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

<table>
<thead>
<tr>
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<th>Progress Years 4 and 5</th>
<th>Progress Year 6</th>
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<tbody>
<tr>
<td>2006-7</td>
<td>75% of children progressed 2 sub levels in the year</td>
<td>85% of the children progressed between 2 and 5 sub levels in the year</td>
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<tr>
<td>2007-8</td>
<td>86% of children progressed 2 sub levels in the year</td>
<td>No maths groups this year</td>
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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
• 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
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.”