

Mill Rythe Junior School Improvement Plan Spring and Summer 2018

To be reading in conjunction with Maths, English, SEN, PP and Curriculum action plans.

<p>Outcomes</p>	<ul style="list-style-type: none"> • To ensure the proportion of children in year 6 achieving and exceeding ARE in reading, writing, maths, EPGS and combined is at least in line with national attainment and that gap is narrowed on key stage 1 attainment. • To increase the proportion of children in year 3 and 5 achieving ARE and exceeding ARE in reading, writing, maths and combined and narrow the gap with key stage 1 attainment whilst remaining above national attainment. To increase the proportion of children in year 4 achieving ARE and exceeding ARE in reading, writing, maths and combined and narrow that gap with national attainment. • To increase the proportion of Pupil Premium children across the school achieving or exceeding ARE in reading, writing, maths, EPGS and combined so that it is at least in line with national and diminishes the difference between PP and non-PP children.
<p>Quality of Teaching, Learning and Assessment</p>	<ol style="list-style-type: none"> 1. To improve the quality of teaching and learning so that: <ul style="list-style-type: none"> • Teachers are able to use AFL to identify appropriate starting points for all children. • Teachers and TAs improved subject knowledge informs clear learning journeys for all children. • Teachers and TAs teach and assess throughout lessons so that learning time is maximised and children are making progress from their starting points. • Teachers and TAs identify and support effectively those pupils who start to fall behind and intervene quickly to help them improve their learning. • Teachers anticipate where learning may be less secure and plan to intervene and overcome this. 2. Coaching develops the quality of teaching and learning in English and Maths with a focus on the accelerated progress of target, SEN and Pupil Premium children. 3. To provide children with consistently high-quality feedback in maths and English, in line with the school's marking and feedback expectations, so that children know what they need to do to improve their work further and they act on this. 4. The progress of disadvantaged pupils and children with SEN in a wide range of subjects is good and improving towards that of other pupils with the same starting points.
<p>Personal Development, Behaviour and Welfare</p>	<ol style="list-style-type: none"> 1. Maintain attendance above 96.5% and reduce the gap between pupil premium and non-pupil premium children. 2. To develop children's ability to reflect on aspects of SMSC, FBV and learning behaviours within the curriculum. 3. Actively promote all aspects of children's welfare, especially staying safe online to help children stay safe from abuse and exploitation. 4. To establish a Thrive group to meet the social and emotional needs of our most vulnerable children.
<p>Leadership and Management</p>	<ol style="list-style-type: none"> 1. Safeguarding is effective and all staff know how to safeguard children and take appropriate action to report concerns and support children. 2. Governors further develop their understanding of the school's effectiveness informed by the views of parents, staff and children and use this to keep the school improving by focusing on the impact of their actions. 3. Subject leaders develop and refine their assessment system so we know the impact our curriculum is having on pupil knowledge and understanding. 4. Pupil premium, Primary Schools Sports and SEN funding deliver good outcomes for pupils. 5. Senior leaders are able to evidence the impact of their leadership for their area of responsibility (including a specific focus on disadvantaged children) which contributes to children all children making good progress in school.