

School Improvement Plan  
for  
**UPTON JUNIOR SCHOOL**  
2019/2020



Part of the Viking Academy Trust

DfE Number: 8862523 URN Number: 143220

**'One Childhood One Chance'**

Executive Headteacher: MRS M LEWIS

Chair of Trust: MR N ROBY

Head of School: MISS D ARTHUR

Chair of LAB: MR R CURTIS



## Viking Academy Trust: Upton Junior School Improvement Plan



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## Personnel in School

Some staff have multiple responsibilities and could be featured in varying functional areas

Leadership	
Executive Headteacher	Mrs M Lewis
Head of School	Miss D Arthur
Deputy Head	Mr D Walker
Assistant Head	Mr J Jackson
Trust CFO	Mrs T-J Higgin
Trust COO	Mrs L Blatchford
SENCo	Miss C Claxton

Head of Year (Y3)	Mrs F Pellett
Head of Year (Y4)	Mr T White
Head of Year (Y5)	Mrs N Sedgewick
Head of Year (Y6)	Miss A Papa-Adams

Head of Core Curriculum (+ English Leader)	Miss G Scarr
Head of Logic Led (Incl. Maths)	Mr R Kettle
Head of UBBC	Mrs P Cooke & Miss L Watmough
Head of Personal Development	Miss I Reed

Local Advisory Body (Local Governors)	
Chair of LAB	Mr R Curtis
Vice Chair of LAB	Mr A Emby
Trust Secretary	Mrs C Southern
Staff Governor	
Co-opted Governors	Mrs C Turner Mr P Votta Mr M Webb Mr J Cleverdon Mr M White
Parent Governors	Mr P Downes Mr J May



## Viking Academy Trust: Upton Junior School Improvement Plan



External Links	
Regional Schools Commissioner (RSC)	Mr Dominic Herrington
DfE Kent Performance & Standards Lead	Miss Phoebe Clapham
AEO	Mrs Marisa White

Class Teachers: KS2			
Year 3	Year 4	Year 5	Year 6
Mrs F Pellett	Mr T White	Mrs N Sedgewick	Miss Papa- Adams
Miss I reed	Mr P Coleman	Mrs S Ballen	Miss G Scarr/ Mr R Kettle
Mrs P Cooke	Miss N Lewis	Miss L Watmough	Mrs A Watling
Miss S Bunce	Mrs B Danson	Mr M Litchfield	Mrs K Vary

Additional Teachers
Miss L Mayo (Schools Direct)
Mrs L Votta
Mr D Walker
Mrs L Walton
Mrs G Budge
Mrs K Edwards (Maternity)
Mr J Jackson (Computing)

Senior TAs (HLTAs)				
Miss K Arthur	Mrs J Hart	Mrs N Harding	Mrs A Laffey	Ms M Denby

Teaching Assistants across the school
Mrs K Shaw
Mrs A Sharp
Mr P Richards
Mrs P Sutherland
Mrs R Brown
Mrs C Williams- Verrall



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<p>Mrs J Moynan Mr C Noble Miss F Spellward Ms L Barratt Mrs L Regan Mrs S Watkins (Apprentice) Mrs R Claydon (Apprentice) Mr M Cousins (Apprentice) Mrs L Berry (Apprentice)</p>
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Admin Team	
Chief Financial Officer	Mrs T Higgin
Chief Operations Officer	Mrs L Blatchford
Finance Officer	Mr D Daley
	Mrs T Hailey
HR Assistant	Mrs L Crompton
Office Apprentice	Miss L Merry
Resources Assistants	Miss L Barratt / Mrs C Higgins (Maternity) Mrs P Sutherland
IT Manager	Mr H Palmer

Sports Staff	
Mr C Noble	Mr J Maclaurin

Premises Staff	
Senior Caretaker	Mr M Sharpe
Caretaker	Mr J Frost

Mid-Day Meals Supervisors
<p>Mrs H Kasim Miss F Spellward Mrs A Outram Mrs P Sutherland Mrs R Brown Mrs K Neal Mrs A Baker</p>



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Other Support Staff	
Road Crossing Patrol	Mr N Callahan
Breakfast Club Supervisor	Mrs A Baker
Breakfast Club Assistant	Mrs A Laffey
Breakfast Club Assistant	Mr N Bulloch
Breakfast Club Assistant	Mrs A Turner
After-School Club Supervisor	Mrs J Moynan
After-School Club Deputy	Mrs C Williams-Verrall
After-School Club Assistant	Mr N Bulloch

### Introduction

The **Viking Academy Trust** comprises of three Thanet primary schools: Chilton Primary School, Ramsgate Arts Primary School and **Upton Junior School**.

Viking Academy Trust (VAT) was established on 1<sup>st</sup> September 2016.

Viking Academy Trust (VAT) priorities for action across 2019/20 have been identified through consultation with all stakeholders of the three schools; pupils, parents, governors and staff. The Trust Leadership Team worked alongside the Trustees and Local Advisory Bodies (LABs) to discuss the short and long-term focus for the Trust as a whole and the individual schools within the Trust.

The priorities for action across 2019-20 have been identified through consultation with all stakeholders of Upton Junior School; pupils, parents, governors and staff. The Leadership Team worked alongside the Governing Body to discuss the short and long-term focus for Upton and the priorities for 2019-20 evolved from there. This Improvement plan has been designed to align self-evaluation with the Trust Improvement Plan (TIP).

The overall judgement is that Upton Junior School is providing an outstanding quality of education for its pupils; a judgement Ofsted agreed during our inspection November 2014 where Upton achieved outstanding judgements across all criteria.



## Viking Academy Trust: Upton Junior School Improvement Plan

As a junior school, we received pupil attainment from our feeder schools and continue education from this point. At the end of KS2, all pupils continue to be well above the national average in English and Maths. (2019 data). We strive to ensure every pupil makes or exceeds their expected progress and achieves or exceeds national expectations in attainment. At the previous inspection, teaching was judged outstanding and we have been committed to maintaining this high standard as well as further developing and improving issues emerging from our own robust self-evaluation; the staff, as empowered leaders, now hold themselves to account for the progress of all pupils.

The latest round of pupil progress meetings offer strong evidence that learning and progress continues to accelerate in all four year groups.

Pupils' pride in Upton is shown by their excellent conduct and manners in class, outside lessons and on visits out of school. The pupils' attitude to learning are outstanding, with all pupils' feeling safe at school and having a very good understanding of what constitutes unsafe situations.

Without exception the staff team, leadership at all levels, is united in the pursuit of an ambitious vision for the children of Upton and at this point in the school's history, demonstrate excellent capacity to maintain the outstanding quality of education provided.

## Viking Academy Trust: Upton Junior School Improvement Plan





Next Steps for the School - Ofsted Section 5 Inspection November 2014

Ofsted Key issues including progress towards the key issues identified at the last inspection

What does the school need to do to improve further?

Continue to raise the high standards of writing by providing more opportunities to write at length in all subjects across the curriculum.

<b>Actions to Date:</b>	<ul style="list-style-type: none"> <li>• HT to lead standards team to ensure writing priority</li> <li>• 'Curriculum Hubs' in place - with responsibility for writing identified as key focus in the 'Language for Life' Hub.</li> <li>• 'Future Leaders' training for identified teachers - school based project promoting high level writing across the curriculum</li> <li>• Weekly Book monitoring involving leaders across the school</li> <li>• Effective Marking A4L developmental marking of writing - training for staff</li> <li>• Inter-school opportunities within the VAT and beyond to moderate and share practice</li> <li>• Non Negotiables set out for teaching of writing - monitoring in place to ensure followed</li> </ul>
<b>Areas for further development</b>	<ul style="list-style-type: none"> <li>• To continue to monitor writing to ensure the quantity and quality of writing remains high.</li> </ul>

## Development Area One: Quality of Education

### Outstanding Criteria:

- The school meets all the criteria for a good quality of education securely and consistently.
- The quality of education provided is exceptional.  
In addition, the following apply.
- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

### Good Criteria:

#### INTENT

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.  
Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught.

#### IMPLEMENTATION

- Teachers have good knowledge of the subject(s) they teach.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The teaching materials that teachers select - in a way that does not create unnecessary workload for staff - reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well

### IMPACT

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

KEY OBJECTIVES	What will success look like in July 2020?
<b>INTENT:</b> <ul style="list-style-type: none"> <li>• The UBBC is broad and balanced, maximising opportunities for all children to excel.</li> </ul>	Our UBBC curriculum will be in line with the new Ofsted framework. Learning in individual subjects will be taking place every term with a variety of enrichment activities. Full curriculum coverage will ensure cultural capital for our pupils. Parents will have been into school for a variety of events.
<b>IMPLEMENTATION:</b> <ul style="list-style-type: none"> <li>• Teaching, resources and learning environments are designed to enable children to remember their learning long term.</li> </ul>	All classrooms following Upton's criteria for expectations set out in teaching, resources and learning environments. All working walls are purposeful and changed to reflect current learning.
<b>IMPACT:</b> <ul style="list-style-type: none"> <li>• Pupils' work across the curriculum is consistently of a high quality.</li> </ul>	Work scrutiny will show changes made to the curriculum. Books will show a variety of approaches. All teaching to have aspects of outstanding.

**INTENT**

<b><u>ACTIONS</u></b>	<b><u>WHO</u></b>	<b><u>COST</u></b>	<b><u>MONITORING</u></b>
<ul style="list-style-type: none"> <li>UBBC is adapted in line with the new Ofsted framework and published research.</li> </ul>	DA and DW	As contracted	Standards committee Action plans
<ul style="list-style-type: none"> <li>Ensure coverage and progression of the curriculum is clear and sequenced to maximise cultural capital for all pupils, with specific time given to individual subjects.</li> </ul>	DW Hub leaders	As contracted	Monitoring of planning Work scrutiny Lesson observations Learning walks Standard committee
<ul style="list-style-type: none"> <li>Embed and use enrichment experiences throughout the curriculum and strengthen home school partnerships.</li> </ul>	DW HoY Hub leaders	As contracted	DA Standards committee

**IMPLEMENTATION**

<b><u>ACTIONS</u></b>	<b><u>WHO</u></b>	<b><u>COST</u></b>	<b><u>MONITORING</u></b>
<ul style="list-style-type: none"> <li>Make sure all resources are designed with clear purpose that matches learning sequence.</li> </ul>	Teachers	As contracted	Through formal and informal monitoring- books and lessons
<ul style="list-style-type: none"> <li>Ensure consistency in pedagogical approach in all lessons.</li> </ul>	SLT	As contracted	Through formal and informal monitoring- books and lessons
<ul style="list-style-type: none"> <li>Establish working walls to reflect current teaching and learning.</li> </ul>	Teachers	As contracted	Through formal and informal monitoring- learning walks

**IMPACT**

<u>ACTIONS</u>	<u>WHO/WHEN</u>	<u>COST</u>	<u>MONITORING</u>
<ul style="list-style-type: none"> <li>Curriculum books show high quality of learning and high aspirations for all pupils.</li> </ul>	Teachers	As contracted	Through formal and informal monitoring- books
<ul style="list-style-type: none"> <li>Regular lesson observations and learning walks to take place.</li> </ul>	SLT HoY GS RK	As contracted	Through formal and informal monitoring- lesson observations
<ul style="list-style-type: none"> <li>Ensure there is a variety of evidence in books to show diversity in learning.</li> </ul>	Teachers HoY	Reprographic costs	Through formal and informal monitoring- books

<b>MILESTONES</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>	<b>TERM 5</b>	<b>TERM 6</b>
<b>INTENT</b>	<p>We have an overview of the UBBC for the year, adapted in line with the new Ofsted framework.</p> <p>Term 1 planned and taught with the changes.</p> <p>Subjects being taught as explicit subjects in the afternoons.</p> <p>Trips planned and carried out for Term 1.</p>					
<b>IMPLEMENTATION</b>	Work scrutiny shows books that have					

	<p>resources specific for the children that are being taught. Working walls up and running. PDM taken place to help support this. Learning walks show consistency in pedagogical approach in all lessons during learning walks.</p>					
<p><b>IMPACT</b></p>	<p>Work scrutinies show high quality learning as well as a variety of evidence. Learning walks taken place twice daily by members of SLT with specific focus each week.</p>					

## Development Area Two: Behaviour and Attitudes

### Outstanding Criteria:

- The school meets **all** the criteria for good in behaviour and attitudes **securely** and **consistently**.
  - Behaviour and attitudes are exceptional.
- In addition, the following apply:**
- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
  - Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.

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- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

### Good Criteria:

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately<sup>1</sup> as a last resort.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

KEY OBJECTIVES	What will success look like in July 2020?		
<b>Objective 1</b> <ul style="list-style-type: none"> <li>• Consistently high levels of conduct across all parts of the school day.</li> </ul>	Behaviour expectations consistent across the whole of the school and used effectively by every member of staff.		
<b>Objective 2</b> <ul style="list-style-type: none"> <li>• Targeted support strategies for children with behaviour needs.</li> </ul>	Personalised plans will show clear steps of progress for the children with behaviour needs and case studies will provide evidence of impact.		
<b>Objective 3</b> <ul style="list-style-type: none"> <li>• Children know how to stay safe and feel safe in school.</li> </ul>	All children will be educated in personal safety. There will be regular opportunity for children to feedback how safe they feel at school and evidence of school actions.		
<u>ACTIONS</u>	<u>WHO/WHEN</u>	<u>COST</u>	<u>MONITORING</u>
1. <ul style="list-style-type: none"> <li>• Upton Way consistent across all areas of school</li> </ul>	All staff	As contracted	

<ul style="list-style-type: none"> <li>Regular reinforcement of expectations- pastoral and academic approaches.</li> </ul>	<p>All staff SLT</p>	<p>As contracted</p>	<p>SLT- formal and informal learning walks/ drop ins</p> <p>SPEW committee. Monitoring information and outcomes reported termly at LAB</p>
<p>2.</p> <ul style="list-style-type: none"> <li>Develop B10 initiative to target key children in the school.</li> <li>Access outside agencies to support key children.</li> </ul>	<p>DW</p> <p>CC Learning mentors</p>	<p>As contracted</p> <p>£500</p>	<p>SPEW committee. Monitoring information and outcomes reported termly at LAB</p> <p>DA Monitoring information and outcomes reported termly at LAB</p>
<p>3.</p> <ul style="list-style-type: none"> <li>Educate children regarding personal safety.</li> <li>Develop pupil voice regarding feeling safe in school.</li> </ul>	<p>HoY Learning mentors CC</p> <p>SLT</p>	<p>As contracted</p> <p>As contracted</p>	<p>SPEW committee. Monitoring information and outcomes reported termly at LAB</p> <p>Pupil conferencing- governors.</p>

MILESTONES	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p><b>By objective:</b></p>	<p>Upton Way reintroduced to the children in first assembly of the year and spoken about throughout the term.</p>					



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	<p>Behaviour being monitored at the end of each week to identify any children needing additional support.</p> <p>E-safety assembly taken place. Pupil forum taken place by governors. Year 4 and 5 pupil conferencing recorded and acted upon.</p>					
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### Development Area Three: Personal Development

#### **Outstanding Criteria:**

- The school meets all the criteria for good in personal development securely and consistently.
  - Personal development is exceptional.
- In addition, the following apply:**
- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
  - There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
  - The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
  - The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

### Good Criteria:

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

KEY OBJECTIVES	What will success look like in July 2020?		
<b>Objective 1</b> Re brand Upton's core values and embed them across all aspects of school life.	All stakeholders will know and understand Upton's core values and refer to them throughout their school life. Upton University of Values running regularly.		
<b>Objective 2</b> Further strengthen well-being and mental health for all pupils.	Personal development curriculum to be in place. Children to have high levels of wellbeing and mental health.		
<b>Objective 3</b> Improve staff wellbeing promoting good mental health.	New marking and feedback policy in place and being used. All members of staff to have high levels of wellbeing and mental health.		
ACTIONS	WHO/WHEN	COST	MONITORING
1. <ul style="list-style-type: none"> <li>• Introduce Upton's new core values to all stakeholders.</li> <li>• Upton University of Values to be established.</li> </ul>	DA  DA	As contracted  As contracted	SPEW committee to oversee  SPEW committee to oversee

<p>2.</p> <ul style="list-style-type: none"> <li>Introduce personal development curriculum.</li> <li>Consistent school strategies for wellbeing and mental health used across the school.</li> </ul>	<p>DW IR</p> <p>Learning mentors CC</p>	<p>£500 resources</p> <p>£500 resources</p>	<p>Standards committee. Monitoring information and outcomes reported termly at LAB</p> <p>SPEW committee. Monitoring information and outcomes reported termly at LAB</p>
<p>3.</p> <ul style="list-style-type: none"> <li>Reduce teacher workload by changing the marking and feedback policy.</li> </ul> <p>To ensure PPA plus continues throughout the year.</p>	<p>DA DW</p> <p>DA</p>	<p>Senior TA to teach Mandarin</p>	<p>Standards committee. Monitoring information and outcomes reported termly at LAB 1:1 wellbeing meetings- DA</p> <p>SPEW committee. Monitoring information and outcomes reported termly at LAB</p>

MILESTONES	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
By objective:	Inset day- new core values introduced to all staff and governors. First assembly of the year- new core values introduced to children.					

	<p>Core values display up. Upton University run for the first term and parents have been in to celebrate the final projects based on 'Unique' with us.</p> <p>PD hub have introduced new PD curriculum. Class assemblies taken place. Diversity day taken place.</p> <p>Marking/ feedback policy designed and shared with staff.</p>					
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### Development Area Four: Leadership and Management (including safeguarding)

**Outstanding Criteria:**

- The school meets all the criteria for good in leadership and management securely and consistently.
  - Leadership and management are exceptional.
- In addition, the following apply:**
- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
  - Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
  - Staff consistently report high levels of support for well-being issues.

### Good Criteria:

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

KEY OBJECTIVES	What will success look like in July 2020?
<p><b>Objective 1</b></p> <p>To develop leadership at all levels with clear roles and responsibilities and lines of accountability.</p>	<p>Regular communication will have ensured measureable success through appraisal at all levels of leadership.</p> <p>All school leaders effectively hold others to account.</p> <p>All leaders will have contributed to developing the professional capacity others through CPD.</p>
<p><b>Objective 2</b></p> <p>Monitoring systems in place to ensure that all areas of teaching and learning is consistently effective providing high quality education to all pupils.</p>	<p>Systems and procedures consistently secure across the school to monitor the quality of teaching and learning.</p> <p>Every teacher demonstrates elements of outstanding practice.</p>
<p><b>Objective 3</b></p>	<p>All staff up-to date with training.</p> <p>Key staff members DSL trained.</p>

Our school will have a culture of safeguarding that all stakeholders are aware of.

All staff aware of changes to KCSIE 2019.  
Children will be aware of key safeguarding issues and appropriate responses.

<u>ACTIONS</u>	<u>WHO/WHEN</u>	<u>COST</u>	<u>MONITORING</u>
1. <ul style="list-style-type: none"> <li>Roles and responsibilities of all leaders clearly defined.</li> <li>Regular strategic communication.</li> </ul>	DA  DA	As contracted  As contracted	EHT  LAB
2. <ul style="list-style-type: none"> <li>Purposeful learning walks taken place daily.</li> <li>Robust regular monitoring of teaching and learning in place.</li> </ul>	SLT  SLT GS RK HoY	As contracted  As contracted	DA Standards committee. Monitoring information and outcomes reported termly at LAB Through formal and informal monitoring-learning walks  Standards committee. Monitoring information and outcomes reported termly at LAB Through formal and informal monitoring- books and lessons
3. <ul style="list-style-type: none"> <li>Up to date safeguarding training for all members of staff and governors</li> <li>Key whole school assemblies to focus on key safeguarding issues.</li> </ul>	CC  SLT	As contracted  As contracted	SPEW committee RC and JB- Safeguarding governors  SPEW committee RC and JB- Safeguarding governors

MILESTONES	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
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## Viking Academy Trust: Upton Junior School Improvement Plan



<b>By objective:</b>	<p>All leadership team clearly aware of roles and responsibilities. Core curriculum meeting held. HoY and SLT meeting held.</p> <p>Learning walks have taken place twice daily with a specific purpose outlined. Year 4 and 5 audit weeks taken place.</p> <p>New staff all completed safeguarding training. E-safety assembly taken place.</p>					
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## Viking Academy Trust: Upton Junior School Improvement Plan



### Additional Areas for Continued School Improvement:

Development	Who	Cost?	Monitoring
Supporting families who are hard to reach by transporting them into school for events	SLT	Minibus fuel and driver	SPEW committee
Year 3 phonics	FP	As contracted	Pupil progress meetings Standards committee

### Monitoring and Evaluation of Progress

The VAT Board of Trustees have delegated that Chilton's SIP will be monitored and evaluated by the Chilton Local Advisory Body (LAB). It will be reviewed six times a year during termly LAB Meetings. The Local Advisory Bodies (LABs) monitor the impact of actions and will feed back to the Trustees.

LAB visits and links with their school will relate back to priorities highlighted in this document and individual school SIP.

The Head of School will monitor and evaluate Chilton's Improvement Plan along with the Trust Leadership Team, also monitoring relevant aspects of the Trust Improvement Plan.

RAG rated across the year:

Actions completed/implemented

Action in process

Action not yet implemented

New action added after Term 1 as result of ongoing evaluation of Trust needs

<b>GLOSSARY</b>	
<b>MAT / VAT</b>	<b>Multi Academy Trust / Viking Academy Trust</b>
<b>LAB</b>	<b>Local Advisory Body (previously known as Governing Body)</b>
<b>SEF</b>	<b>Self Evaluation Form</b>
<b>TIP /SIP</b>	<b>Trust/School Improvement Plan</b>
<b>SEN /SEND</b>	<b>Special Educational Needs / Special Educational Needs and Disability</b>
<b>T&amp;L</b>	<b>Teaching &amp; Learning</b>
<b>7 P's</b>	<b>7 Key things T&amp;L must consider: Pace, Positive, Purpose, Partner work, Participation, Passion, Progress,</b>
<b>TTYP</b>	<b>Turn To Your Partner</b>
<b>B4L</b>	<b>Behaviour for Learning</b>
<b>A4L</b>	<b>Assessment for Learning</b>
<b>LAC / ChIC</b>	<b>Looked After Child (Child in Care)</b>
<b>SEN / SA / SA+</b>	<b>SEN = Special Educational Needs : School Action / School Action +</b>
<b>PPG</b>	<b>Pupil Premium</b>
<b>EAL</b>	<b>English as Additional Language</b>



## Viking Academy Trust: Upton Junior School Improvement Plan



<b>PES</b>	<b>PE &amp; Sport (Funding)</b>
<b>CPD</b>	<b>Continuing Professional Development</b>
<b>NQT</b>	<b>Newly Qualified Teacher</b>
<b>MPR / UPR / LS</b>	<b>Main Pay Range / Upper Pay Range / Leadership Spine</b>
<b>EHT/HoS</b>	<b>Executive Headteacher / Head of School</b>
<b>CFO/ COO</b>	<b>Chief Financial Officer / Chief Operations Officer</b>
<b>TLT / SLT AHT / HOY</b>	<b>Trust / Senior Leadership Team Assistant Headteacher / Head of Year</b>
<b>IPC</b>	<b>International Primary Curriculum</b>