Lowerhouse Junior School

School Improvement Plan 2024-2025

ASPIRATION   INTEGRITY   RESILIENCE   RESPECT

Relevant columns are **RAG** rated at the end of the term to indicate:
what has been achieved
what has been started but not yet embedded
what has not yet been achieved

Inspiring a lifelong love for learning

Measures of Success

1.1 To raise standards in reading with particular reference to pupils who are vulnerable and disadvantaged.
1.2 To raise standards in writing with particular reference to pupils who are vulnerable and disadvantaged.
1.3 To raise standards in mathematics with particular reference to pupils who are vulnerable and disadvantaged.
1.4 To ensure that knowledge is clearly progressed and sequenced across the breadth of the curriculum (Autumn term focus: art and design, DT)
1.5 To ensure that teachers have the pedagogical knowledge needed to effectively implement the history, geography and science curriculums.
1.6 To ensure that the teaching and learning policy is implemented consistently across all classes.
1.7 To adapt the curriculum to ensure that expectations are ambitious for pupils assessed as having special or additional educational needs and/or disabilities.
Governance and subject leadership to be the focus of the Leadership and Management key priority 4 table.

End KS2 SATs Results
Unvalidated Summary for End Key Stage 2 (Y6) SATs - July 2024

	2022			2023				2024			
	Expected+	National Average	Higher Standard	Expected+	National Average	Higher Standard	National Average	Expected+	National Average	Higher Standard	National Average
Reading	56%	75%	12%	48%	73%	6.9%	29%	56%	74%	17%	
Writing (Teacher Assessment)	53%	69%	2%	45%	71%	3.4%	13%	48%	72%	2%	
Maths	56%	71%	10%	47%	73%	1.7%	24%	52%	73%	11%	
Grammar Punctuation Spelling	64%	72%	14%	60%	72%	12%		59%	72%	17%	
Combined Reading/Writing/Maths	42%	59%		22.4%	60%	0%	8%	37%	61%	0%	

Total Number of Children in the Y6 Cohort:

2023 – 2024: 54
2022 – 2023: 58
2021 – 2022: 59

	Background/History:
	2019 – 2020: As Y2 at Rosegrove Infant School pandemic began in March 2020. 2020 – 2021: As Y3 started at Lowerhouse Junior School and still experienced significant disruption due to the pandemic including further lockdown in the Spring term 2021. 2021 – 2022: As Y4 ongoing pandemic disruption although staffing stable. 2022 – 2023: As Y5 significant staffing disruption due to several long-term sickness absences 2023 – 2024: As Y6 staffing stable and progress made.
Success evaluated by:	- Monitoring outcomes reported to Governors at each termly SEC committee for evaluation. - 6 monthly review by the LA's School Improvement Group.

Objectives	Action / tasks	Lead person & other personnel	Monitoring (who what and when) External support	Milestones and Timescale (The milestone or success criteria relates directly to the objective not to each action.)
1.1 To raise standards in reading with particular reference to pupils who are vulnerable and disadvantaged.	• Guided Reading expectations are evaluated and appropriate for each year group. • Guided reading lessons cover both fiction and non-fiction. • Class teachers to purposefully plan opportunities for children to hear how texts are meant to sound by hearing prosody modelled by an expert reader. • Expert modelling of fluent reading by the class teacher or adult at every opportunity. *Reading Fluency* • Expert modelling of text marking for reading fluency by the class teacher or supporting adult at every opportunity. • Opportunities for pupils to hear fluent reading for pleasure by adults in school • Lessons are planned carefully using VIPERS and Reading Domains as a focus.	G.Lloyd All Staff	GL and SLT to observe lessons, complete pupil conferencing and book looks School to school support to observe outstanding shared reading lessons as appropriate.	Spring - Teachers to have actions in place for any pupils who didn't make sufficient progress last year or pupils who are targeted for ARE. - Pupil progress meetings at October and December to identify children who are not making progress and interventions put in place.. - Classes display ARE data to track pupils. - Reading learning walk and pupil voice to have taken place and any issues actioned. - GL to ensure GD pupils are identified and challenged. - Majority of pupils are making expected progress. Summer - Pupils in Y6 who achieved expected in reading at ks1 and Yr5 to make progress to achieve expected at the end of ks2. - The percentage of pupils who are working at age related expectations in reading across the school to be working towards or in line with national average. - Increased % of pupils working at ARE across the school from previous year. - The majority of 'non Sen' pupils to have made expected progress in reading across the year. - A higher percentage of expected and greater depth readers at the end of ks2 and year assessment..

	• High expectations of outcomes for all pupils with challenging learning opportunities by all staff who are regularly updated and monitored in this regard			
1.2 To raise standards in writing with particular reference to pupils who are vulnerable and disadvantaged.	• English long term plan will outline text types, purpose and audience and which grammar and spelling objectives are being taught each half term. • Key Year Group Grammar to be embedded as a reference point within lessons and evident in books. • Teachers to make sure Handwriting is pre-cursive in KS1 and cursive script in KS2 and there is evidence of progression • Teachers to continue to plan in opportunities for pupils to write at length across the curriculum. • Talk for Writing training attended at INSET and Spring • Talk for Writing strategies embedded into provision	Class Teacher SLT G.Lloyd	GL and SLT each half term. Termly Assessment Week	Spring 1 - Book look in Spring 1 to check coverage. - Key Year Group Grammar from lessons/books and pupils' interviews - GL – monitor handwriting in book looks – shows progression - Beginning to show evidence of clear vocabulary, purpose and audience – through lesson drops in. - Use of phrase banks and prompts promoted to develop vocabulary - Staff developing the process of modelled and shared writing across the unit Spring 2 - Observations and pupil interviews in lessons to check coverage. - Evidence of highlighting Key Year Group Grammar and teachers addressing the gaps of skills. - Clear vocabulary, purpose and audience in drop ins and pupil interviews. - English lessons observed indicate at least good provision with progress made within a lesson. - Book looks indicate embedded use of talk for writing strategies being used effectively Summer - Assessment and book scrutiny to check coverage - Key Year Group Grammar for the year group covered - Outcomes at year end analysed for all groups across school and indicate at least good progress for all with a higher proportion achieving ARE at end of year
1.3 To raise standards in mathematics with particular reference to those who are vulnerable and disadvantaged	- G.Wallace and H.Marsden to distribute end of year attainment and progress overview to GL and teachers identifying weaker groups. - G.Wallace and H.Marsden to distribute prior attainment grids to identify children falling behind. - G.Wallace and H.Marsden and teachers to hold thorough pupil progress and hand over meetings in July 2025. - Pupils highlighted in pupil progress meetings and impact of support	G.Wallace H.Marsden G.Lloyd All Staff	G.Wallace and SLT to observe some Red Rose Maths lessons and monitor progress Monitor termly	Spring - All year groups have completed base-line assessments and start to deliver 'number sense' sessions daily. - Staff start to use Red Rose materials to support their teaching of maths. Teaching pairs/year groups are set up and first meetings and lessons take place. - Teachers and children continue to embed Red Rose strategies/scheme within their lessons. - Children have a greater understanding of maths and are starting to use consistent representations. - Children spend the majority of the Autumn/Spring Term focussing on Red Rose processes consolidate their knowledge in these key areas before moving onto other areas.

	reviewed and adapted where necessary-class teachers. - All teachers to use a Red Rose approach when teaching maths. - Same Day Intervention daily teaching to take place in years 3, 4,5 for maths – HM and class teachers. - G.Wallace and H.Marsden to monitor progress of pupils each term and support teachers to identify greater depth pupils. - All staff are trained in what arithmetical proficiency is. - Teaching assistants trained in how to support arithmetic interventions and small group teaching sessions.			- Evaluation of curriculum coverage takes place. HM has a good understanding of whether new curriculum map/Red Rose is effective across school. Summer - Curriculum Overview is evaluated to ensure all areas of the National Curriculum has been covered in each year. - Children have access to a wide, effective and varied maths curriculum that has been evaluated in preparation for 2025-2026. - Lesson observations/planning and book monitoring show that Red Rose Maths is being regularly used across the school - HM (alongside the SLT) decide upon an appropriate forward approach of work for 2025-26. - End of Year Assessments are working towards being in line with national averages. Children are more confident at applying their knowledge of arithmetic approaches to a range of problems and are able to explain, predict and reason with success.
1.4 To ensure that knowledge is clearly progressed and sequenced across the breadth of the curriculum (Autumn term focus: Art and Design, DT) 1.5 To ensure that teachers have the pedagogical knowledge to effectively implement the history, geography and science curriculums.	- Subject leadership release time is facilitated - Subject leaders *(History, Geography, Science, Art, DT primarily)* to create theme sheets to identify progression within their subjects with clear lesson by lesson journey of learning identified - Subject leaders to monitor with class teachers to ensure the sequence of learning for each unit taught. - Subject leaders to monitor the impact of the sequence of learning and the impact on children's knowledge. - Subject Leaders to highlight key vocabulary for areas across their curriculum. Highlighted on Knowledge Organisers - Class teachers/TA to provide PTV interventions for SEN/EAL pupils - Completed Ofsted style interview with all subject leaders	G.Lloyd & Subject Leaders	Subject Leaders through termly monitoring of lesson observations, book looks, pupil conferencing etc Curriculum Progress Meetings (Release Time with G.Lloyd) Bespoke training for Subject Leaders from school adviser. Termly network meetings for subject leaders.	Spring - Knowledge organisers set up and in place to introduce new topics and key learning. - Overviews (Theme Sheets) are planned for Autumn Term and passed to staff to inform planning. They understand the process of lesson by lesson learning - SLT or Adviser interviews with subject leaders on rota basis indicate subject leaders are confident in their subject and know and understand - Subject Leaders will use the Overviews (Theme Sheets) and sequence of learning when monitoring their subjects. - Pupil interviews will be positive and they will be able to talk confidently about what they have learnt and what they remember. *Did you know…….* Summer - Pupils are able to discuss their learning of knowledge and skills throughout curriculum. *Did you know……* - Subject leaders confident about their subject and know what is taught where and why these choices have been made. - Subject leaders can talk confidently about standards in their subject and report these to SLT with evidence

| 1.6. To ensure that the teaching and learning policy is implemented consistently across all classes. | - Teachers and Teaching Assistants monitor and assess children, moving learning on within a lesson.
- Interventions sheets completed, tracking and monitoring progress.
- Regular liaison between teacher and class Teaching Assistants.
- Teaching Assistants deployed to promote teaching and learning for children.
- Bespoke CPD planned for Teaching Assistants linked to SIP | G.Lloyd
SLT
All Staff | Great Teaching Training provided for all Staff as part of INSET.

TA CPD were identified as part of appraisals | <u>Spring</u>
- Learning Walks illustrate areas of Teaching and Learning strategies embedded with identified individual areas for development being improved by individual teachers
- Initial intervention groups identified from end of Autumn PPM are completed and at least good progress made (to be discussed during PPM following Assessment Week)
- Teachers and Teaching Assistants working in harmony in all classes with good learning outcomes and at least good provision in place
- CPD completed over both half terms relating to SIP
<u>Summer</u>
- Further CPD planned for Teaching Assistants identified in appraisals
- New interventions in place from end of Autumn PPM have been completed and tracking indicates that the gaps are closing
- CPD reviews take place with support staff and next year's focus is identified.
- End of year tracking indicates that the gap has closed for those children identified and where this has not taken place, a good reason has been agreed. |
| 1.7 To adapt the curriculum to ensure that expectations are ambitious for pupils assessed as having special or additional educational needs and/or disabilities. | - Routine, termly monitoring from Yr3-Yr6 for *science history, geography, PE, computing, French, art, music, RE, PSHE, DT
- SLT to plan best use of external consultants to ensure robust evaluation and ensure expectations are pitched correctly at each point in the school.
- Book look against medium term plans
- Lesson drop ins Pupil voice Adaption of mediumterm plans / strategies put into place based on monitoring
- Must know sessions timetabled into weekly timetables. | G.Lloyd
C.Carter
H.Marsden
All Staff | C.Carter/H.Marsden monitor and report back to SLT.

Impact evaluated half termly and case study for end of year. | <u>Spring</u>
- Classrooms to be set up to meet needs to start Spring Term
- Timetable and Overviews in place
- Subject Leaders and TAs trained
- Weekly monitoring of the timetable/classroom and impact
- Initial Learning Walks with SENCO and Subject Leader around provision
- Classrooms adapted based on children in class
<u>Summer</u>
- Follow up training for staff organised where necessary
- SENCO training plan implemented and completed
- Classrooms adapted based on children in class
- Impact of provision on children accessing curriculum reported to governors
- SENCO training plan implemented and completed |

Key Priority 2 – To ensure that pupils, including those that are disadvantaged, receive the support that they need to attend school regularly and on time.

Measures of Success

2.1 To improve whole school attendance overall for the year 2024 - 2025 to **95.0%,** an improvement from 93.6% for 2023 – 2024.

2.2 To reduce persistent absence to **10%** for the year 2024 - 2025 for all pupils, an improvement from 16.3% for 2023 – 2024.

	All Schools		All Primary Schools		Lowerhouse Junior School	
	2022 - 2023	***2023 – 2024**	**2022 - 2023**	***2023 - 2024**	**2022 - 2023**	**2023 - 2024**
Overall attendance rate	92.5%	92.9%	94.1%	94.5%	92.2%	93.6%
Overall absence rate	7.5%	7.1%	5.9%	5.5%	7.8%	6.4%
Authorised	5.9%	4.7%	4.3%	3.9%	5.8%	
Unauthorised	2.4%	2.4%	1.6%	1.6%	2.03%	
Persistent absence rate	22%	20.2%	17.00%	15.1%	27.11%	16.3%

Success evaluated by:

- Monitoring outcomes reported to Governors at each termly SEC committee for evaluation.
- 6 monthly review by the LA's School Improvement Group.

Objectives	Action / tasks	Lead person & other personnel	Monitoring (who what and when) External support	Milestones and Timescale (The milestone or success criteria relates directly to the objective not to each action.)
2.1 To improve whole school attendance overall for the year 2024 - 2025 to **95.0%,** an improvement from 93.6% for 2023 – 2024. 2.2 To reduce persistent absence to **10%** for the year 24-25 for all pupils, from 16.3% for 23-24	- attendance and punctuality weekly monitoring tracker for all pupils with daily calls home and home visits when absences are not reported. - comparison of school data to DfE weekly data for all schools with use of Studybugs App to support. - a wide range of rewards and incentives to promote good attendance and punctuality. - regular information to parents, including half-termly RAG rated pupil attendance letters, and an attendance section on the weekly newsletter to promote the importance of attendance. - use of fixed penalty fines and warning letters for unauthorised absences, persistent lates and holidays in term-time.	H.Marsden SLT Class Teachers	H.Marsden to use weekly allocated leadership and management time to monitor and review all information, meet with K.Waslin (Mentor and Pastoral Support Lead) for further follow up and review and report to Headteacher monthly	<u>Spring</u> - Pupils who are classed as PA are notified to remind of our procedures and current attendance. - PA tracked weekly by H.Marsden - Pupils identified as PA in autumn term to have interventions in place to support. - H.Marsden updates report for ALL groups at the end of each half term. - Regular meetings between HM and Headteacher to discuss punctuality and PA children. - School attendance on track to be in line with national average <u>Summer</u> - Overall attendance is in line/above the national average - % of PA is lower than last year - Improved attendance for target pupils - Office to keep a log of children arriving late and send out letters to parents.

Key Priority 3 – To develop additional leadership opportunities for pupils across school so that they can be involved in relevant school decision-making processes as part of character development, wider opportunities, citizenship and SMSC development.				
Measures of Success	3.1 To ensure that the School Council is in place. 3.2 To ensure that there are pupil leadership roles in place across all year groups.			
Success evaluated by:	- Monitoring outcomes reported to Governors at each termly SEC committee for evaluation. - 6 monthly review by the LA's School Improvement Group.			

Objectives	Action / tasks	Lead person & other personnel	Monitoring (who what and when) External support	Milestones and Timescale (The milestone or success criteria relates directly to the objective not to each action.)
3.1 To ensure that the School Council is in place.	- Set up the School Council with elected representatives from each class and with weekly meetings. - School Council to support the planning of some key events and fundraising on the calendar such as MacMillan Bake Sale as well as Anti-Bullying Week and Children in Need. - School Council to meet with the governors to report their progress.	A.Roberts	Minutes of meetings Learning walks with pupil voice	Spring - School Council members demonstrate improved leadership skills and confidence - School Council meetings held regularly with clear agendas and actions - Children, staff and parents report that the School Council is effectively representing the views of the school community Summer - Children feel empowered to contribute to school decision-making and development - School improvement priorities are informed by the perspectives of children - Children develop valuable leadership skills and a sense of ownership over their school - The school's vision and values are reinforced through the work of the School Council
3.2 To ensure that there are pupil leadership roles in place across all year groups.	- Set up a range of leadership roles, linked to character development/school core values across the school, for which children apply, and which are changed termly. - Monitor the effectiveness of the roles and adapt where required taking into account pupil voice.	E.Lee		Spring - All year groups have at least one dedicated pupil leadership role - Pupil leaders report feeling confident and empowered in their roles - Staff report that pupil leaders are effectively contributing to school improvement initiatives Summer - Children develop key leadership skills such as communication, decision-making, and teamwork - Pupil voice is strengthened, with children actively shaping the life of the school - The school community benefits from the enthusiasm, ideas, and contributions of pupil leaders - Children gain a sense of ownership, and belonging through their roles

Key Priority 4 – To improve further internal quality assurance systems and governance				
Measures of Success	4.1 To ensure that all subject leaders undertake regular monitoring activities for their subject(s). 4.2 To ensure that all governors continue to develop necessary skills so that they are well equipped to hold the school to account effectively.			
Success evaluated by:	- Monitoring outcomes reported to Governors at each termly SEC committee for evaluation. - 6 monthly review by the LA's School Improvement Group.			
Objectives	**Action / tasks**	**Lead person & other personnel**	**Monitoring (who what and when) External support**	**Milestones and Timescale (The milestone or success criteria relates directly to the objective not to each action.)**
4.1 To ensure that all subject leaders undertake regular monitoring activities for their subject(s).	- Conduct a training needs analysis to identify the specific areas where subject leaders require support in developing their monitoring skills - Arrange for external training or in-house professional development sessions to upskill subject leaders in effective monitoring and evaluation techniques - Provide ongoing support and mentoring for subject leaders as they implement their monitoring activities	G.Lloyd Subject Leaders	Weekly as per attached separate monitoring schedule	Spring - Training needs analysis is completed and shared with subject leaders - All subject leaders have attended at least one training session on monitoring and evaluation - Subject leaders feel confident and competent in carrying out monitoring activities - Subject leaders can demonstrate the impact of their monitoring on teaching and learning Summer - Monitoring template is created and shared with all subject leaders - All subject leaders have attended review meetings and can demonstrate the impact of their monitoring activities - Subject leader monitoring activities and their impact are clearly reflected in the school's self-evaluation and improvement plans
4.2 To ensure that all governors continue to develop necessary skills so that they are well equipped to hold the school to account effectively.	- Develop a comprehensive governance training and development plan based on the skills audit - Implement the training and development plan, including both internal and external training opportunities - Implement robust systems for monitoring the school's performance, including regular review of data and progress against improvement priorities	SLT and Appraisers All Staff	Culture of trust and leadership development across school at all levels	Spring - Detailed training plan in place Governors have an individual development plan - 100% governor attendance at training sessions - Positive feedback from governors on the quality and relevance of training - Governors have a clear understanding of the school's performance - Evidence of governors challenging the school's leadership on areas of concern Summer - Improved governance self-evaluation scores - Evidence of governors' increased knowledge and skills - Comprehensive school visit programme in place Detailed visit reports informing governance discussions - - Increased engagement and feedback from stakeholders