

Hove Junior School Development Plan 2019-2020

Vision: Parents and carers are true partners in the education of their children. The children and adults happiness and wellbeing are at the heart of the school. We are passionate, resilient and curious, making independent choices to create a lifelong enthusiasm to learn and teach. Together we are global ambassadors with awareness of diversity, who respect each other, our environment and ourselves. Everyone works together building a secure, safe and inclusive environment to achieve the best possible outcomes for all children. Pupil voice is valued and inspired creativity and learning. Kindness and respect enable everyone to lead improvement and embrace change.

Mission



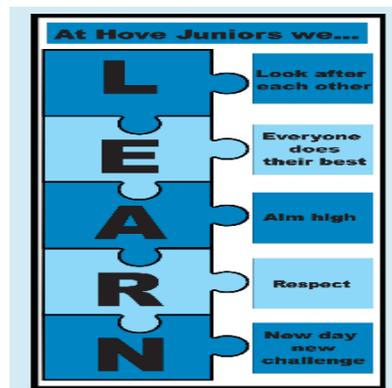
Working together and learning together to raise standards



3 Year 2019-2022 Priorities

- 1. Accelerate progress toward achieving 'outstanding judgements' in all areas at inspection**
- 2. All adhere to a consistent approach of expectation and standards**
- 3. To have a consistent good to outstanding standard of pupil behaviour and safety in place**
- 4. To be the local school of choice**

Core Values



Learning Characters



Ofsted Priorities:

1. The quality of teaching and learning continues to improve so that the progress of pupils is consistently good or better across all year groups and in all subjects.
2. The roles of subject leaders, especially for English and Mathematics, are more clearly defined, ensuring clear lines of responsibility and accountability.
3. The new system for tracking pupil progress is further refined to ensure it becomes a fully effective tool for leaders and governors to drive improvement.

QUALITY OF EDUCATION

Our curriculum is broad and balanced, providing a wide range of subjects with clear progression of skills-based learning to develop knowledge, understanding and cultural capital. The broad and balanced curriculum inspires pupils to learn.

Standards are high and most children make good or better progress from their starting points.

LEADERSHIP & MANAGEMENT

Leadership at all levels is effective and leaders are highly ambitious for the school.

BEHAVIOUR & ATTITUDES

Behaviour is exemplary and the school is a safe, happy and inclusive place. Pupils are committed to their learning, motivated and know how to work independently. The LEARN ethos develops resilient pupils who take pride in their achievements.

PERSONAL DEVELOPMENT

We are aspirational in the importance of our pupil's discovery of their self-interests and how school curriculum is preparation for life.



QUALITY OF EDUCATION

- Continue to embed a curriculum that is broad and balanced, providing a wide range of subjects with clear progression of skills-based learning to develop knowledge, understanding and cultural capital
- Continue to improve the quality of teaching and learning so that the progress of pupils is consistently good or better across all year groups and in all subjects
- Ensure the school's feedback and marking policy is in line with DFE and EEF research
- Continue to develop the principles of maths mastery across the school fostering mathematical understanding and fluency
- Achieve Arts Mark Accreditation for 2020.
- Ensure assessment and systems for tracking pupil progress are a fully effective tool for leaders and governors to drive improvement.
- Ensure provision and implementation of strategies in class secure improved pupil outcomes for SEN pupils in writing.
- Accelerate progress of disadvantaged/SEN/EAL pupils in writing across all year groups to close the gap with non-disadvantaged.
- Ensure higher attaining pupils in reading at KS1 make accelerated progress in all year groups.
- Action plans for SEND are SMART with measurable targets against which the school can evaluate its success and there are high aspirations for children with SEND.

LEADERSHIP & MANAGEMENT

- Ensure leaders and governors have an accurate understanding of the school in their area of responsibility informed by the views of pupils, parents and staff.
- Leaders at all levels drive improvement by regularly checking on the quality of planning, teaching and pupil progress in their areas of responsibility.
- Increase consistency across the 2 sites through robust monitoring e.g. joint learning walks/drop ins/moderation and year leader/SLT meetings
- Empower all staff to excel and develop through participation in quality research and professional development CPD and networks (maths mastery approach, EDT Schools Partnership Project, cluster groups, senior leader research projects).
- Ensure current appraisal systems and targets are explicitly linked to SIP priorities and appropriate to role.
- School leaders to examine the areas of work, which lead to high levels of workload and review their impact on teaching and learning.

BEHAVIOUR

- Attendance remains at 97%+. Persistent absence continues to decrease and remains below national and local data. Continue to track attendance for SEN and PP pupils and ensure the gap between non-SEN and PP pupils in attendance is closed.
- Ensure leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted.
- Ensure all staff have high expectations of behaviour at all times ensuring consistency of behaviour practice across both sites.



PERSONAL DEVELOPMENT

- Maintain accreditation for IQM Centre of Excellence.
- Prioritise championing the needs of disadvantaged pupils for all staff. AFA (Achievement for All) strategies are in place for all disadvantaged /vulnerable pupils.
- Increase the engagement of all pupils in regular physical activity and review extra-curricular sporting/other opportunities. PE should make learning about physical and mental health explicit. (See Sports Premium 2018-19 Report for actions on website).
- Pupils have an increased understanding and awareness of the world they inhabit, know how to keep themselves safe and fit (physically and mentally) and are ambitious to make a positive difference.