



School Profile 2016



Ardleigh Green Junior School

We are a junior school in the London Borough of Havering, situated between Hornchurch and the A127. We are a three form entry school with 364 children on roll aged 7-11 years of age and have been judged by Ofsted to be an outstanding school on three occasions.

Ardleigh Green Junior School contributed to the DfES, "Schools Making Great Progress," project and in consultation with the DfES and Homerton College Cambridge, was one of twenty schools nationally to participate in the national Raising Boys' Attainment Project. The school was part of the London Challenge and in the past has been a lead ICT school for Becta. The school is currently part of a national project related to Scratch mathematics and continues to be involved in an international Teaching and Learning Project with schools in Reykavik, Iceland, sharing good practice and looking at the impact of assessment for learning on progress and attainment.

The headteacher is a Local Leader of Education and two members of staff are Specialist Leaders of Education for Mathematics and English respectively.



Our Vision

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, 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

Our Aims and Values

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.
- 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.
- 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 as a centre of excellence.
- To ensure that our children become the best that they can be

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 four core values which permeate the life of our school.

Excellence, Enjoyment, Respect and Equality

As a school we work hard to enable every child to be the best that they can be, by providing them with a broad, balanced and creative curriculum which fully meets national curriculum requirements. We seek to develop the learning behaviours of resilience, responsibility, resourcefulness, reflectiveness and readiness across the curriculum. As staff we endeavour to ensure that every child who leaves our school is numerate and literate with a high level of computing capability and a love for learning. We are committed to developing our children's artistic, musical and sporting talents and therefore provide a wide range of extra-curricular activities, which both extend and enhance the curriculum.

The school currently offers extra-curricular activities for: Art, ICT, Choir, Orchestra, Football, Netball, Rugby, Tennis, Disco Dancing, Coding, Basketball and Gardening. In recent years the school has received external awards in relation to ICT, Basic Skills, Geography, Gifted & Talented provision, Coaching, the Arts Healthy Schools and International School Links.

Facilities

In addition to 12 well equipped classrooms, the school has a Music and Drama Studio, an ICT Suite, Library, Information and Communications Room as well as a Kitchen area. Every class has an interactive touch screen and our pupils have regular access to computers, laptops, Chrome Books and iPads to support teaching and learning across the curriculum. Year six children each have their own Chrome Book which is used extensively across the curriculum. The school has its own outdoor heated swimming pool which is used during the summer and autumn terms. Year 6 also swim during the Autumn Term at Central Park Pool to gain experience in deep water.

In 2009 the school opened the Ardleigh Family Centre which provides a range of activities for over 170 people each week. These activities include: Adult Education, Pre and Post natal classes, Baby Club, Police and Health Drop In sessions and our very own Community Choir. One of our staff is seconded to the project through an annual grant from Havering College. The Family Centre currently attracts 400+ visitors a week.

Curriculum

Ofsted described our school curriculum as outstanding and this has formed the basis for the introduction of the new National Curriculum from September 2014. Work in school is enriched by a wide range of school trips and educational visits. We have reviewed our curriculum in light of the new National Curriculum and the Learning Journey for each Year Group is posted on the School Website. Parents are kept up to date about the curriculum at Ardleigh Green Junior School through a regular programme of termly meetings and parent consultations. At the start of the Autumn Term every parent is issued with a Pupil Passport which summarises Year Group expectations in Mathematics, Reading and Writing. Music continues to be delivered by subject specialists on a weekly basis. Specialist coaching for sport is an integral part of our Physical Education Programme and is provided through the Havering Sports Partnership.

Further information regarding our curriculum can be viewed on our website www.ardleighgreenjun.org.uk.

School to School Support

As an outstanding school we regularly support schools in challenging circumstances. This support varies according to the particular needs of the schools involved and includes, advice, mentoring, training and curriculum support. We have recently supported a school moving from requiring improvement to good in the authority following a twelve month support programme targeted at Leadership and Management, Mathematics and Literacy. As a school we also carry out Pupil Premium Reviews on behalf of the National College.

Summary of End of Key Stage 2 Attainment 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		

Achievements

2014 to 2015

- Geography Quality Mark (Silver).
- Sports Trust Sports Award (Gold).
- Sainsbury's Sports Award (Gold).
- Basic Skills Quality Mark (Fifth time).
- Travel Plan (Bronze)
- Attainment significantly above national expectations for all subjects for the fifteenth consecutive year.
- Within top ten highest performing schools in Havering (Fourth)
- Highest performing Junior School in Havering
- Havering Mathematics Champions
- Semi Finalists in Rotary General Knowledge Competition
- Highest Average points score to date.
- Rise in Level 5 Attainment in Reading Writing and Mathematics.
- Rise in Level 6 Mathematics achievement
- Establishment of partnership with OSIRIS International.
- Securing of grant to purchase the Ardleigh Green Family Centre.
- Development of teaching and learning partnership with Havering College.
- Partnership work with Bower Academy, Ockendon Academy, Havering College, Towers Junior and Rush Green Primary.
- Coaching programme with local Junior School.
- Development of Icelandic Teaching and Learning Project.
- Video Conferencing presentation at the BETT Show.
- Video Conferencing with NASA.
- Havering Champions for Golf, Netball, Indoor Athletics and Outdoor Athletics.
- Representing Havering at Golf, Netball, Girls Football and Athletics in the London Youth Games.
- Representing Havering in London Football Championships.
- Art Week.
- Choir performances at Her Majesty's Theatre London and the Queens Theatre Hornchurch.
- Building of new Teaching and Learning Room.
- Modifications to Office and Small Groups Teaching Room.
- Increase in the number of children involved in extra-curricular activities.
- Increase in the percentage of children receiving instrumental tuition.

Achievements

2015 to 2016

- Sports Trust Sports Award (Gold).
- Sainsbury's Sports Award (Gold).
- NACE Accreditation for More Able Provision
- ICT Mark
- National Coaching Award (Silver)
- Travel Plan (Bronze)
- Attainment significantly above national expectations for all subjects for the fifteenth consecutive year.
- Havering Mathematics Champions
- Semi Finalists in Rotary General Knowledge Competition
- Development of teaching and learning partnership with Havering College.
- Development of Icelandic Teaching and Learning Project.
- Development of Video Conferencing
- Havering Champions for Golf, Netball, Indoor Athletics and Outdoor Athletics.
- Representing Havering at Golf, Netball, Girls Football and Athletics in the London Youth Games.
- Choir performances at Her Majesty's Theatre London and the Queens Theatre Hornchurch.
- Building of new Reception Area
- Increase in the number of children involved in extra-curricular activities.
- Increase in the percentage of children receiving instrumental tuition.

The Governing Body of Arleigh Green Junior School produces an annual School Improvement Plan (SIP) which celebrates achievement as well as planning for improvement. This document is available on the school website. The following section of this profile summarises the progress towards our 2015/2016 objectives and sets out our agreed targets for improvement for 2016/2017

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 narrow the gap 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. On our Staff Training Day we will be partnering with Hacton Primary to review the symphony framework for reading and writing, ensuring that age related 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. The joint review with Hacton, another outstanding school will ensure that the framework is fit for purpose, embraces the demands of the interim assessment framework and has a positive impact on achievement and progress.

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.

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.

