

Lee-on-the-Solent Junior School

Raising Attainment Plan

Spring Term

2017-2018

Key Objectives

School Improvement Focus	Key issue/ Development Area
Key Objectives	1. Improve the effectiveness of middle leaders so that they have impact that improves the quality of provision for all pupils
	2. Improve the quality of teaching so that over time it is at least 100% good
	3. Close the gap between disadvantaged children and other groups so that it is at least in line with national outcomes
	4. Improve behaviour management so that it is consistent and focussed on a positive behaviour management approach
Key Objective 1 Improve the effectiveness of middle leaders so that they have impact that improves the quality of provision for all pupils	1.1 Implement a monitoring program that informs CPD and self-evaluation
	1.2 Enable middle leaders to share good practice around data analysis and monitoring to inform self-evaluation and school improvement planning
	1.3 Improve middle leaders ability to provide effective feedback that leads to action to improve provision for all pupils
Key Objective 2 Improve the quality of teaching so that over time it is at least 100% good	2.1 Implement a Teacher Learning Community that enables best practice to be shared and disseminated across the school
	2.2 Implement a teacher coaching program focussed on increasing interactive teaching approaches
	2.3 Improve consistency in the teaching of reading
	2.4 Improve the teaching of composition and effect in writing
	2.5 Ensure that children understand the purpose of a piece of work and how it fits within a learning journey
	2.6 Improve the quality of maths planning so that there is increased rigour and challenge for all pupils
	2.7 Introduce a multi-representational approach in maths that enables children to secure understanding to mastery level
	2.8 Ensure that there is a consistent approach to providing feedback for all pupils
Key Objective 3 Close the achievement gap between disadvantaged children and other groups so that it is at least in line with national outcomes	3.1 Raise the self-esteem of disadvantaged children so that they view themselves more positively as learners
	3.2 Increase staff understanding of the barriers to learning for disadvantaged children so that better use is made of formative assessment
	3.3 Enable staff to clearly identify pupil needs that may affect progress and attitudes to learning and understand how to adapt provision to meet pupil needs
	3.4
Key Objective 4: Improve behaviour so that	4.1 Provide whole staff positive behaviour management training
	4.2 Reduce the number of incidents of challenging behaviour through providing de-escalation training for key staff

behaviour management is consistent and focussed on a positive behaviour management approach I	4.3 Improve children's ability to resolve conflict
	4.4 Improve consistency of application of the behaviour management policy so that an increased number of children, parents and staff view it as being fairly implemented
	4.5 Reduce incidents of behaviour during transition times following morning break time and lunchtime

Key objective 1		Improve the effectiveness of middle leaders so that they have impact that improves the quality of provision for all pupils			
Sub - objective	IMPACT (Success Criteria)	(From January 2018) ACTIONS	LEAD RESPONSIBILITY	RESOURCES	MONITORING and EVALUATION
1.1 Implement a monitoring program that informs CPD and self-evaluation	<p>Middle leaders are able to identify areas of strength and priorities for improvement using a range of evidence to inform judgements</p> <p>Outcomes of monitoring are used to evaluate impact of school improvement actions and support robust self evaluation</p> <p>Governor minutes show effective challenge and support with clear reference to Governor monitoring</p>	a) Monitoring program to be shared with all staff	HT (DN)		<p>LEAD: HT (DN) <u>MONITORING</u></p> <p>SLT Meetings ongoing to monitor implementation</p> <p>Governor Monitoring Visits</p> <p><u>EVALUATION</u></p> <p>SLT Evaluation Day 28.3.18</p> <p>HT Report to FGB Date:</p>
		b) Middle leaders release timetable agreed and published to all staff	HT(DN)		
		c) Write a governor's monitoring plan that shows a clear link to school improvement actions and intended outcomes	CofG (CL)		
1.2 Enable middle leaders to share good practice around data analysis and monitoring to inform self-evaluation and school improvement planning	<p>Middle Leaders report increased confidence in the use of data to support self evaluation</p> <p>Data is used to support identification of school improvement priorities and planned actions</p> <p>Middle Leaders are able to prioritise actions to be taken in order to maximise impact on pupil progress</p>	a) Middle Leaders to work together to analyse data through joint release time	HT (DN)	HLTA Cover x 2 days FTE	<p>LEAD: HT (DN) <u>MONITORING</u></p> <p>SLT Meeting ongoing</p> <p>Governor Monitoring Visit Date:</p> <p><u>EVALUATION</u></p> <p>HT Report to FGB Date:</p>
		b) Share good practice through SLT meetings and dissemination of good practice from other schools	HT (DN)		
		c) Middle Leaders to complete an impact statement that clearly identifies evidence of impact on pupil outcomes due to improvements in provision	HT (DN)		

1.3. Improve middle leaders ability to provide effective feedback that leads to action to improve provision for all pupils	<p>Middle Leaders report increasing confidence in providing effective feedback</p> <p>Staff report that feedback is clear, concrete and developmental</p> <p>Evidence shows that feedback has resulted in actions that have led to improvements in provision</p>	a) Provide training and guidance for middle leaders on giving effective feedback	HT (DN)		<p>LEAD:</p> <p><u>MONITORING</u></p> <p>Governor Monitoring Visit Date:</p> <p>Staff Survey Date: <u>EVALUATION</u></p> <p>HT Report to FGB Date:</p>
		b) Provide leadership coaching for middle leaders half termly	HT (DN)		
		c)			

Key Objective 2	Improve the quality of teaching so that over time it is at least 100% good				
	Sub - objective	IMPACT (Success Criteria)	(From January 2018) ACTIONS	RESPONSIBILITY	RESOURCES
2.1 Implement a Teacher Learning Community that enables best practice to be shared and disseminated across the school	Teaching will be consistent across the school and will show increasing use of formative assessment techniques Increased opportunities for teachers and teaching assistants to respond to learning will be evident in monitoring through learning walks	a) TLC Meetings to be set and observation partners to be agreed to include new members of staff	HT (DN)	TLC Materials	LEAD: HT (DN) <u>MONITORING</u> Governor Monitoring Visit Date: 31/1/18 <u>EVALUATION</u> HT Report to FGB Date:
		b) Organise peer observation with agreed focus linked to personal action plan as part of TLC meeting process	Class Teachers	Staff Meeting 31/1/18	
		c) TLC Meetings to continue as part of professional learning meetings			
		e).			
		f)			
		g)			
2.2 Implement a teacher coaching program focussed on effective challenge for all through effective use of formative assessment	Every teacher has received at least two coaching sessions by the end of Spring Term Evidence from learning walks shows an increasing amount of teaching enables children to be more actively involved in their learning	a) Share coaching program and criteria with all teaching staff	HT (DN)		LEAD: HT (DN) <u>MONITORING</u> Governor Monitoring Visit Date: <u>EVALUATION</u> HT Report to the FGB Date:
		b) HT to provide guidance and support for AHT around 10 minute coaching process	HT (DN)		
		c) AHT to observe HT provide feedback around coaching session	HT (DN)	Joint Obs	
		d) Carry out evaluation of coaching through staff feedback from teaching staff	AHT (LF)		
2.3 Improve consistency in the teaching of reading	All Year groups are using reading journals to record evidence of application of skills	a) Provide clear guidance and support to staff to implement revised planning format	English Lead (PMo)	Staff Meeting 7/2/18	LEAD: English Lead (PMO) <u>MONITORING</u> Book sampling of reading journals Spring 1 (Week 4) Date:
		b) English Lead and AHT to share good practice around whole teaching of reading that meets the needs of all children	English Lead (PMo) AHT (LF)		

	<p>Monitoring shows that there is a clear distinction between reading and writing and reading outcomes in each year group</p> <p>Disadvantaged children make at least good progress and close the gap in attainment between non-pupil premium children</p> <p>Book sample of reading journals shows a clear sequence of learning and a progression in the application of skills linked to target domains</p> <p>Moderation materials lead to improved accuracy of teacher assessment and teachers report increased confidence in assessing outcomes</p> <p>Milestone 2 data improve ment in each year group:</p> <p>Year 3 Language for Effect xx%</p> <p>Year 4 Language for Effect xx%</p> <p>Year 5 Language for Effect xx%</p> <p>Year 6 Language for Effect xx%</p> <p>PPG v Non-PPG Gap reduced by:</p> <p>Year 3 Language for Effect xx%</p> <p>Year 4 Language for Effect xx%</p> <p>Year 5 Language for Effect xx%</p> <p>Year 6 Language for Effect xx%</p>	<p>c) English Lead to provide moderation materials that will support staff judgements around assessing application of reading skills.</p>	<p>English Lead (PMo)</p>	<p>Release time to work alongside YTL Year 5</p>	<p>Staff Questionnaire to provide info around subject knowledge and confidence level</p> <p>Date:</p> <p><u>EVALUATION</u></p> <p>PMo Written report for Curriculum Committee</p> <p>Date:</p> <p>Governor Monitoring Visit</p> <p>Date:</p>
		<p>d) English Lead to work 1:1 on moderation of reading with Year Team Leaders</p>	<p>English Lead (PMo)</p>		
		<p>d) Review layout of school library so that it is more accessible and organisation is improved</p>	<p>Schools Library Service (SLS)</p>	<p>SLS Visit 29.1.18</p>	
		<p>e) Consult with children about preferred layout and publish plans for wider school community</p>	<p>Librarian (HW)</p>		
		<p>f) Implement library review plans to remodel library area</p>	<p>Librarian (HW) SLS</p>	<p>Librarian Release Time</p>	
<p>2.4 Improve the teaching of composition and effect in writing</p>	<p>Book sampling shows that there is increasing evidence of careful selection of sentence structure with an awareness of the reader and how to shape viewpoint</p> <p>Book sampling shows that pupils are given choice over Audience, purpose and form and this has led to controlled choices around vocabulary and grammatical</p>	<p>a) Staff training to implement teaching of writing linked to Audience, Purpose, Form and Viewpoint</p>	<p>English Lead (PMo)</p>	<p>Staff Meeting 14/3/18</p>	<p>LEAD: English Lead (PMO)</p> <p><u>MONITORING</u></p> <p>Book sample Spring 2</p> <p><u>EVALUATION</u></p> <p>PMO written report to Governor's curriculum committee on outcomes</p>
		<p>b) All classes to display clear information on Audience, Purpose, Form for current writing to refer to as part of teaching</p>	<p>Class Teachers</p>	<p>APF display materials</p>	

	structures	c) Guidance to be provided on how to plan to enable children to have opportunities to shape writing dependent on Audience, Purpose and Form	English Lead (PMo)		Date:
		d) Guidance to be provided for staff on how to use grammar and vocabulary choices to shape viewpoint	English Lead (PMo)	Staff Meeting	
2.5 Ensure that children understand the purpose of a piece of work and how it fits within a learning journey	Learning journeys are clearly displayed in all class rooms and children are able to explain how current learning links to final outcomes	a) English Lead to meet with YTL's to provide clear guidance on approaches to address gaps in learning in key domains Domain xx	English Lead (PMo)		LEAD: English Lead (PMo) <u>MONITORING</u> Learning Walk Date: <u>EVALUATION</u> PMo Written report to curriculum committee Date: Governor Monitoring Visit Date:
		b) All classes to display child friendly learning journey and clear indication of stage in the process	Class Teachers		
		c) Good practice is shared with all staff to inform policy decision and to enable consistency of practice	English Lead (PMo) Maths Lead (PMu)	Staff Meeting	
		d)			
		e)			
2.6 Improve the quality of maths planning so that there is increased rigour and challenge for all pupils	Teacher expectation is raised so that planning is pitched at correct level against NC objectives as evidenced by planning sample All year teams have had HIAS supported planning session by 31/1/18	a) Joint planning sessions with HIAS Maths Adviser for all year groups	Maths Lead (PMu)	HIAS Support x 2 days FTE £1000	Lead: <u>Monitoring:</u> Maths Lead (PMu) Book and planning scrutiny with HIAS Adviser 12.3.18 <u>Evaluation:</u> Governor Monitoring Visit Date: Written report to curriculum committee (PMu)
		b) Staff meeting to follow up on key CPD from planning sessions	Maths Lead (PMu)	Staff Meeting 24/1/18	

					Date:
2.7 Introduce a multi-representational approach in maths that enables children to secure understanding to mastery level	Evidence shows an increasing use of CPA to support mastery of maths and deepen understanding Children are able to confidently switch between Concrete, Pictorial and Abstract approaches to explain their reasoning and aid problem solving	a) Provide training and guidance for staff in use of CPA and how this supports teaching for mastery	Maths Lead (PMu)	INSET 9/3/18	Lead: Maths Lead (PMu) Monitoring: Learning Walk Date: Evaluation: Governor Monitoring Visit Date: Written report to curriculum committee (PMu) Date:
		b) Year groups trial implementation of CPA approach	Class Teachers		
		c) Whole staff review of impact on learning outcomes and follow up training and support	Maths Lead (PMu)		
2.8 Ensure that assessment is accurate and used to inform next steps in learning	Staff confidence in assessment of maths increases Moderation shows that accurate assessment has been used to record milestone 2 data	a) Introduce White Rose Maths assessment materials to whole staff	Maths Lead (PMu)	Staff meeting 24/1/18	Lead: Maths Lead (PMu) Monitoring: Moderation of outcomes (PMu) Evaluation: Written report to curriculum committee (PMu) Date:
		b) Assessment materials to be used to aid staff assessment at the end of Milestone 2	Class Teachers	Assessment materials	
		c) Maths lead to moderate pupil outcomes using assessment materials	Maths Lead (PMu)	1 day release	
2.9 Ensure that there is a consistent approach to providing feedback for all pupils	Book sampling shows that response to feedback is consistent with policy across the school Children are able to articulate how feedback has supported their learning Book sampling shows that feedback has addressed specific learning needs to improve progress	a) All teaching staff to feedback on draft policy to ensure that there is a common understanding of expectations	Assesemnt Lead (LR)	Staff Meeting 7/3/18	Lead: Assessment Lead (LR) Monitoring: Assessment Lead Book sample (LR) Date: Pupil Interviews (LR) Date: Evaluation: Written report to curriculum committee (LR) Date:
		b) Staff training to share best practice and agree next steps	Assessment Lead (LR)	Staff Meeting 7/3/18	
		c)			

Key Objective 3	Close the gap between disadvantaged children and other groups so that it is at least in line with national outcomes				
Sub - objective	IMPACT (Success Criteria)	(From January 2018) ACTIONS	RESPONSIBILITY	RESOURCES	MONITORING and EVALUATION
3.1 Raise the self-esteem of disadvantaged children so that they view themselves more positively as learners	Pupil Well Being survey shows an increase in the number of children reporting a positive self image Pupil Well Being survey reports an increase in the number of children showing a positive attitude to their learning	a) Carry out a well being survey to establish a baseline	PPG Lead (EF)	Hants 100 materials EFF Materials	LEAD: PPG Lead (EF) <u>MONITORING</u> Report to SLT on survey outcomes (EF) <u>EVALUATION</u> Written Report to Curriculum Committee (EF) Date:
		b) Interview pupils who identify as having low self-esteem and establish barriers to improvement	PPG Lead (EF)	1 day release	
		c) Share results with whole staff and update Pupil premium profiles with agreed intervention to be implemented for individuals and small groups	PPG Lead (EF) Class Teachers	Staff Meeting 28/2/18	
3.2 Increase staff understanding of the barriers to learning for disadvantaged children so that better use is made of formative assessment		a) Provide training and guidance for staff on the characteristics of vulnerable children and how this may impact on learning and progress			LEAD: <u>MONITORING</u> <u>EVALUATION</u>
		b) Teachers to use Tri-Venn to support identification of needs and ensure that information is readily available for all in class staff	Class Teachers	Staff Meeting 28/2/18	
		c) Provide training and guidance for staff in identifying common misconceptions and how to address these through quality first teaching	Maths Lead (PMu) English Lead (PMo)	Staff Meeting 28/2/18	

3.3 Enable staff to clearly identify pupil needs that may affect progress and attitudes to learning and understand how to adapt provision to meet pupil needs	<p>95% + implementation rate for interventions in all year groups</p> <p>80% of children make a ratio gain of 2:1 following implementation of a time limited intervention</p> <p>Interventions used have a proven track record of impact for children over a time limited period</p> <p>Book scrutiny shows that there is a clear link between SEND assessment and in class provision</p>	a) Teachers to use Tri-Venn to support identification of needs and ensure that information is readily available for all in class staff	AHT (LF)	Staff Meeting 10/1/18	<p>LEAD: SENDCo (CW)</p> <p><u>MONITORING</u></p> <p>Fortnightly Review Implementation logs for interventions - CW</p> <p>Governor Monitoring Visit: Date:</p>
		b) Review reading interventions to ensure that they are carefully matched to pupil needs and lead to accelerated progress	SENDCo (CW)		<p><u>EVALUATION</u></p> <p>Written report to curriculum + standards committee Date:</p> <p>HT report to FGB Date:</p>
		c) HAM scrollback documents are used to assess individual needs leading to identification of learning gaps which are addressed through quality first teaching	SENDCo (CW)		

Key Objective 4					
Improve behaviour management so that it is consistent and focussed on a positive behaviour management approach					
Sub - objective	IMPACT (Success Criteria)	(From January 2018) ACTIONS	RESPONSIBILITY	RESOURCES	MONITORING and EVALUATION
4.1 Behaviour management is consistent and based on inclusive positive behaviour management approaches	Consistent approach to behaviour management evident across the school during learning walks Reduction in number of incidents leading to pupil withdrawal from class Autumn xx incidents	a) Positive behaviour management training for all staff	Primary Behaviour Support	Staff Meeting 17.1.18	LEAD: HT (DN) <u>MONITORING</u> Governor Monitoring Visit Date: Staff Survey Date: <u>EVALUATION</u> HT Report to FGB
		b) Targeted support to ensure consistency of approach linked to behaviour management policy	AHT (LF)		
		c)			
		d)			
4.2 Improve the management challenging behaviour so that there are fewer incidents that lead to disruption of learning through providing de-escalation training for key staff	Number of incidents leading to high level of disruption outside of the classroom Autumn xx Teaching Assistants report that they are better able to manage challenging behaviour and to keep children safe 90% + of children across the school report that they feel safe in school Autumn Term Pupil Survey 76%	a) Provide de-escalation training for staff providing in class support for children with behavioural needs	Primary Behaviour Support		LEAD: AHT (LF) <u>MONITORING</u> TA Questionnaire Date: Governor Monitoring Visit Date: <u>EVALUATION</u> HT Report to FGB Date:
		b) Provide coaching and support for Teaching Assistants to enable consistent application of de-escalation training	AHT (LF)		
		c) Provide weekly reflective practice review sessions for staff working 2:1 with children and for other staff on a demand led basis	HSFLW (LH)	Weekly review time	
4.3 Improve children's ability to resolve conflict	Observation shows increasing use of restorative conversations leading to positive resolution of disputes between children Reduction in the number of incidents resulting in physical retaliation	a) Provide training for teaching staff on how to engage children in a restorative conversation linked to behaviour policy	HT (DN)	Staff Meeting 10.1.18	LEAD: HT (DN) <u>MONITORING</u> Associate Leadership Team meetings to provide feedback on implementation TA meetings to provide feedback Governor Monitoring Visit Date: <u>EVALUATION</u> HT Report to the FGB Date:
		b) Share approach with children across the school via whole school assembly	HT (DN)		
		c) Provide restorative training for Lunchtime Support Staff	AHT (LF)	1 x 60 minute training 9 th March INSET	
		d) Provide follow up support for Lunchtime Support Staff in use of restorative conversation approach	AHT (LF)		
4.4 Improve consistency of application of the behaviour management	Parent feedback shows that the management of behaviour is increasingly seen as consistent and fair	a) Provide targeted coaching and support for classes where incidents of disruptive behaviour were high in Autumn Term	AHT (LF)		LEAD: AHT <u>MONITORING</u> Report at SLT meetings to check implementation
		b) Provide targeted coaching and support for Teaching	AHT (LF)		

<p>policy so that an increased number of children, parents and staff view it as being fairly implemented</p>	<p>Observation shows that the number of low level incidents leading to a disruption in learning is falling</p> <p>Staff report there the behaviour management policy is applied consistently and that they are part of the decision making process</p> <p>Data shows a falling trend in behaviour incidents where coaching and support has taken place</p>	<p>Assistants in classes where incidents of disruptive behaviour were high in Autumn Term and where TA is new to school</p> <p>c) Provide positive behaviour management training and support for lunchtime supervisory staff linked to behaviour management policy</p>	<p>AHT (LF)</p>	<p>1 x 60 mins training Feb 9th INSET</p>	<p>Governor Monitoring Visit: Date:</p> <p><u>EVALUATION</u></p> <p>Analysis of CPOMS data to identify trend</p> <p>HT Report to FGB Date:</p>
<p>4.5 Reduce incidents of behaviour during transition times following morning break time and lunchtime</p>	<p>Reduction in number of incidents of lunchtime behaviour</p> <p>Autumn Term Average</p> <p>Reduction in waiting time for children when lining up to receive their school lunch</p> <p>Autumn Term 6 minutes average longest wait</p>	<p>a) Consult with lunchtime supervisory staff around transition to hall</p> <p>b)Lead Lunchtime Supervisory Assistant to devise and setup trial of new system for managing transition from playground to hall</p> <p>c)Increase number of activities available for children to participate in during lunchtime break</p>	<p>Lead Lunchtime Supervisory Assistant (TW)</p> <p>LLSA(TW)</p> <p>HT (DN)</p>	<p>LSA Meeting by 24/1/18</p> <p>Sports Premium £1000</p>	<p>LEAD:AHT (LF)</p> <p><u>Monitoring:</u></p> <p>CPOMS Analysis of data Analysis of lunchtime time out data Observation of lunchtime waiting times in hall</p> <p><u>Evaluation:</u></p> <p>_Governor monitoring visit Date:</p> <p>HT Report to FGB Date:</p>