

**SUMMARY OF SCHOOL PLAN 2016-2017**

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| **GOAL TITLE** | **TARGETS 2016-2017** | **SUCCESS CRITERIA 2016-2017** |
| **Goal A**  **LEADERSHIP & MANAGEMENT** | **To achieve an Ofsted judgement of outstanding in all areas.** | **The school meets the criteria to be judged as outstanding in all areas during the next Ofsted inspection** |
| **To work in partnership with Bucks County Council to explore the potential to expand permanently to become a four form entry school** | **If pupil numbers justify it, appropriate consultation and planning processes facilitate a well-designed and carefully managed building project to provide the necessary space to accommodate four classes within each year group.** |
| **By July 2017 to introduce hot school meals at lunchtime** | **Following appropriate consultation the school will offer a cost neutral, nutritionally balanced hot meal to all eligible pupils, the provision of which is efficient and does not detrimentally affect the smooth running of the school.** |
| **To continue to improve staff well-being as measured by the annual staff well-being survey** | **Staff well-being, as measured by the scores for each of the different teams within the school, improves in identified key areas through the effective use of performance management and targeted support by line managers** |
| **By July 2017 to continue to enhance the visibility and impact of the Governing Body** | **An accurate and regularly updated Governing Body self-evaluation informs and directs the development, effectiveness & impact of the Governing Body within the school** |
| **By July 2017 to collaborate effectively and profitably with others in order to enhance the reputation, resources and future financial security of the JHSW** | **The Leadership Team thoroughly explores the benefits of close working relationships with others, considering the MAT agenda in the process**  **The school provides training opportunities for other professionals**  **The school budget is enhanced by regular financial contributions for the letting of the school hall by appropriate hirers for the benefit of the local community** |
| **Goal B**  **TEACHING, LEARNING & ASSESSMENT** | **By July 2017 to make improvements to the marking and feedback policy in order to achieve the highest quality support and guidance to enhance pupil’s learning** | **Marking symbols are fit for purpose and are used consistently across the school**  **Work scrutiny evidence suggests that marking and feedback is effective in raising standards and guiding children to make progress** |
| **By July 2017 to consolidate the new KS1 assessment and reporting arrangements to allow pupil’s attainment to be measured accurately and then to ensure subsequent progress is monitored and tracked accurately and robustly in Reading, Writing and Mathematics.** | **The KS1 assessment cycle is clearly communicated and progress measures reflect local/national guidance**  **Tracking systems and formative & summative assessments inform planning and teaching to ensure high standards and high expectations for all**  **Moderation opportunities reflect a consistency in judgements across the school and across the Liaison Group, especially with WJS** |
| **By July 2017 to ensure learning opportunities within the EYFS and National Curriculum allow the most able pupils to be challenged appropriately** | **Monitoring and evaluation of teaching & learning, assessment, planning, work scrutiny, pupil views and subject leader actions reflect clear differentiation in English and Mathematics teaching and learning that allows all pupils to deepen their knowledge, understanding and skills at a challenging level appropriate to their needs**  **External validation confirms that differentiation is evident and effective in enhancing learning opportunities for all pupils.** |
| **Goal C**  **PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE** | **By July 2017 to engage further with targeted ‘hard to reach’ parents to ensure pupils are well supported in their learning** | **Pupils who are not benefitting from regular learning support at home are identified and arrangements are in place to ensure they have similar opportunities as their peers** |
| **By July 2017 to further develop the role of pupil voice and the contribution of pupils as leaders to impact on decision making in the school** | **There will be a strong, visible school council with a clear remit for pupil initiated school improvement actions**  **There are a range of opportunities for pupil voice to be heard and a structure by which pupil contributions are valued and acted upon where appropriate** |
| **By July 2017 to ensure a representative and culturally diverse learning environment and to continue to embed a culture of mutual respect** | **The learning environment reflects and celebrates the cultural diversity within the school and the wider community.**  **Pupils are respectful of all adults and pupils with positions of responsibility within the school** |
| **By July 2017 to raise the profile of the e-safety and anti-bullying policies within the school** | **Children are regularly made aware of appropriate e-safety guidance and families are supported in ensuring their children are safe online**  **The anti-bullying message is clearly communicated and understood by all pupils in the school** |
| **Goal D**  **PUPIL OUTCOMES** | **By July 2017 to maintain and, where possible, improve the consistently high pupil outcomes achieved at JHSW, as measured by statutory assessment during EYFS and KS1.** | **There is a clear and shared collective understanding of what constitutes expected and better than expected progress using nationally agreed progress measures**  **High standards in all core areas of the curriculum are maintained** |
| **To ensure that at least 90% of all significant groups make expected progress from their year group starting point, in Reading, Writing and Mathematics** | **Regular opportunities for high quality summative assessment of Reading, Writing, Maths and phonics allow achievement and progress to be measured (in line with Monitoring and Evaluation Policy and Assessment Policy)** |
| **By July 2017 to ensure that there are high expectations and levels of support for identified groups of pupils (PP, EAL, Most Able, SEN) to ensure diminishing differences when compared with all other pupils nationally** | **Outcomes for identified groups of pupils reflect diminishing differences when compared with all other pupils nationally** |