

Inclusion and Participation

Heathfield Junior School



Where were we?

In October 2006 the school faced the following challenges:

- Low standards at the end of Key Stage 2
- A belief amongst sections of all stakeholders that a number of children in the school were not capable of achieving high standards
- Inconsistent levels of support from parents with their children's learning



What did we do?

School Improvement Year 1 (2006-7)

- Raised expectations by focusing on progress throughout the school
- Increased the detail of information provided at parent/teacher consultations
- Introduced parent/child maths workshops
- Summer school



What did we do?

School Improvement Year 2 (2007-8)

- Widened the use of parent/child maths workshops
- Revised the end of year report format in consultation with governors and parents
- Summer school



Impact

- Children, teachers and parents recognise and celebrate progress
- Parents use information provided to support their children at home more effectively
- Majority of children who have attended parent/child maths workshops have made good progress



Improved Standards: Maths

	Progress Years 4 and 5	Progress Year 6
2006-7	75% of children progressed 2 sub levels in the year	85% of the children progressed between 2 and 5 sub levels in the year
2007-8	86% of children progressed 2 sub levels in the year	No maths groups this year

Improved Standards: Literacy

*Progress in reading of children who
attended Summer School 2007*

*(16 children in the current Year 6 based on
their levels in December 2008)*

- 7 progressed 3 sub levels in 4 terms
- 6 progressed more than 3 sub levels
- 3 progressed 2 sub levels



2008-9

What next?

- Current School Action Plan includes an improvement priority focused on community cohesion
- Focus on hard to reach groups/closing the gap of underachievement
- Free computers
- Increase in homework clubs
- Increasing staff awareness of vulnerable pupils
- Resilient school



21st Century Schools

Children and young people, who attend a 21st century school, and their families find that the school:

“engages parents and carers in the child’s learning and development and facilitates access to support, to help parents and carers do this more effectively.”

