



# ARNO VALE JUNIOR SCHOOL

School Improvement Plan 2024/25

(Website Version)

## Visual overview

Self-evaluation: Identify strengths and areas for development						
Priority area 1		Priority area 2		Priority area 3		Priority area 4
To have consistently high expectations of all children.		To effectively use assessment as a tool to inform teaching and support learning.		To provide a rich range of personal development opportunities.		To embed an inclusive culture.
Link to School Inspection Handbook: Quality of education		Link to School Inspection Handbook: Quality of education		Link to School Inspection Handbook: Personal development		Link to School Inspection Handbook: Leadership and management
Objectives		Objectives		Objectives		Objective
Ensure that pupils' work across the curriculum is consistently of a high quality.	Further develop teachers' subject and pedagogical knowledge to ensure a consistently high approach to teaching across the school.	Provide effective feedback to pupils so that gaps in knowledge and misconceptions are identified and addressed quickly.	Establish routines for staff to check that pupils have learned what they have been taught so they are clear about the progress that pupils are making.	Further develop opportunities for pupils to make a highly positive, tangible contribution to the life of the school and/or the wider community.	Strengthen the school's current offer so that all pupils have access to a wide, rich set of experiences, both in the curriculum and through extra-curricular activities.	Develop metacognition and self-regulation approaches to teaching to support pupils to think about their own learning more explicitly.
Milestones and actions	Milestones and actions	Milestones and actions	Milestones and actions	Milestones and actions	Milestones and actions	Milestones and actions
Outcomes, impact and review		Outcomes, impact and review		Outcomes, impact and review		Outcomes, impact and review

## School Improvement Plan

<p>Priority 1: To have consistently high expectations of all children.</p>		
<p>Objective 1: Ensure that pupils' work across the curriculum is consistently of a high quality.</p>		
<p><u>Key milestones (By Christmas 2024):</u> Teachers have defined clear expectations for high-quality work across all subjects and have communicated these to pupils.</p>	<p><u>Key milestones (By Easter 2025):</u> Teachers have specific strategies for raising work quality that are consistent across the school.</p>	<p><u>Key milestones (By July 2025):</u> Monitoring shows that there is a sustained improvement in standards in all subjects across the curriculum compared to the start of the academic year.</p>
<p><u>Progress against objective 1 (Autumn 2024):</u> The school has made good progress in ensuring that teachers define and communicate clear expectations for high-quality work across all subjects. Internal writing moderation across year groups has allowed teachers to observe and understand progression in writing, reinforcing consistency in expectations as pupils move through the school. The embedding of non-negotiables in writing has further strengthened this approach. Pupil progress meetings have provided valuable opportunities to reflect on standards, particularly for disadvantaged children, ensuring that expectations remain high and inclusive. Additionally, the review of marking and feedback (see priority 2) has supported a clearer understanding of presentation expectations, contributing to overall consistency. Regular class challenges have been instrumental in raising the profile of high standards, fostering a culture of pride in work and behaviour across the school. Finally, a PE deep dive conducted by Paul Heery from White Hills Park Trust highlighted many strengths relating to high expectations and standards in PE. This evidence demonstrates a strong commitment to maintaining and reinforcing high expectations for all children.</p>	<p><u>Progress against objective 1 (Spring 2025):</u> To be updated and reviewed by governors at the summer term meeting.</p>	<p><u>Progress against objective 1 (Summer 2025):</u></p>

Priority 1: To have consistently high expectations of all children.		
Objective 2: Further develop teachers' subject and pedagogical knowledge to ensure a consistently high approach to teaching across the school.		
<p><u>Key milestones (By Christmas 2024):</u> Teachers' strengths and areas for improvement in both subject knowledge and pedagogical skills have been identified and CPD implemented as a result.</p>	<p><u>Key milestones (By Easter 2025):</u> CPD sessions have been held focusing on the findings of the autumn term audit. Teachers are implementing this CPD and feeding back in staff meetings.</p>	<p><u>Key milestones (By July 2025):</u> Teachers report increased confidence in their subject and pedagogical knowledge. Assessment shows that that majority of children know more and can remember more.</p>
<p><u>Progress against objective 2 (Autumn 2024):</u> The identification of teachers' strengths and areas for development has been a crucial step in enhancing both subject knowledge and pedagogical skills. Notably, the extensive support provided to the two Early Career Teachers (ECTs) through weekly mentor meetings, small step targets, and regular monitoring has resulted in significant progress, as evidenced by their strong autumn term reviews and external praise. The adoption of the White Hills Park Appraisal policy has further strengthened staff development by allowing greater flexibility in setting appraisal targets, ensuring alignment with individual professional interests and needs. This personalised approach was informed by a staff confidence audit, ensuring that CPD opportunities were relevant and impactful (for example: the PE lead will use Trust links with Foxwood Academy later in the year to improve their own knowledge of SEND and PE in order to improve our provision). Whole-staff training on the Star Reading Assessment package has improved understanding of children's reading attainment, equipping teachers with the skills to use this data effectively to inform teaching and set up interventions. Additionally, CPD on the computing scheme of work has enhanced subject knowledge, while subject leaders' review of curriculum content has streamlined learning, maximising the efficiency of lesson time.</p>	<p><u>Progress against objective 2 (Spring 2025):</u> To be updated and reviewed by governors at the summer term meeting.</p>	<p><u>Progress against objective 2 (Summer 2025):</u></p>

Priority 2: To effectively use assessment as a tool to inform teaching and support learning.

Objective 1: Provide effective feedback to pupils so that gaps in knowledge and misconceptions are identified and addressed quickly.

Key milestones (By Christmas 2024):

The school's marking and feedback policy has been thoroughly reviewed to ensure clarity, consistency, and alignment with effective teaching and learning practices.

Key milestones (By Easter 2025):

Monitoring shows that feedback practices have been refined and are being used consistently across school as a result of the review conducted in the autumn term.

Key milestones (By July 2025):

Results from end-of-year assessments are used to evaluate the overall effectiveness of feedback strategies implemented throughout the year. An action plan is in place for the next academic year.

Progress against objective 1 (Autumn 2024):

The review of the school's marking and feedback policy has been a collaborative process. Staff engagement was a key strength, as the existing document was revisited in meetings where teachers reflected on what worked well and identified areas for improvement. Their insights led to meaningful tweaks and amendments, which were carefully considered by the Senior Leadership Team (SLT) before a refined version was produced. The revised policy was then shared with staff, reinforcing a sense of ownership and clarity. Additionally, the implementation of feedback strategy training, with more bespoke training for Early Career Teachers (ECTs), demonstrates a commitment to professional development and consistency in practice. This structured approach ensures that marking and feedback will be purposeful and beneficial to both children and teachers. However, we now need to closely monitor how effectively staff can manage the workload implications of delivering high-quality feedback across the entire curriculum and assess whether further refinements are necessary.

Progress against objective 1 (Spring 2025):

To be updated and reviewed by governors at the summer term meeting.

Progress against objective 1 (Summer 2025):

Priority 2: To effectively use assessment as a tool to inform teaching and support learning.

Objective 2: Establish routines for staff to check that pupils have learned what they have been taught so they are clear about the progress that pupils are making.

Key milestones (By Christmas 2024):

A simple but effective formative assessment system for geography, modelled on the successful framework implemented previously in mathematics, has been established.

Key milestones (By Easter 2025):

Successful formative assessment approaches from geography and maths are now introduced to science using practice time to track children's progress and provide timely feedback.

Key milestones (By July 2025):

As a result of the formative assessment approaches introduced, teachers are able to provide accurate judgements about children's progress and attainment in geography and science.

Progress against objective 2 (Autumn 2024):

The introduction of a structured formative assessment system in geography, modelled on the successful mathematics framework, has enhanced the consistency and effectiveness of assessment practices across all year groups. Each unit of learning is now assessed systematically based on key learning objectives and skills, ensuring alignment with curriculum expectations. The assessment data provides insight into student progress and areas for development. Staff training on completing assessment grids and forms has improved the accuracy and efficiency of data recording. The geography leader has reported that the data shows that most children are meeting the majority of objectives from previous units, and for those who are not, teachers have used practice time to address gaps and common misconceptions. Assessments take place once per half term to ensure regular monitoring of progress. Additionally, where a training need was identified, the geography leader has provided support in planning and assessment to ensure the right content is being taught and assessed accurately. Overall, this approach has strengthened geography teaching and learning, promoting both teacher confidence and children's attainment.

Progress against objective 2 (Spring 2025):

To be updated and reviewed by governors at the summer term meeting.

Progress against objective 2 (Summer 2025):

Priority 3: To provide a rich range of personal development opportunities.

Objective 1: Further develop opportunities for pupils to make a highly positive, tangible contribution to the life of the school and/or the wider community.

Objective 2: Strengthen the school's current offer so that all pupils have access to a wide, rich set of experiences, both in the curriculum and through extra-curricular activities

<p><u>Key milestones (By Christmas 2024):</u> The school has identified a range of opportunities for children where they can make a positive contribution to themselves, the school and community.</p>	<p><u>Key milestones (By Easter 2025):</u> Working with identified partners, children are engaging in activities that support their community and their own self development out of the classroom.</p>	<p><u>Key milestones (By July 2025):</u> Children can identify new opportunities they have been given and/or skills they have developed and the impact they have had on themselves, the school and/or wider community.</p>
<p><u>Progress against objectives (Autumn 2024):</u> The school has made significant progress in identifying and implementing a range of opportunities for children to make a positive contribution to themselves, the school and the community. This has been achieved through leadership initiatives, competitive opportunities, extracurricular clubs, and structured roles that enhance student engagement and development.</p> <p><u>Leadership</u> The school has effectively nurtured leadership skills by selecting ten Year 6 pupils to support the delivery of a Key Stage 1 multi-skills event at Carlton Academy. These pupils played an active role in co-designing the sessions with the support of the School Games Organiser (SGO) and successfully delivered fundamental skills activities in pairs. The event's success was evident through the participation of 58 pupils from three different schools, demonstrating the impact of student-led initiatives on a broader scale.</p> <p>Additionally, Year 5 leaders have been recruited to assist with Year 3 football and girls-only sessions. These young leaders have taken on responsibilities such as refereeing, acting as linespersons and planning and delivering drills. This has fostered a culture of peer-led learning and leadership development within the school.</p>	<p><u>Progress against objectives (Spring 2025):</u> To be updated and reviewed by governors at the summer term meeting.</p>	<p><u>Progress against objectives (Summer 2025):</u></p>

### Competitions

The school has expanded opportunities for students to participate in competitive sports, ensuring inclusivity and targeted engagement. Notable examples include:

- Boccia: Two teams (six pupils) provided an opportunity for SEND pupils.
- Tag Rugby: A team of ten pupils was selected from club attendees, prioritizing those who had not participated in previous years.
- Dodgeball: Two teams (12 pupils) provided a targeted opportunity for less sporty pupils.
- Cross Country: Open trials were held, with the fastest six boys and six girls selected. Notably, five boys and four girls ranked in the top 12 and were invited to represent Gedling at the County Championships, all of whom accepted the opportunity.

### Clubs

The school has broadened its extracurricular offerings to cater to diverse interests and abilities. Key provisions include:

- Lunchtime football sessions for every year group, including an additional girls-only session.
- Lunchtime cricket and walk/run sessions, accessible to all pupils once a week.
- A variety of after-school clubs, with participation numbers reflecting strong engagement:
  - Year 5/6 Tag Rugby: 26 participants
  - Year 6 Netball: 12 participants
  - Year 3/4 Multi-Skills: 29 participants
  - Year 4 Table Tennis: 6 participants
  - All Years Yoga: 15 participants
  - Year 5/6 Judo: 9 participants

### Class Ambassadors and Playtime Improvements

Class ambassadors will play a crucial role in enhancing playtime experiences. By collaborating with FOAV to allocate fundraising resources towards new equipment, they will directly influence the quality of break and lunchtime activities. Their proactive approach will also

<p>lead to the identification and establishment of an indoor lunch club, providing an alternative space for children who may prefer a quieter environment.</p> <p><u>Wellbeing Initiatives</u> A successful Wellbeing Day was implemented, offering pupils various enriching experiences such as basic first aid training, mindfulness sessions and skipping workshops. These activities contributed to students' overall wellbeing, equipping them with valuable life skills and promoting physical and mental health.</p> <p><u>Reading Champions</u> The Reading Champions help to maintain and improving the school library. Pupils involved have taken on responsibilities such as organising resources, promoting reading culture and encouraging peers to engage with books.</p>		
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Priority 4: To embed an inclusive culture.		
Objective 1: Develop metacognition and self-regulation approaches to teaching to support pupils to think about their own learning more explicitly.		
<u>Key milestones (By Christmas 2024):</u>	<u>Key milestones (By Easter 2025):</u>	<u>Key milestones (By July 2025):</u>
A review of current teaching practices identifies how metacognition and self-regulation strategies are already being used and the impact they are having.	As a result of the autumn review, a shared definition and framework for metacognition and self-regulation across the school has been developed. Teachers have started to implement 1 or 2 metacognitive strategies consistently.	As a result of monitoring and CPD, implementation of the agreed framework for metacognition and self-regulation has been refined and good practice has been shared.
<u>Progress against objective 1 (Autumn 2024):</u> A review of teaching practice highlighted that metacognition strategies were being used across classes, but this was not consistent in frequency and curriculum areas. The use of these strategies was not always made explicit to children, and staff were not always aware of the positive impact these strategies could have on a learner. Discussion with staff highlighted that time was a factor in preventing teachers from spending more time researching or teaching metacognition strategies to children. A CPD session with staff gave a general overview of metacognition strategies to staff and how these can be used within the classroom setting. The session also introduced a 'learning behaviours' curriculum to be used within one practice time session per week. The aim of this new curriculum was to introduce metacognition strategies to both children and staff, and therefore support staff to reflect on their teaching practice and consider how they implement these strategies within the wider curriculum. Discussions with SENDCo and staff has shown the staff view these learning behaviours positively. They feel the discussions with children have been helpful and have provided them with dedicated time to teach these strategies, which they have then referred to in other lessons. Evidence of this curriculum being taught can be seen in practice books and on some working walls. In addition to the Spring term milestone, the SENCO will also carry out a pupil voice activity on the learning behaviours curriculum.	<u>Progress against objective 1 (Spring 2025):</u> To be updated and reviewed by governors at the summer term meeting.	<u>Progress against objective 1 (Summer 2025):</u>