

Marchwood Junior School Improvement Plan - autumn 2018 (19th Sep 2018)

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 January 2018:

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice in certain areas. This may indicate that the school is improving towards being outstanding.

Objectives for autumn 2018:

<p>Effectiveness of leadership and management</p>	<ol style="list-style-type: none"> 1. Safeguarding is effective and opportunities are effective in supporting key staff complete new responsibilities. 2. Governors further develop their understanding of the school's effectiveness informed by the views of parents, staff and children and use this to keep the school improving by focusing on the impact of their actions. 3. Staff new to the school in Sep 2018 are supported effectively through their induction and the coaching process. 4. The foundation assessment system tracks children's achievement in each year group. 5. The broad and balanced curriculum inspires children to learn. 6. SEN funding delivers good outcomes for pupils.
<p>Quality of teaching, learning and assessment</p>	<ol style="list-style-type: none"> 1. The progress of disadvantaged and orange/light blue children is accelerated by coaching and targeted interventions in all year groups leading to a greater proportion achieving ARE/ GD by the end of the year. 2. Specific vulnerable groups are targeted through coaching and interventions to accelerate progress. 3. Inspire a love of reading by children in all year groups.
<p>Personal development, behaviour and welfare</p>	<ol style="list-style-type: none"> 1. Maintain attendance above 96.8% and further reduce the gap between FSM and non FSM children. 2. Promote emotional and mental well-being with all year groups and staff.
<p>Outcomes for pupils</p>	<ol style="list-style-type: none"> 1. Ensure the proportion of children (and almost all groups of pupils) is broadly in line with national averages and matches or betters baseline achievement. 2. Continue to increase the proportion of children in year 3, 4 & 5 achieving ARE/GD in reading, writing, maths and combined. 3. To increase the proportion of disadvantaged children across the school achieving ARE/GD in reading, writing, maths and combined so that it is at least in line with national or has diminished the difference between disadvantaged