

# Boldmere Junior School Improvement Plan 2019 /20

Student experience and context; teacher choice and expertise ; curriculum knowledge and skills

## Our Vision:

The Federation of Boldmere Schools empowers all children to embrace learning; achieve their personal best; and build their emotional, social and physical wellbeing.

## Core Purpose:

To define our direction based upon current priorities from school self-evaluation in order to initiate successful and sustainable change to improve outcomes for all children.

### Area 1: Quality of Education

#### Intent:

We want to drive, through research and action, a curriculum which is knowledge rich; includes skill acquisition; is progressive and creates greater links between all aspects of the curriculum.

#### Priorities:

- Reading through the curriculum.
- Writing through the curriculum.
- Greater links in STEM.
- Curriculum design and assessment interweave to continue to drive the quality of provision.
- Vocabulary development through the curriculum.

#### Strengths:

- We have an established and ambitious curriculum design for all learners.
- We have systematic approach to curriculum continuity and planning through curriculum design and progression mapping.
- Subject leaders have been well developed to be more accountable and have greater understanding of their subject and how it is delivered.
- We have a reflective and driven team with high expectations.
- Well-stocked and purposeful library and reading system.

**Implementation : See action plans**

### Area 2: Behaviour and Attitudes

#### Intent:

A strategic approach to mental health and wellbeing for members of the school community.

Further develop the behaviour approach to train staff on approaches for SEND, and ACE's and specific vulnerable groups.

#### Priorities:

- Develop the effectiveness of the well-being teams.
- Ensure new staff and lunch supervisors are consistent in their approach to the behaviour management and well-being processes.
- Develop an approach which supports ACES, SEND and the Boldmere Inclusion Base.

#### Strengths:

- Rigorous and bespoke holistic behaviour and well-being approach across the Federation.
- Our whole school ethos, passion and vision are embraced, reinforced and modelled.
- Relationships among learners and staff reflect a safe, positive and respectful culture where children are encouraged to thrive.

**Implementation: See action plan**

### Area 3: Personal development

#### Intent:

Our children are inspired and developed to grow their own interests and talents and become prepared for the next stages as future learners.

#### Priorities:

- Ensuring our bespoke Boldmere vision and values are planned for and embedded throughout curriculum.
- Extended beyond the academic provision to provide opportunities for children to be outward thinking; work with the wider communities and develop cultural capital (specific designated staff).

#### Strengths:

- Clear curriculum intent for PSHE and values.
- Bespoke planning and a strategic approach to schemes to ensure well sequenced provision.
- A strong school ethos for personal development.

**Implementation: See action plan**

### Area 4: Leadership and Management

#### Intent:

For all leaders to have the knowledge and skills to enable them to drive their vision and have a clear understanding of outcome and standards.

To have a strategic approach to take account of pressures and work load for staff.

#### Priorities:

- Strategic use of professional development to raise subject knowledge for all staff and skills to maintain the high standard of delivery of the curriculum to raise standards for all groups.
- Embed use of the newly develop assessment systems to ensure progress and a curriculum which is adapted.
- Specific professional development to enable leaders to monitor effectively.

#### Strengths:

- Rigorous monitoring cycles.
- Strong, proactive and engaged leadership team.
- Continuous updating of leadership knowledge.
- External support and validation.

**Implementation: See action plan**