment from school and home maximises learners' capacity and learning supports pupils to be secure in who they are and the difference they can make in the world.

Key Priority 3 – Achievement Focus: Develop a love and respect for the Natural World through collaborative thinking in the community.		Key Improvement Strategies
Goals	<ol style="list-style-type: none"> 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. Maximise use of outdoor facilities to: <ul style="list-style-type: none"> Facilitate contact with the natural world and offer experiences that are unique to outdoors, such as direct contact with the weather and the seasons Help children to understand and respect nature, the environment and the interdependence of humans, animals, plants, and lifecycles 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. Enable children to learn and play safely and freely while they appreciate how to assess risk and develop the skills to manage new situations. 	<ul style="list-style-type: none"> Collaboration - Work in partnership with Heathfield School to explore and share the concept of outdoor learning – ensure a collaborative and mutually beneficial focus. Partnership – work in close partnership with parents to utilise their expertise and skills and benefit learners. Kinaesthetic learning - Enhance the Science and creative curriculum with practical, outdoor learning opportunities to support theoretical understanding. ICT - Use ICT effectively to explore the outdoor world at large. Improved resources - Purchase appropriate resources and suitable clothing for learning in all-weather types – install cameras to link environmental observation activities to interactive whiteboards in classrooms. Trips/excursions – utilise the mini-bus to access the local environment to make learning outside memorable. Ranvilles Rangers – pupil certificates validate achievements.

Targets	Improved outdoor learning and resources ensure children benefit from kinaesthetic, memorable learning. All children will achieve Ranvilles Rangers certificates to acknowledge and accredit developmental learning.	
Action	Year 1 Initiate	Success Criteria
	<ul style="list-style-type: none"> a) Work in partnership with Heathfield Special School colleagues to write an effective joint action plan – utilise their recent experience. b) Create opportunities for Ranvilles and Heathfield pupils to learn together in the outside classroom. c) Plan practical opportunities within the creative curriculum to explore learning outside within the school grounds and local area. d) Plan more local school trips to benefit from learning in the local environment. e) Make more effective use of ICT to enhance visual and conceptual learning. f) Establish Ranvilles Rangers with a specific environmental focus. 	<ul style="list-style-type: none"> • 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 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 will be encouraged to support learners outside through active links/activities between home and school. • 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. • Children will secure accreditation for outside learning as a Ranvilles Ranger through receipt of certificates.
Action	Year 2 Refine	Success Criteria
	<ul style="list-style-type: none"> a) Validate deeper, developmental learning in the outside classroom through Ranvilles Rangers Level 2 and 3 accreditation. b) Establish and plan for joint learning opportunities for Ranvilles pupils and Heathfield pupils. c) Secure external accreditation for environmental learning to validate focus and achievements. d) Utilise ICT effectively to explore The Living World. 	<ul style="list-style-type: none"> • Ranvilles Rangers programme of study is planned for Years 3, 4 and 5. • Long and medium term planning includes collaboration with Heathfield School. • Outside learning is sustainable within the planned creative curriculum / the quality has external validation. • Children appreciate and can describe environmental factors which make a positive and negative impact – they describe knowledge in what they are responsible for and how they can make a difference.
Action	Year 3 Consolidate	Success Criteria
	<ul style="list-style-type: none"> a) Establish Ranvilles Rangers Level 4 accreditation – focus on Year 6. b) Establish sustainable links with a school in a very different context – use ICT to communicate and explore/expand learning/knowledge. 	<ul style="list-style-type: none"> • Ranvilles Rangers programme of study is planned for Year 6. • Children can compare and contrast environmental factors with children in a different context to appreciate and influence The Living World.