
School Improvement Plan

Ardleigh Green Junior School

April 2016 to July 2017



Forward

This 2016/17 School Improvement Plan is written for the financial year commencing April 2016. Short term plans cover an eighteen months period to September 2017, whilst strategic plans outline developments over a three to five year period. The plan has been formulated in consultation with staff, governors, pupils, parents and the L.A. and whilst it is intended to be used as a working document, formal monitoring will take place termly and reported to the Governing Body, through the Learning and Achievement Committee, which has delegated responsibility for School Improvement. The priorities highlighted in the plan have identified as part of the school's on-going process of self-evaluation considering key issues from Raise on Line, Havering Assessment Data, and discussions with our School Improvement Partner, the result of parent and pupil questionnaires. This document should be read in conjunction with the school's Self Evaluation Form (SEF), Subject Self Evaluation Reports (SER) and the School Profile (SP) which are updated on a regular basis and relate specifically to the impact of the plans contained within this document. These documents can be accessed through the Governing Body Website. A summary of the School Improvement Plan is available to parents on the school website.

2015 to 2016 was another extremely successful year in the life of Ardleigh Green with our children continuing to gain success in a variety of academic, sporting, musical and dramatic activities. Despite the introduction of the new curriculum and associated assessment procedures, achievement continued to be significantly above national expectations. This pattern of above average achievement is consistent throughout the school and has been sustained since 2000.

The Ardleigh Green Family Centre, now in its eighth year, continues to go from strength to strength with over 400 members of our local community now using the facilities on a weekly basis. We continue to support the work of other schools both in Havering and in neighbouring authorities. We are currently working closely with a Havering Primary School who received a requiring improvement judgement from Ofsted in July.

2016/2017 promises to be another exciting year in the life of Ardleigh Green. Having been described by Ofsted as an," Outstanding School," and appeared in Her Majesty's Chief Inspector of Schools list of particularly successful schools on three occasions, the challenge now is to fully embrace the higher expectations of the new National Curriculum, accelerate pupil progress in mathematics and reading and continue to promote our values of excellence, enjoyment, respect and equality across the curriculum.

At Ardleigh Green every child matters as does every member of staff, governor and parent. All stakeholders are committed to raising standards, providing high quality teaching and creative learning opportunities for pupils of all abilities. It is this unique partnership, which always seeks to put the needs of our children first, which is at the heart of the success of our school.

John Morris OBE
Headteacher



Contents

Content	Page
Context for School Improvement	3
Vision and Values	5
Assessment as Learning	7
Achievements 2015/2016	8
Progress towards 2014/2015 Targets	9
2015/2016 Targets for Improvement	10
Summary of Achievement 2010 to 2015	12
Action Planning	13
Staffing 2015 to 2016	29
Funding to support School Improvement Priorities	30



“ Care Concern Consideration Excellence Enjoyment Inspiration
Working and Learning Together at Ardleigh Green.”

“Respect and equality positivity hardwork determination responsibility
This is what makes us the BEST school you have ever seen. “

Ardleigh Green Junior School
Putting Children
FIRST

Fit for Life, **I**nspired to Learn, **R**eady to participate, **S**afe and sound, **T**rained for work and play



Context for School Improvement

Ardleigh Green is an outstanding school. Very effective teaching and an excellent curriculum ensures that pupils of all abilities and needs are well motivated to learn and make very good progress.

(Ofsted)

Ardleigh Green is a three form entry Junior School which shares its site with its feeder Infants School from where the majority of children transfer. Ardleigh Green is a larger than average Junior School with 364 children on roll, which serves an area where social and economic circumstances are broadly typical by national standards. 14% children are currently in receipt of free school meals, (this has been as high as 15% in previous years) and 9% are deemed to have Special educational Needs. The proportion of children from minority ethnic backgrounds is rising(24.8%) as is the number of pupils who speak a language other than English as their first language (11.0%).

Ardleigh Green Junior School continues to provide a high quality of education for all pupils, within an exciting, caring and stimulating learning environment. Since our previous inspection in 2008, programmes of study for all subjects have been re written, computing provision has been enhanced and cross curricular work developed. A new Music and Drama Studio, a Communications Room and additional teaching and learning spaces have been built. Tracking procedures are now more robust and on-line self-evaluation procedures have been refined. In 2014, the last year of assessment based on levels and average points scores (APS) our APS of 31.7 was the highest since SATS were first introduced. In 2016 attainment in all subjects was significantly above the national average and significantly above the level of schools currently judged as outstanding. Whilst progress in reading was also significantly above national expectations, progress in reading and mathematics was slightly below national expectations as a result of the very high level of achievement at Key Stage 1.

Strengths identified in the last inspection (2008) have been maintained and improvements identified in the School Improvement Plan (Raising attainment in Mental Mathematics and writing) have been successfully implemented resulting in sustained progress and attainment significantly above national expectation in English, Mathematics and Science. In collaboration with the Baptist Church and Havering College of Further Education, we have established a new Family Centre which currently serves over 400 members of our local community. The Family Centre, which has received local and national recognition, has had a significant impact on community cohesion and work with disadvantaged families and has led to improved links with parents, the local community and external agencies. Since the last inspection the school has provided Leadership placements as part of the NPQH training programme and supported numerous schools initially through the London Challenge and more recently through the L.A's Schools Supporting Schools Initiative. The headteacher is a Local Leader of Education and the school currently has two Specialist Leaders of Education for Mathematics and Literacy respectively. The school also carries out Pupil Premium Reviews on behalf of the National College. Since the last inspection the school has received numerous awards in recognition of high quality provision and standards. These have included; the Basic Skills Quality Mark, the Geography Mark, The Mayor of London's Award for Pupil Premium, the ICT Mark, the SSAT Achievement Award, the National Coaching Mark, Healthy Schools Bronze Award and Gold Sporting Awards from Sainsburys and the National Sports Trust.

Ardleigh Green Junior School has a proven track record of raising pupil achievement and has an excellent capacity to sustain improvements in the future.



Our Vision for Learning at Ardleigh Green Junior School



Working Together, Learning Together and Growing Together

Imagine an Adventure Park for the mind that keeps on growing and improving. The park belongs to a community of people who are responsible, caring, considerate and committed to learning.

Notice how adults and children respect and value each other and how well they work together as a team. Notice how they relate positively with one another through their work, the problems they solve together and the hopes and dreams they have for the future. Marvel at the music, drama and artwork on display and be amazed at the talents of adults and children as they are encouraged to develop their abilities and achieve their personal best.

Feel the calm, purposeful atmosphere of the park and smile as you hear the children, happy and confident as they play, learn and achieve together. Notice the high expectations, the fun, laughter, the high standards of work and behaviour. Notice the awards received the special events and celebrations of achievement and the appreciation of visitors and the general public. Notice too the infectious enthusiasm, dedication and commitment of adults and children who are proud to be associated with the Adventure Park.

This is Ardleigh Green Junior School! An Adventure Park for the mind, with staff, children, parents and governors, Working Together, Learning Together and Growing Together as lifelong learners.

Admission is free, opening hours are 8.00am to 6.00 pm Mondays to Fridays, with special evening and weekend events throughout the year. Activities take place throughout term time but the lessons learnt, the friends made, and the memories created last a lifetime.

OFSTED found this vision to be a reality we hope you do too.

“Ardleigh Green Junior School is an outstanding school. Very effective teaching and an excellent curriculum ensure that pupils of all abilities and needs are well motivated to learn and make very good progress. Pupils’ achievement is outstanding and builds on their above average attainment on entry to reach standards by Year 6 which are exceptionally high.”

OFSTED 2008

Working Together, Learning Together, Growing Together



Our Aims

At Ardleigh Green Junior School we value every individual and the contribution they have to make to our school community. Our aim is for staff and children to reach their full potential within a caring, supportive and stimulating environment, characterised by excellence, enjoyment and high quality teaching and learning.

In order to achieve this, working together, learning together and growing together, we seek to:

- Promote excellence, enjoyment and high achievement across the curriculum.
- Promote the 5R's of learning across the curriculum: Reflection, Readiness, Resourcefulness, Responsibility and Resilience.
- Create a happy, stimulating and challenging learning environment, which provides equal opportunities for all children.
- Develop the intellectual and physical potential of every child.
- Ensure every child is literate and numerate with a high level of computing capability.
- Develop spiritual, moral, social and cultural values.
- Promote the fundamental British values of democracy, the rule of law, individual liberty and tolerance for those with different faiths and beliefs.
- Maintain a school ethos based on mutual trust, respect and understanding.
- Fully involve parents and carers in their children's education.
- Prepare our children to be responsible citizens in a multi-cultural society.
- Maintain a high quality staff team who are valued and work collaboratively for the good of our children.
- Develop and promote Ardleigh Green Junior School and Family Centre as a centre of excellence.

As a school we recognise that our aims and values can only be achieved through parents, children, staff and governors, "Working together, Learning together and Growing together."

Working Together - This involves maintaining a **Learning Climate** based on high expectations, trust, respect and mutual understanding, ensuring our vision and values permeate the life of our school.

Learning Together - This involves maintaining a **Learning Culture** that builds on the past, learns from the present and embraces the future, ensuring that teaching and learning continues to be characterised by high expectations and excellence and enjoyment.

Growing Together- This involves maintaining a **Learning Ethos** where high expectations, positive relationships, together with appropriate support and encouragement, ensures that pupils and staff achieve their full potential.

Our vision and aims are based on our four core values of **Excellence, Enjoyment Respect and Equality** which permeate the life of our school.



Learning

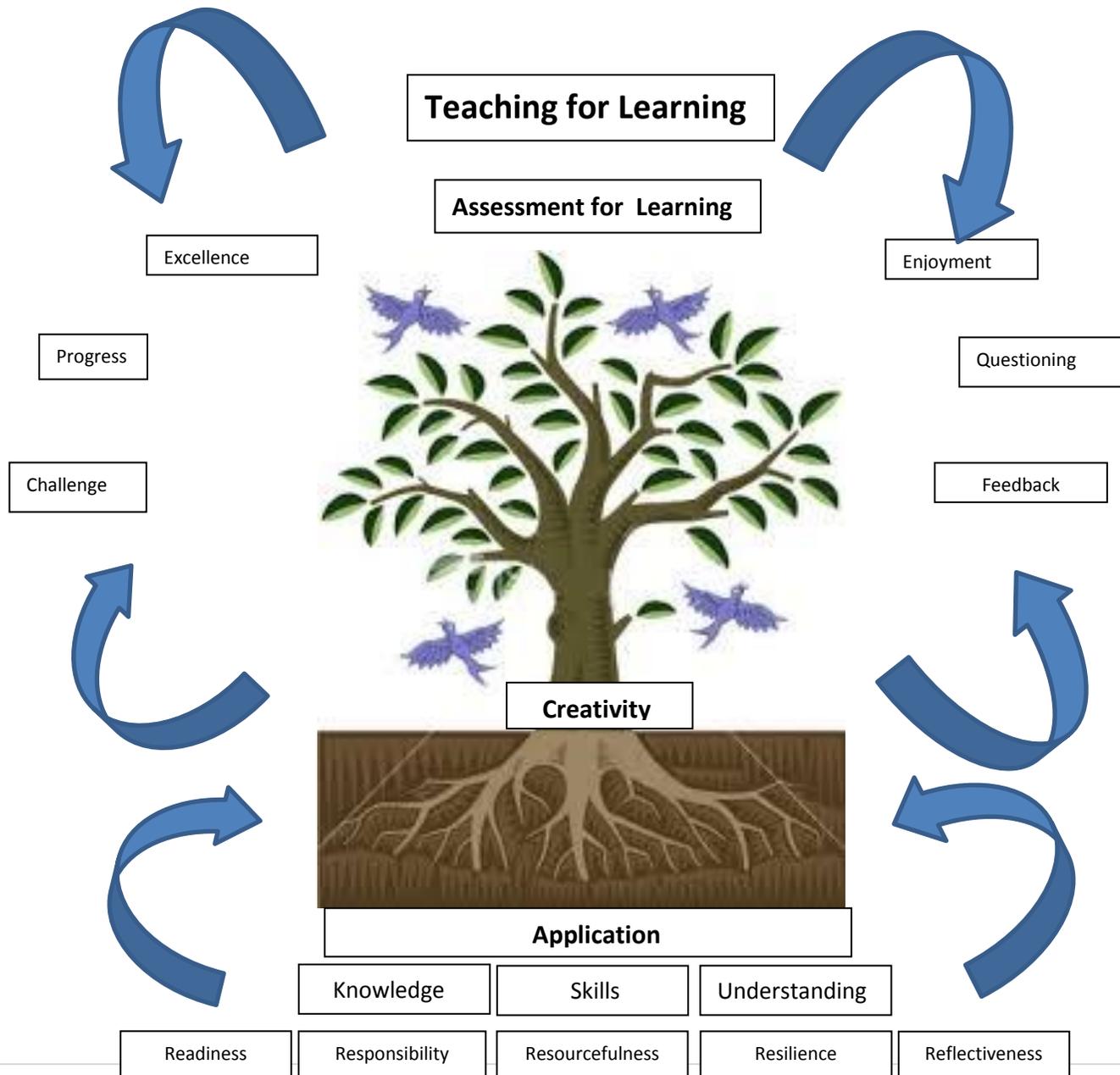
At Ardleigh Green Junior School we believe in developing our children's learning potential so that they become **resilient, resourceful, respectful, responsible** and **reflective** learners, confident to take risks and who develop strong positive relationships to support their own learning. Our vision, aims and values seek to develop, caring, considerate and conscientious learners who seek to achieve their personal best in whatever they do. As a school we are **passionate** about teaching and learning, **committed** to children achieving their full potential and **determined** to provide **innovative** and **inspirational** learning opportunities for all our children.

Learning is an innate ability in all of us. In the same way that we can learn to become faster runners we can also learn to become better learners. The 5R's of Learning are behaviours that can be isolated, practiced and improved. By focussing on and improving individual learning behaviours, the learners can learn more effectively.

The 5 R's of Learning at Ardleigh Green

Readiness	Being prepared to learn, ask questions and adapt to new learning situations.
Resilience	Sticking at tasks even when they become difficult and using a range of strategies to overcome a problem.
Resourcefulness	Being ready, willing and able to learn in different ways. Being prepared to take risks even if there is a possibility of failure
Reflectiveness	Being able to think and talk about what has been learnt and how it has been learnt.
Responsibility	Being prepared to work individually and within a group. Understanding personal targets and how to achieve them.

At Ardleigh Green we believe in nurturing the talents and abilities of every child through providing a stimulating learning environment in which our children are motivated to fulfil their academic, sporting and artistic potential. Our children are not educated to simply pass exams but to enjoy the adventure of learning. We believe in traditional values re-invented for the digital age and aim to ensure that our pupils leave school well prepared for the increasingly complex challenges of the technological world in which we live.



Learning is at the heart of Ardleigh Green Junior School. Teaching, which is informed by self-evaluation and underpinned by **Assessment for Learning**, promotes high achievement through the acquisition of the **Learning Skills** of Resilience, Responsibility, Readiness, Resourcefulness and Reflection.

We seek to be a forward thinking **Learning Community** committed to every child achieving their full potential, with staff children, parents and governors Working together, Learning together and Growing Together.

The following pages summarise the outcomes of current self-evaluation, identifying key whole school priorities for improvement together with on-going areas for development, which form the basis of the **2016/2017 School Improvement Plan**.



Achievements 2015 to 2016

- Sunday Times Top 200 Schools for the third consecutive year
- Sports Trust Sports Award (Gold).
- Sainsbury's Sports Award (Gold).
- ICT Mark
- NACE More Able Mark
- National Coaching Award (Silver)
- Healthy Schools Award (Bronze)
- Pupil Premium Reviews undertaken on behalf of the National College
- Support of a school in challenging circumstances in a neighbouring authority
- Specialist Schools and Academy Trust Achievement Award
- Attainment significantly above national expectations for all subjects for the sixteenth consecutive year.
- Development of teaching and learning partnership with Havering College.
- Introduction of school based coaching programme
- Development of Icelandic Teaching and Learning Project.
- Havering Champions for Golf, Indoor Athletics and Indoor Athletics.
- Choir performances at Her Majesty are Theatre London and the Queens Theatre Hornchurch.
- Increase in the number of children involved in extra-curricular activities.
- Increase in the percentage of children receiving instrumental tuition.
- Development of Food Bank Centre
- Pupil Premium Reviewing School
- BBC News and Radio 4 Broadcasts





Achievement Summary (End of Key Stage Test Results for 2015 to 2016)

Subject	Meeting Expectations School	Meeting Expectations National	Difference
Maths	88%	70%	+18%
Reading	84%	66%	+22%
SPAG Spelling Punctuation and Grammar	96%	72%	+24%
Writing	94%	74%	+20%
Maths , Reading and Writing	78%	53%	+23%

The data above cannot be directly compared to previous years as the children have been tested on a new curriculum with significantly higher expectations. An interesting comparison however is to compare our attainment as a school against the national picture for both 2015 and 2016.

Subject	% Above National 2015	% Above National 2016	Difference
Maths	+12%	+18%	+6%
Reading	+8%	+18%	+10%
SPAG Spelling Punctuation and Grammar	+16%	+24%	+8%
Writing	+11%	+20%	+9%



From 2016 children no longer receive National Curriculum, instead test results are reported as “Scaled Scores,” with a score of 100 representing the national standard nationally. A score below 100 indicates that a pupil is working towards the expected standard nationally. The highest scaled score is 120, the lowest is 80. In 2016 the scaled scores at Ardleigh Green School ranged from 92 to 120.

The table below shows the average scaled score for pupils achieving **above** the national standard.

Subject	National 2015	Ardleigh Green 2016	Difference
Maths	103	105.9	+2.9
Reading	103	104.2	+1.2
SPAG Spelling Punctuation and Grammar	104	109.5	
Writing	Scaled scores are not given for writing as this is based on teacher assessment not test results		



Achievement Summary (End of Key Stage Test Results 2000 to 2015)

Summary of historical end of Key Stage SATS 2000 to 2015

Subject	2015 %	2014 %	2013 %	2012 %	2011 %	2010 %	2009 %	2008 %	2007 %	2006 %	2005 %	2004 %	2003 %	2002 %	2001 %	2000 %
English Level 4+	98%	99	100	98	99	100	95	100	100	94	95	95	93	92	94	96
Level 5+	76%	76	60	71	54	46	37	66	58	47	51	51	59	48	46	45
Maths Level 4+	99%	99	100	97	99	99	96	96	93	96	93	95	93	92	90	88
Level 5+	75%	71	69	70	65	46	57	54	45	53	51	52	51	42	40	38
Eng & Ma Level 4+	98%	99	100	96	99	99	94	96	93	92	92	95	93	90	92	95
Level 5	54%	57%	55	60	41	31	37	65	57	44	51	52	42	40	38	36
Science Level 4+	98%	98	97	99	98	96	97	99	98	98	98	95	98	99	98	97
Level 5+	68%	70	65	78	63	67	63	68	81	74	78	66	66	58	60	55
Average Points Score	31.7	31.7	31.2	31.3	30.4	30.2	30.1									
Attendance	96.9	97.03	95.8	96.4	95.3											



Progress towards School Improvement Priorities 2015 to 2016

1. Outcomes for Pupils

External accreditations have been awarded for ICT, Healthy Schools, Coaching and Sport. We are currently working towards the Inclusion Mark for SEN; the Primary Schools Quality Mark for Science and the Inclusion Mark for SEN.

Impact

External verification of internal self-evaluation has identified strengths and areas for development. This information will be used to inform future planning, leading to a rise in standards.

2. Teaching Learning and Assessment

The Symphony Assessment Framework has been fully implemented. Termly moderation meetings are in place with 18 Havering Schools. A new pupil tracking system has been introduced using SIMs.

The school has implemented the school based coaching systems planned. The STAR Lesson Observation App has been trialled but not fully implemented across the school. (This will be a priority for 2016/2017)

We continue to seek to diminish the difference between identified groups of children. Assessment arrangements will be reviewed in light of our experience of the 2016 SATS and in school end of year assessments. This will include a move towards increased standardised testing in mathematics and reading, a move away from our previous best fit writing assessments towards more specific skills based judgements in all year groups. Expectations are realistic.

Impact

The introduction of the Symphony Assessment framework has provided continuity and progression between Key Stage 1 and 2. Collaboration with other schools has allowed assessment judgements to be effectively moderated to ensure that our assessment judgements are accurate. The introduction of new tracking procedures has allowed staff to effectively track progress against year group expectations and use the information as a basis for future planning.



3. Personal Development Safety and Welfare

Successful Health and Safety and Safeguarding Audits have been undertaken. A new Behaviour Management System has been successfully implemented. A new Safeguarding Team has been introduced and necessary training undertaken. (Including Prevent and Radicalisation) Whole School Refresher training has been led by the L.A. Following a detailed audit and evaluation the school achieved the Healthy Schools Bronze Award.

Impact

The external audits have confirmed school self-evaluation. Recommendations for improvement will further improve policy and practice in school. Whole school training has brought all staff up to date with Safeguarding procedures in school and at L.A level, whilst the formation of the new Safeguarding Team has allowed a more distributive leadership structure in relation to Child Protection and Safeguarding matters. The new Behaviour Management System has streamlined reporting systems; allowed the SLT to have an instant picture of behaviour issued throughout the school and provided a more effective means of recording and monitoring behavioural issues in school.

4. Leadership and Management

The School Governing Body has been re-constituted. Roles and responsibilities have been reviewed at Year Group and Phase Levels.

Impact

The re-constitution of the Governing Body has led to an increased involvement for most governors. The skills audit has allowed the school to identify areas of strength as well as areas for development.

The review of leadership roles and responsibilities has clarified expectations at year group and phase level.



School Improvement Priorities for 2016/2017

1a. Continue to raise achievement in Writing. This will be achieved by ensuring that all year groups are aware of the specific writing skills based on the new end of key stage writing guidance and provide increased opportunities for application and practice across the curriculum.

Anticipated Impact

Increased teacher subject knowledge; increased focus on the teaching and application of specific writing skills incorporating a range of different writing genres, will lead to more children achieving and surpassing year group expectations in each year group and more children working at greater depth by the end of Key Stage 2.

1b. Raise achievement in Reading through increased reading and comprehension activities ensuring that all children, particularly the more able, make at least the expected rates of progress.

Anticipated Impact

Increased opportunities for reading and comprehension activities across the curriculum will lead to increased pupil confidence and understanding. Through staff training there will be an increased awareness of the key skills related to reading comprehension and an increased focus on questioning through a more consistent use of Blooms Taxonomy. Increased opportunities for comprehension discussions/ exercises will fully prepare children for end of key stage tests through increasing reading speed and fluency.

1c. Raise achievement in Mathematics through increased an increased focus on problem solving and reasoning.

Anticipated Impact

Through an evaluation of Mental Mondays, Problem Solving Fridays and increased opportunities to apply mathematics in real life problem solving situations staff will ensure that children's knowledge, skills and understanding is applied in a variety of different situations. Through providing more time focussed problems, the speed at which pupils complete arithmetic and reasoning questions will be improved.

2a. Review Monitoring and Evaluation procedures

Anticipated Impact

Review current procedures to provide a more distributive monitoring and evaluation framework giving more responsibility to middle leaders. A more systematic and rigorous framework will further raise expectations of staff and pupils, ensure greater consistency across classes and lead to an increase in the percentage of pupils achieving age related expectations in all subjects.



3. Introduction of STAR Video App to develop in-house coaching through improved self evaluation

Anticipated Impact

Increased understanding of strengths and areas for development in relation to individual teaching and learning. Greater impact of coaching programme on attainment and progress. Increase in the number of lessons judged to be outstanding.

4. Review whole school curriculum including assessment and feedback procedures in light of our experience of life after levels and 2016 SAT performance.

Anticipated Impact

Increased use of data to inform future planning. Whole school understanding of new performance /progress measures leading to an improvement in target setting procedures and a greater understanding of target setting procedures. Rise in percentage of pupils meeting year group expectations in all year groups.



Key Priorities for Improvement 2016 to 2017

Review of the new National Curriculum and Assessment Procedures

Outcomes	Teaching Learning and Assessment	Personal Development Safety and Welfare	Leadership and Management	Community	Learning Environment
90% of children to achieve National Expectations in Reading Writing and Mathematics	Evaluate and embed Symphony Assessment Framework	Develop new Reception Area and introduce new School Entry System to further improve school security.	Introduce termly Assessment Days for All Year Groups	Further develop Family Centre Activities	Redevelopment of Courtyard Outdoor Classroom and Pond Area.

On Going Areas for Development

O2. Continue to diminish the difference for identified vulnerable groups	T2. Introduce new Subject Leader Folders and develop use of Subject Leadership Teams to support subject leaders in self evaluation.	B2. Undertake LA Safeguarding Audit acting on recommendations to improve safeguarding policies and practice	L2. Establish and implement a Governing Body Development Plan to further improve effectiveness and	C2. Further develop School Web Site.	E2. Installation of Touch Screens in all Classes
O3. Achieve National accreditations for Sport, Music, Science and Inclusion	T3. Further develop questioning with a particular focus on the use of the Blooms Taxonomy.	B3. Embed the FIRST programme across the curriculum. Introduce TREES Programme for identified children	L3.. Explore possible Federation/MAT opportunities	C3. Increase Parental Engagement in school	E3. Painting of classrooms, canteen and toilets

Key Documentation to support improvements

Raise on Line/SIMS Data Accreditation Portfolios	T&L Policy T&L Non-Negotiables	Behaviour and Anti-bullying Policies	SLT GB and YG Reports Appraisal Policy	HT/FC Reports School Website	AMP Report SIP
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Priority 1a Outcomes Writing

Budget: £1000

Lead Person: RA/Year Group Leaders

Key Objective: Raise achievement in Writing.

This will be achieved by ensuring that all year groups are aware of the specific writing skills based on the new end of key stage writing guidance and provide increased opportunities for application and practice across the curriculum.

Current Situation.

Whilst by the end of Key Stage 2, achievement and progress is significantly above national expectations, we recognise that there is now a need to ensure that objectives outlined in the interim assessment framework are incorporated into the programmes of study in all Year Groups. This will ensure that progress is sustained from Year 3 to Year 6.

Focus	Task	Timescale	Success Criteria	Monitoring	Impact
Continue moderation programme with L.A	KC to liase with EM and arrange termly meetings/visits to other school	On-going	School actively leading aspects of borough moderation. RA trained as LA moderator and visited other LA schools.	KC	Increased teacher subject knowledge; increased focus on the teaching and application of specific writing skills incorporating a range of different writing genres, will lead to more children achieving and surpassing year group expectations in each year group and more children working at greater depth by the end of Key Stage 2.
Review Assessment Framework in light of interim assessment guidance	Attend appropriate training. RA to undertake training as a LA moderator. Information to be disseminated to Year 6. Whole School.	Sum 16	New writing framework in place with a greater focus on "Compliance" rather than composition and effect."	RA/KC	
Create self-assessment sheets for all year groups	RA to devise sheets based on Interim Framework and disseminate (Whole School)	Sum 16 Aut 16			
Undertake L.A. Audit	LA/inspectors to visit school, Scrutinise writing from selected pupils	Aut 16	Targets in place for all year groups	RA	
Provide increased opportunities for writing across the curriculum	Year Group leaders to ensure that we maximise writing opportunities	Sum 16	Moderation undertaken. Teacher assessment validated. 90% of children to have achieved national expectations. Work scrutiny to evidence increased opportunities for writing in a range of genres across the curriculum.	JM/GS	
		On-going		Year Group Leaders	



Priority 1b Outcomes Reading

Budget: £3000

Lead Person: RA/Year Group Leaders

Key Objective: Raise Achievement and increase progress in Reading.

This will be achieved by raising the profile of reading throughout the school; an increased emphasis on questioning using Blooms Taxonomy and providing more opportunities for reading comprehension across the curriculum.

Current Situation.

Whilst by the end of Key Stage 2, achievement continues to be significantly above national expectations, as a result of the high level of attainment on entry, progress is only in line with the national average. To ensure that progress is significantly above average and to further raise attainment we recognise that we need to provide more opportunities for talk for reading, improve test technique and provide increased opportunities for comprehension activities across the curriculum.

Focus	Task	Timescale	Success Criteria	Monitoring	Impact
Analyse SAT Results	Analysis undertaken by SLT and SIP. Outcomes discussed with staff and Governing Body	Sum/Aut 16	All staff to have a detailed understanding of strengths and weaknesses as identified in 2016 SAT performance.	JM/KC/RA	<p>Increased opportunities for reading and comprehension activities across the curriculum will lead to increased pupil confidence and understanding. Through staff training there will be an increased awareness of the key skills related to reading comprehension and an increased focus on questioning through a more consistent use of Blooms Taxonomy. Increased opportunities for comprehension discussions/ exercises will fully prepare children for end of key stage tests through increasing reading speed and fluency and read to an improvement in progress and attainment in comparison to 2016.</p>
Identify question stems from 2016 SATS	Question stems to be identified, documented and discussed with staff and governors. Sentence stems to be used as a basis for talk for reading and written comprehension activities.	Sum/Aut 16	Sentence stems to be used as a basis of questioning across the curriculum together with an increased focus on the use of Blooms as a basis for more probing, higher order questioning.	RA/MJ	
Provide training in relation to questioning	Review whole school approach to Blooms	Aut 16	Increased focus on talk for reading throughout the school with less dependence on formal comprehension testing.	RA	
Develop Talk for Reading through regular guided reading sessions. Develop strategies to support test performance (Exam Technique)	Analyse performance of 2016 cohort and learn from mistakes!	On-going	Timetable adapted from January 2017 to allow smaller teacher groups and increased interventions for identified children. Booster/1:1 to support to start in the Spring rather than Summer Term,	RA/JM/KC	
Create smaller teaching groups in Upper School to further develop comprehension skills	Resources permitting provide additional teacher for Upper School. Introduce Booster Classes and 1:1 support for identified pupils.	Spr/Sum16		JJ/KC	



Priority 1c Outcomes Mathematics

Budget: £2000	Lead Person: KS/Year Group Leaders
Key Objective: Raise achievement in Mathematics.	
This will be achieved by providing more opportunities for mathematical reasoning across the curriculum.	
Current Situation. Whilst by the end of Key Stage 2, achievement continues to be significantly above national expectations, as a result of the high level of attainment on entry, progress is only in line with the national average. To ensure that progress is significantly above average and to further raise attainment we recognise that we need to provide more opportunities for mathematical reasoning across the curriculum.	

Focus	Task	Timescale	Success Criteria	Monitoring	Impact
Ensure that all staff have a thorough understanding of the strengths and weaknesses as highlighted in 2016 SATS and that the planning and delivery of mathematics throughout the school reflects the necessary balance between arithmetic and reasoning activities.	Analyse SAT Results	Sum 16	Analysis undertaken. Strengths and areas for improvement identified.	JM/KS/KC	<p>An increased focus on using and applying mathematics, reasoning and mastery will lead increased opportunities to apply children's knowledge, skills and understanding.</p> <p>The above will lead to an improvement in both progress and attainment in comparison to 2016</p>
	Review planning to ensure that curriculum accurately reflects the balance of mathematical reasoning v arithmetic	Aut 16	Reasoning and mastery problems evident in practice with increased opportunities for mathematics across the curriculum.		
	Provide increased opportunities for mathematics across the curriculum.	On-going			
	Provide training in relation to : Blooms Taxonomy Mastery	Aut 16	In-set in relation to blooms/probing questioning undertaken.	RA/KS	
	Ensure pupils of all abilities, but particularly the more able are suitable challenged.	On-going	Challenge clearly evidenced through work scrutiny, discussion with pupils and work scrutiny. Timetables in place to provide support for identified pupils. 1:1, small group and booster support in place from Spr17	KS	
	Provide smaller teaching groups in the Upper School to support and extend identified children.	Spr 17			



Outcomes Appendix September 2016 (Post SATS prior to Raise on Line) English

1. Improving attainment in Comprehension

- Deliver INSET for teachers and teaching assistants on which areas of reading comprehension need work: Analysis (18 marks) Knowledge (15 marks) Comprehension (10)
- Provide support with questioning so that all year groups can support pupils in end of KS comprehension goals.
- Talk for comprehension during Guided Reading sessions – talking through comprehension questions and discussing how to answer. Allowing children the opportunity to talk answers through before answering.
- Teaching test techniques to ensure maximum marks are gained.

2. Improving attainment for more able pupils in comprehension

- Careful tracking of pupils attaining 2a/ level 3 at KS1 for the next 3 years to ensure maximum progress is made.
- Pushing more able pupils in extension groups from Y3-6

3. Maintaining high standards in writing

- Checklist style writing targets for all year groups so that each piece can be self/peer or teacher assessed against expectations for the year group.

4. Maintaining high standards in grammar

- Continue to teach grammar explicitly and implicitly through text.
- Assess progress on a termly basis and use assessment to inform planning for the following term.



Mathematics

1. Arithmetic

- Ensure that misconceptions/area of weaknesses are addressed prior to re-tests

2. Reasoning

- More opportunity for two and three step problems.
- Provide more opportunities for cross curricular work and real life problems.
- Reasoning should be integrated into all lessons.
- A focus on Using and Applying should be incorporated at the end of a lesson as part of the plenary. (It could also be used as a next step)

REASONING FORMS 2/3 OF THE SATS. REASONING SHOULD FORM 2/3 OF OUR WORK

- Make increased use of Blooms and Test Base particularly as part of plenary sessions
- Develop use of Learning Walls and Talk for Maths

For both Reading and Mathematics we need to see more emphasis on teaching rather than testing and an increased emphasis on :

- **Modelling.**
- **Use of Learning Walls.**
- **Questioning (Blooms and Question Stems)**
- **Challenge for all pupils but particularly our More Able.**
- **Additional support for Pupil Premium pupils, particularly in Mathematics.**



2. Teaching Learning and Assessment

Budget: £3000 **Lead Person:** KC/KS/RA/Year Group Leaders

Key Objective: Evaluate and embed the Symphony Assessment Framework

Current Situation.

Symphony was implemented in 2015 and is currently being used by 18 L.A. Schools who meet termly to moderate standards. Our tracking system needs to be evaluated to ensure that assessment data accurately reflects pupil progress and data is effectively used to plan future learning. New tracking systems introduced last year need to be developed to effectively reflect termly pupil progress in core subjects and annual progress in Foundation subjects.

Focus	Task	Timescale	Success Criteria	Monitoring	Impact
Evaluate use of Symphony assessment system.	<p>Discussion re: strengths v weaknesses of current system. Implement agreed changes.</p> <p>Update SIMS to include GP6& S and extend to Foundation Subjects</p> <p>Update School website to provide information for parents and governors.</p> <p>Include reference to:</p> <ul style="list-style-type: none"> ➤ Emerging, developing and secure judgements ➤ Overview of Framework ➤ Assessment milestones for each year group <p>Attend termly Moderation Meetings</p> <p>Update Assessment Framework to reflect above, termly data drops and interim assessment framework.</p> <p>Introduce termly Assessment Days for All Year Groups.</p>	<p>Sum 16</p> <p>Aut 16</p> <p>Aut 16</p> <p>Termly</p> <p>Aut 16</p> <p>Spr 16</p>	<p>Increased understanding of Symphony Framework with on-going assessment accurately reflecting both progress and attainment.</p> <p>Marksheet entry sheets to be implemented for GP&S and Science. Assessment information for staff and parents updated on school website and end of year reports reviewed to reflect changes. Etc</p> <p>All staff to have attended termly moderation meeting with partner schools. Different year group to be hosted at Ardleigh Green termly.</p> <p>Year group moderation days established as an integral part of assessment framework.</p>	<p>JM/KC</p> <p>JM/KC/RA</p> <p>JM/KC</p> <p>JM/KC/JJ</p>	<p>As a result of the additional moderation/progress days there will be an increased understanding of the symphony framework, resulting in a better use of data to inform future planning.</p> <p>An increased understanding of the assessment framework and a better use of assessment data will lead to an improvement in pupil attainment and progress.</p>



3. Personal Safety, Behaviour and Welfare

Budget: £3000 **Lead Person: JM/KS**

Key Objective: Develop new Reception Area to further improve Safeguarding

Current Situation.

The current Reception Area is cramped with no designated seating/waiting area. Whilst two magnetic doors make the area secure there is a need to extend the area. There are currently no toilet facilities for parents and therefore they need to be let into school to use staff facilities.

The redevelopment will be achieved by extending the Reception area into the existing Art Store Cupboard and re-locating our Art equipment into the Library entrance corridor. Whilst extending the Reception area we also intend to introduce a computerised signing in system to further enhance current safeguarding procedures.

Focus	Task	Timescale	Success Criteria	Monitoring	Impact
Enlarge Reception Area to include area for seating and a designated toilet for parents. Introduce a new computerised signing in system	Draw up plans for redevelopment and seek landlord approval.	Sum 16	Larger Reception Area created to include: <ul style="list-style-type: none"> ➤ Seating Area ➤ Display Space ➤ Parent Toilet ➤ Signing In Area New computerised signing in system linked to SIMS and DBS installed and used confidently by staff, pupil, parents and governors.	JM/KS	Reception area enlarged as per spec. Work completed prior to children returning in September 2016. Toilet for parents installed negating the need for parents to enter the main school building. New signing in system installed resulting in a more effective system for monitoring visitors etc.
	Obtain tenders for work and Landlord permission for work.	Sum 16			
	Relocate Art Equipment	Sum 16			
	Install computerised entry system.	Aut 16			



Priority 4 Community

Subject: Community	Budget:	£5000 (Grant from Havering College)	Lead Person: TBC		
Key Objective To develop the Ardleigh Green Family Centre as an integral part of the Ardleigh Green Community					
<p>Current Situation Having secured the funding to purchase the Family Centre in 2015, the priority this now is to undertake a full review of the services provided by the Centre to evaluate its impact on the local community. Success will be judged on the number of people accessing the centre, the range of services we are able to offer and the Centre raising sufficient funds to meet the cost of the annual lease. As the LA own 2/3 of the building the costs of leasing the centre (£3,650) will have to be met solely by fundraising activities. (This is in addition to the £20K donated to run the project by Ardeigh Green Schools and Havering College)</p>					
Focus	Task	Timescale	Success Criteria	Monitoring	Evaluation/Impact
Review use and Impact of Family Centre on our School and Local Community.	Meet with Havering College and Ardleigh Green Infants to evaluate the impact of the Family Centre to date and plan for future developments. partner with the Family Centre to support families in the Ardleigh Green Community.	Sum 16	Increase in quality and range of activities provided by the Centre. In addition to the current £20K funding an additional £4K raised by activities etc to meet leasing costs.	JM/TJ/BJ	Ardleigh Green Family Centre to continue to have a positive impact on community cohesion. Increased support of vulnerable children and families.
	Plan programme for 2016/2016 Introduce Christmas Community Event	Aut 16	Programme introduced, well attended and £750 raised towards annual leasing costs.	TJ	Sufficient funds raised to meet leasing costs and secondment of Theresa Jordan.
	Apply for Grant Funding to meet leasing costs	Spr 17	Grant funding of £5K applied for and received	JM	



 <p>Priority 5 Learning Environment</p>	Subject: Outdoor Teaching and Learning			Lead Person: SLT	
	Key Objective: Increase opportunities for outdoor learning				
<p>Current Situation Whilst outdoor space is limited we do recognise the need to develop the outdoor area to enhance teaching and learning. Having installed an Outdoor Area last year we need to install an additional gate and fencing as well as developing the current pond area. The courtyard whilst providing a valuable outdoor working space is currently underused.</p>					
Focus	Task	Timescale	Success Criteria	Monitoring	Evaluation/Impact
Improve outdoor learning environment	Install new gate and fence to improve security. (£9K)	Sum 16	Identified improvements completed in accordance with agreed timescales.	RL	Improvements having a positive impact on teaching and learning. New gates will further improve established safeguarding procedures
	Replace pond liner and develop surrounding area including gardening area. (£1K)	Aut 16		RL	
	Provide timetable for use of outdoor classroom	Sum 16		KC	
	Develop outdoor mathematical activities to be undertaken in Courtyard. (£1K)	Sum17		KS	
	Explore the use of the Family Centre to deliver mathematical activities.	Ongoing		KS/TJ	

Ardleigh Green Junior School Improvement Plan 2016/2017



Development Areas Outcomes	Focus	Task	Success Criteria	Timescale	Monitoring
O2	Continue to diminish the difference for identified vulnerable groups	Introduce new tracking systems. Provide intervention programme for identified pupils	Tracking grids evident in practice. Gap narrowing over time. Improvement in engagement and confidence of identified children.	Sept 16	JM/KC/KS/RA
O3	Achieve national accreditation for Sport, Music, Science an Inclusion	Complete audit. Apply for accreditation	Audit leads to an improvement in provision. Accreditation achieved.	Sept 17	JM/JJ/MS
Other	<ul style="list-style-type: none"> • Training for all staff in relation to symphony, meeting the needs of our more able pupils, questioning and coaching • Staff Training re extending our more able children. (Higher order thinking skills/questioning) 				
Development Areas Teaching Learning and Assessment	Focus	Task	Success Criteria	Timescale	Monitoring
T2	Introduce new Subject Self Evaluation procedures	Create new file. Document calendar/procedures. Provide appropriate training	New file evident in practice leading to greater consistency in subject/school self-evaluation	Aut 16	JM/KC
T3	Further develop use of questioning with a particular focus on Blooms Taxonomy	Staff to continue to receive refresher training and ensure that a wider range of questioning is evident across the curriculum	Training undertaken. Strategies implemented. Increased opportunities for problem solving etc. and an increased emphasis on the development of thinking skills and the 5R's of Learning.	On-going	All Staff
Other	<ul style="list-style-type: none"> • Ensure that established non-negotiables are evident in practice • Update curriculum information on school website 				



Development Areas Personal Development	Focus	Task	Success Criteria	Timescale	Monitoring
To embed the FIRST initiative across the curriculum ensuring that ALL children are fit, Inspires. Ready to Learn, Safe and trained for work and play					
B2	Undertake L.A Safeguarding Audit acting on recommendations to improve safeguarding policies and practice.	LA to undertake audit. Actions documented and action plan established.	Action plan in place. Targets established and acted on. Safeguarding to fully meet statutory obligations.	Sum 16	JM/BJ/VO
B3	Introduce TREES programme for identified pupils	Brief staff. Introduce programme	Programmes evident in practice. First video/ppt produced. Trees pupils identified. Meetings with parents undertaken.	Aut 6	JJ/TJ
Other	<ul style="list-style-type: none"> Revise health and Safety Audit sheets Increased involvement of governing body in the monitoring of Health and Safety 				
Development Areas Leadership and Management	Focus	Task	Success Criteria	Timescale	Monitoring
To continue to develop distributed leadership across the school making the best use of staff expertise and talents					
L2	Establish and implement a Governing Body Development Plan				
L3	Explore future governance arrangements for school.				
Other	<ul style="list-style-type: none"> Training for all staff in relation to the use of Symphony Development of in-house Coaching Programme 				

Ardleigh Green Junior School Improvement Plan 2016/2017



Learning Environment	Focus	Task	Success Criteria	Timescale	Monitoring
To enhance and maximise indoor and outdoor learning opportunities for all children					
E2	Installation of Touch Screens in all classes and Chrome Books in Year 6.	Identify specific product. Seek quotations. Purchase and install equipment.	Screens installed. Chrome Books available for use by all Year 6 pupils. Technology having a positive impact on engagement and outcomes.	Sum 16	JM
E3	Painting of classrooms, canteen and toilets	Employ painting contractor to paint Toilets, Reception, Canteen and two classrooms	Competitive price received. Work commissioned with minimum disruption to staff and pupils	On-going	JM/RL
Other	<ul style="list-style-type: none"> • Replacement of Flat Roof • Tiling of Toilets and Canteen 				
Development Areas Community	Focus	Task	Success Criteria	Timescale	Monitoring
To ensure that Ardleigh Green Schools continue to be at the heart of the local community					
C2	Further develop school website	Liaise with website provider. Update all statutory documents. Measure use. Develop news and video sections	Information on website up to date and fully meeting statutory guidance. Increased use of website by all stakeholders.	On-going	JM/TJ
C3	Increase Parental Engagement	Provide increased opportunities for parents to come into school. Improve communication through social media and the introduction of the Class Do Jo system	Increased involvement of a wider range of parents in school. Increased use of social media to engage parents. Home School communication improved.	On-going	JM/KC
Other	<ul style="list-style-type: none"> • Development of CPD opportunities at Ardleigh Green Family Centre • Development of initiatives to increase parental involvement in school 				



Area	2015/2016	2016/2017	2017/2018
Outcomes	Identify expected core achievements for all year groups Establish L.A. Moderation Group Devise Target Cards for English and Mathematics Document School approach to Life after Levels		
Teaching and Learning	Implementation of new national curriculum Implementation of Symphony Assessment System Further development of Computing across the curriculum Whole School focus on questioning Whole school focus on planning		
Behaviour and Safety	Introduce On Line class Behaviour Rewards and Attendance systems HT to undertake IOSH Training Health and Safety Audit On-going Health and Safety Training Introduce SIMS Behaviour System		
Leadership and Management	Further develop Role of SLT and Middle Leaders Re-Constitute Governing Body Safeguarding Team Training Undertake Pupil Premium Reviews for the National College as required SENCO to complete SEND Training		



Area	2015/2016	2016/2017	
Curriculum	Implementation of new national curriculum Further development of ICT across the curriculum Curriculum reviews of Mathematics English, Science and ICT Development of new assessment procedures	Curriculum Reviews of: Religious Education Physical Education Geography and History 2016/17 Curriculum Reviews of: Art and DT Music Mfl	
Parents and Community	Community evaluation to assess impact of Family Centre and plans for future development. Introduce new Homework Diaries Lead Parents meeting to outline new curriculum and related assessment procedures		
Training	Computing, Maths, English IOSHH Induction for new staff Assessment Questioning Star Technology	Assessment Geography History Science	

Ardleigh Green Junior School Improvement Plan 2016/2017



Area	2015/2016	2016/2017	
Buildings and Learning Environment	Creation of DH Office Painting of toilets and corridor New carpets for corridor PAT Testing Painting of rear aspect Painting of Service Road Railings etc. New furniture for Year 5 Replace ICT Suite chairs Painting of Family Centre external Development of courtyard and outdoor environment Re-painting of playground markings	Painting of Year 4 classrooms New carpets for Year 4 New Furniture for Year 4 Painting of Family Centre Creation of additional Car Parking area New mixer for Drama Studio New lighting system for hall Development of Reception Area to include the creation of a Parents W.C.	



Curriculum Priorities for Improvement 2016 to 2017 by Subject and Aspect

Introduce new assessment procedures					
Mathematics	English	Science	Religious Education	Computing	Art
<p>Further develop opportunities to develop mathematics across the curriculum</p> <p>Develop opportunities for Outdoor Learning and practical mathematics</p> <p>Introduce new assessment framework</p>	<p>Further develop opportunities for cross curricular writing</p> <p>Raise profile of reading throughout the school. Identify key books and authors for all Year Groups</p> <p>Introduce new assessment framework</p>	<p>Develop further opportunities to develop Literacy and Numeracy</p> <p>Provide more opportunities for practical/investigative work</p> <p>Introduce new assessment framework</p>	<p>Implement New Agreed Syllabus</p> <p>Further develop opportunities to develop SMSC</p> <p>Provide more opportunities for children to experience awe and wonder across the curriculum</p>	<p>Develop Use of I Pads across the curriculum</p> <p>Development of school website</p> <p>Implement on-line behaviour monitoring system</p>	<p>Increased opportunities for Art across the curriculum</p> <p>Increased opportunities for painting and 3D work</p> <p>Identify key artist for all year groups</p>
D.T.	Performing Arts	History	Geography	MfL	P.E.
<p>Introduce new DT Curriculum</p> <p>Provide increased opportunities for cookery</p> <p>Identify key knowledge skills and understanding in all Year Groups</p>	<p>Establish Increased cross curricular links</p> <p>Identify key musicians for each year group</p> <p>Improve quality of resources to support teaching and learning</p>	<p>Increased opportunities to write in a range of different genres</p> <p>Increased focus on historical skills and understanding</p> <p>Further develop cross curricular links</p>	<p>Increased use of school grounds and local area</p> <p>Fully embrace current topical events</p> <p>Increased focus on geographical skills and understanding</p>	<p>Introduce whole school French Day</p> <p>Increased opportunities for conversational French</p> <p>Extra-curricular clubs for French and Spanish</p>	<p>All children to swim 25m+</p> <p>Gymnastics skills</p> <p>Continuation of coaching programme (Football, Tennis and Gymnastics)</p>
PSHE	SEN				
<p>Further develop links with SMSC and RE</p> <p>Less reliance on worksheets</p> <p>Increased focus on current issues and the use of the Go Giver Resources</p>	<p>Introduction of new SEND Code of Practice</p> <p>Further develop provision for children in receipt of the pupil premium</p> <p>SENCO to complete SEND accreditation</p>				



Curriculum Responsibilities		Year Groups Structure	
Subject	Teacher	Year Group	
English	Rhian Abeledo	Year 3	Year 5
Mathematics	Katie Shephard	Louise McDermott (Year Group Leader) and Julie Farrell	Laura Chenery (Year Group Leader)
Science	Katrina Carroll Katie S	Jane Lomas	Clare Connor
Computing	Karen Whelan	Marie Mataresse	Simon Harris
Art	Melissa Ponter		
History	Laura Chenery	Year 4	Year 6
Geography	Clare Connor	Katie Shephard (Year Group Leader)	Rhian Abeledo (Year Group Leader)
Performing Arts	John Morris Andrew Linham	Melissa Ponter	Clare Connor
		Ruby Dodgson	Karen Whelan
Design and Technology	Katrina Carroll and John Morris		
Religious Education	Kathryn Everitt		
Physical Education	Simon Harris Melanie Snelling		
MFL	Marie Materasse		
SEN	Janelle Johnson		
SMSC @G&T	Katrina Carroll		
Assessment	Rhian Abeledo		



Headteacher John Morris OBE

Deputy Headteacher Katrina Carroll
Assistant Headteacher Janelle Johnson

Upper School Leader Rhian Abeledo
Lower School Leader Katie Shephard
Leader for Inclusion Janelle Johnson





Summary of Financial Planning to Support Identified Priorities 2016 to 2017

For more detailed figures please refer to SIMS Report

Budget Summary. April 2015 to March 2016						For additional information please refer to detailed Budget Summary							
Budget Area			Estimated Expenditure										
Teacher Staffing	Teaching Staff		£910000	Maintenance	Furniture and equipment		£5000	Other					
	Teaching Support	Teaching Assistants			£175000	Grounds			£3000				
Administration			£70000		Devolved Capital		£8000						
Sitemanager			£21000		Cleaning		£24000						
M.D.A's			£24000		Refuse/Hygiene Services		£2500						
Other staffing costs	Staff Development		£15000		Insurance		£5000						
	Sickness Insurance		£12000		Lease Repayments (ICT)		£20000						
	Travel and Subsistence		£1000		Family Centre		£12000						
Learning Resources	Curriculum Resources		£60000			Rates/Utilities			£26000				
	ICT		£32000		Telephone		£5000						
	Books/Licences/Curriculum		£5000										
Curriculum Financial and Administration Services	Financial Support		£32000		Printing		£3000						
	Curriculum Support		£26000		Licences		£2000						
	Advisory Services		£5000		Income		£42000						
	Music School		£20000		Investment/Contingency		£7000						



Our Strategic Aims have been devised to use our most valuable resource, our staff, in the most effective way thereby providing the best possible education for our children. As a school we will continue to uphold our values of Excellence, Enjoyment, Respect and Equality and delivering a curriculum that meets the needs of all learners within a creative, stimulating and challenging learning environment.

As a school therefore we are committed to:

- Deliver outstanding Teaching and Learning
- Achieving outstanding results
- Transforming Teaching and Learning
- Being at the heart of the Ardleigh Green Community



This will be achieved through:

- A planned programme of Continual Professional Development
- Ongoing self-evaluation
- The development and implementation of a new curriculum from September 2014
- Improving our IT infrastructure and further developing e learning
- The purchase of Ardleigh Green Family Centre and the development of activities to meet the needs of the local community and develop Lifelong Learners.

Whole School CPD 2016/2017

- Outstanding Teaching and Learning (Coaching)
- Life after Levels
- Safeguarding (Prevent Strategy and FGM)
- Computing