

# South End Junior School Improvement Plan: April 2024 - March 2025

## SEJ Mission statement

At SEJ we provide the opportunity for every child to be the best version of themselves in a safe and nurturing environment. We respect and celebrate differences whilst upholding high expectations for all. Through our six core values, we aim to inspire our pupils, families, staff and governors to be role models in our community.

## Curriculum Intent

Our broad and balanced curriculum, combined with enriching experiences, enables pupils to graduate as rounded and grounded citizens and be ready for their next adventure. A progressive and interwoven curriculum is designed to embed the knowledge, skills, understanding and mindset required to be successful in tomorrow's world.

## Context for Key Priorities

- As leaders, we are continually reflecting on our practices to ensure that safeguarding systems are kept under review. This must remain a priority for leadership and management. (Ofsted, 2019)
- Improved wellbeing among staff is a key outcome for education policy. Staff are a precious resource: valuing them, and their wellbeing and mental health, is a commitment we all share as leaders. (Research: DfE Education Workforce Wellbeing Charter, updated Jan 2024)
- We firmly believe that our curriculum must extend beyond the academic and prepare pupils for future success – this brings with it a never-ending focus on developing cultural capital for all pupils. A stem of cultural capital is to ensure that all pupils leave us with the essential knowledge to succeed in modern Britain so we will be reflecting on and refining our long-term curriculum maps to ensure this is embedded in all subjects. By streamlining these overviews, we will be able to improve retrieval of knowledge for pupils curriculum-wide. (Research: Kate Jones, 2019)
- Writing has been an area to develop on the last three Ofsted reports. Plans and actions are having impact but not at the rate we would like so we are going back to the first stage of improving literacy at KS2 – developing pupils' language capabilities – and focussing on oracy across the curriculum but particularly in English. (EEF, 2021)

## Key Priorities to be achieved this year

<p><b>Key priority 1:</b> To uphold high safeguarding standards and ensure that all policies, procedures and practice are effective. (Leadership and Management)</p>	<p><b>Key priority 2:</b> To strive to achieve the highest possible standards of staff wellbeing and mental health. (Leadership and Management)</p>
<p><b>Key priority 3:</b> To maintain and enhance broad cultural capital opportunities for all pupils. (Personal Development &amp; Quality of Education)</p>	<p><b>Key priority 4:</b> To adjust long term curriculum overviews to be streamlined, specific &amp; supportive of essential knowledge &amp; metacognition. (Quality of Education)</p>
<p><b>Key priority 5:</b> To improve the teaching and learning of oracy across the curriculum. (Quality of Education)</p>	<p><b>Key priority 6:</b> To embed a consistent and reliable school-wide approach to feedback. (Quality of Education)</p>

**Action plans to address and achieve these key priorities are outlined in the Leadership Improvement Plan, POD Improvement Plans and the Pupil Premium Strategy Statement.**

**School Context**

Number of pupils on roll = 348

Percentage/ number of boys vs. girls	B = 48% G = 52%	Percentage/ number pupils in receipt of the PPG	16% 55 pupils	Percentage/ number of pupils with a SEND	14% 48 pupils inc. 4 EHCP	Percentage/ number of pupils with EAL	18% 63 pupils
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Overall absence (YTD)	School = 96% vs National = 94%	Persistent absence (YTD)	School = 11% vs National = 18%
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Most recent Ofsted grading (Feb 2023)	<b>GOOD</b>	Key Ofsted actions from latest report	<ul style="list-style-type: none"> <li>Some pupils are not achieving as well as they should, due to the gaps in their knowledge that have arisen following the pandemic. This is particularly the case for too many disadvantaged pupils. Leaders' actions in response to this are yet to have the desired effect in filling these knowledge gaps. Consequently, these pupils are not always well equipped for their next stage. Leaders should ensure that these pupils receive effective opportunities to recover any lost learning, so that disadvantaged pupils achieve as well as they should, particularly in mathematics, reading and writing.</li> <li>Not all pupils develop their writing skills quickly enough. As a result, some do not consistently write accurately and precisely. Leaders need to ensure that teachers have the knowledge and skills necessary to be able to identify how best to support pupils, so that they become confident writers.</li> </ul>
Leadership & management			
Quality of education			
Personal development			
Behaviour & attitudes			

Latest Key Stage 2 data for 2022-2023: All pupils (School %/ NA %)

Reading APS = +0.75		Writing APS = +0.69		Maths APS = +2.51		RWM Combined		GPS	
EXS+ 81/ 73	GDS 22/ 29	EXS+ 72/ 71	GDS 10/ 13	EXS+ 88/ 73	GDS 32/ 24	EXS+ 63/ 60	GDS 7/ 8	EXS+ 83/ 72	GDS 41/ 30

Latest Key Stage 2 data for 2022-2023: Pupil Premium/ Disadvantaged Children (School %/ NA %)

Reading APS =		Writing APS =		Maths APS =		RWM Combined		GPS	
EXS+ 68/ 60	GDS 16	EXS+ 58/ 58	GDS 0	EXS+ 74/ 59	GDS 5	EXS+ 47/ 44	GDS 0	EXS+ 78	GDS 22

Latest MTC data for 2022-2023 (School %/ NA %)

Full marks 25/25 51/ 21	Average score out of 25 23/ 20	DC average score out of 25 20/ 18
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