

## Marchwood Junior School Improvement Plan Priorities

### Autumn 2017

**Our school vision is for MJS to be: Our learning family that inspires you to dream.**



**Learning:** At Marchwood Junior School, children are immersed in an enriching and purposeful learning environment where learning is meaningful because it reflects the ever-changing world around us. Paired with an excellence in teaching, children are empowered to be independent, co-operative and tenacious learners that have a desire to achieve their very best.

**Family:** Our Marchwood family is based upon the principles of mutual respect, trust, belonging and acceptance of one another. Individuals feel safe, secure and cared for in an inclusive and harmonious community, where everyone has a voice and no-one is invisible.

**You:** At Marchwood Junior School, we learn the importance of knowing our place in the school, the wider community and the whole world and we learn how to take care of our physical and mental well being. We persevere to achieve our goals and are absolutely committed to learning. We are role models for others and take inspiration from our own role models; recognising the individualism of each and every one of us.

**Dreams:** At Marchwood Junior School, we believe in inspiring and motivating our children to reach for the stars by fuelling passions and promoting creativity and risk taking in all areas of learning. We believe in supporting every individual's holistic development, enabling them to reach their full potential and achieve their goals and ambitions.

### Learning values:

At MJS we are incredibly proud of our learning values. They were created by children, parents, staff and governors working together. The learning values are: Collaboration, Independence, Emotional Intelligence, Spirituality, Problem Solving and Evaluation. These learning values drive our curriculum topics and are key skills for life-long learning. We create opportunities for children to develop these skills in different curriculum topics.

### Ofsted July 2014:

*This is a good school. It is not yet an outstanding school because teachers' feedback from marking does not always indicate the next steps in learning consistently clearly to pupils particularly for those who receive additional support.*

### Objectives for Autumn Term 2017:

<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. To ensure the proportion of children in year 6 achieving and exceeding ARE in reading, writing, maths and combined is at least in line with national attainment.</li> <li>2. To increase the proportion of children in years 3, 4 &amp; 5 achieving ARE and exceeding ARE in reading, writing, maths and combined.</li> <li>3. To increase the proportion of Pupil Premium children across the school achieving or exceeding ARE in reading, writing, maths and combined so that it is at least in line with national and diminishes the difference between PP and non PP children.</li> </ol>
<b>Quality of Teaching, Learning and Assessment</b>	<ol style="list-style-type: none"> <li>1. Use coaching to improve the quality of teaching and learning so that: <ul style="list-style-type: none"> <li>• Sep 2017 new staff use the Marchwood approach to teaching, learning and assessment consistently.</li> <li>• PP and BARE children’s progress is accelerated.</li> <li>• High quality feedback is provided for all children in line with marking policy so that children know what they need to do to improve their work further and they act on this.</li> </ul> </li> <li>2. Implement and consistently embed new guided reading approach to improve children’s comprehension skills.</li> <li>3. Secure consistently good teaching to increase the proportion of children reaching ARE in reading in Y5 and 6 and GD in Y4 maths.</li> </ol>
<b>Personal Development, Behaviour and Welfare</b>	<ol style="list-style-type: none"> <li>1. Maintain attendance above 97% and reduce the gap between FSM and non FSM children.</li> <li>2. Pupils’ spiritual, moral, social and cultural, and fundamental British values, development equips them to be thoughtful, caring and active citizens in school and the wider community.</li> <li>3. Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental wellbeing. They have an age appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.</li> </ol>
<b>Leadership and Management</b>	<ol style="list-style-type: none"> <li>1. Safeguarding is effective and all staff know how to safeguard children and take appropriate action to report concerns and support children.</li> <li>2. Governors: a) develop their understanding of the school’s effectiveness informed by the views of parents, staff and children b) are committed to their own development as governors in order to improve their performance.</li> <li>3. Subject and aspect leaders have an accurate view of their subject/aspect across the school and establish a plan to improve the quality of provision for all children. They are able to accurately evaluate the impact of their actions and provide evidence to support this.</li> <li>4. Pupil premium, Primary Schools Sports and SEN funding deliver good outcomes for pupils.</li> <li>5. Develop the effectiveness of the new leadership team of MJS.</li> </ol>