

**SUMMARY OF SCHOOL PLAN 2017-2018**

|  |  |  |
| --- | --- | --- |
| **GOAL TITLE** | **TARGETS 2017-2018** | **SUCCESS CRITERIA 2017-2018** |
| **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.**
* **The reputation of the school is further enhanced and parental preference reflects the planned increase to the Published Admission Number.**
 |
| **To work in partnership with Bucks County Council to undertake building work to expand and have the capacity to become a four form entry infant school by September 2018** | * **A carefully managed building project provides the necessary space to accommodate four classes within each year group.**
* **The school is fully prepared to accept 120 children into Foundation Stage by September 2018.**
 |
| **By April 2018 to generate £50K to cover the shortfall in the school’s budget share for the 2017-2018 financial year** | * **A trust fund, set up by the school, encourages stakeholders and local businesses to donate to maintain the quality of education provided by JHSW.**
* **The school budget is enhanced by regular financial contributions following fund raising activities which also include the wider local community.**
* **The school has successfully accessed additional funding streams from external sources to enhance educational facilities and opportunities.**
 |
| **By July 2018 to collaborate effectively and profitably with others in order to enhance the skills, reputation, resources and future financial security of the JHSW** | * **The Leadership Team continues to explore the benefits of closer working relationships with others, continuing to consider the MAT agenda in the process.**
* **The school continues to provide training and development opportunities for other professionals.**
* **Collaboration arrangements between the John Colet Liaison Group are further developed and formalised to inform future decision-making about partnership working.**
 |
| **By July 2018 to fully explore the possibility of extending our Nursery offer from 15 to 30 hours of provision for individuals each week** | * **The Leadership Team makes an informed decision about when/if to move forward with extending the current 15 hour offer for the Early Years class.**
* **The key factors affecting the school’s ability to offer 30 hours of provision for Early Years children are considered and costed.**
 |
| **Goal B****TEACHING, LEARNING & ASSESSMENT** | **By July 2018 to increase the use of ‘modelling’ to improve the quality of teaching and learning in writing**  | * **Lesson observation evidence suggests that adults are modelling writing directly in front of the children and that this is effective in raising standards and guiding children to make progress.**
* **Adults consistently model how to transfer a plan for writing into well organised, grammatically accurate sentences.**
 |
| **By July 2018 to ensure consistency of assessments in reading, writing and maths across the Liaison Group of schools**  | * **There is a clear and shared collective understanding of what constitutes the expected standard/ age related expectations using nationally and locally agreed exemplification and growing expertise.**
* **Moderation opportunities reflect a consistency in judgements across the school and across the Liaison Group, especially with WJS.**
* **Staff at JHSW are appropriately trained and qualified to moderate writing at county level.**
 |
| **By July 2018 to ensure learning opportunities within the EYFS and National Curriculum are appropriately differentiated to challenge and meet the needs of the least able pupils**  | * **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.**
 |
| **By July 2018 to ensure adults within the school are deployed in a cost effective manner to effectively meet the needs of all pupils** | * **Monitoring and evaluation of teaching and learning suggests that the timetabling of additional classroom support is effective is meeting the needs of pupils.**
* **Reduction in TA hours during the afternoon session does not detrimentally affect the quality of provision or the ability to meet the needs of those requiring additional support.**
 |
| **By July 2018 to ensure complete consistency of approach and application of key school policies by all teams and members of staff**  | * **Staff and volunteers are supported to ensure the behaviour policy is consistently applied by all teams within the school so pupils develop appropriate respect for all adults.**
* **Consistency in application of the Handwriting and Presentation Policy is reflected in work scrutiny activities.**
* **Consistency in application of the Behaviour Policy is reflected in monitoring records.**
 |
| **By July 2018 to firmly embed a consistent approach to teaching ‘Growth Mindsets’ in order to further develop a learning orientation in our pupils** | * **There is a consistent display in each classroom to exemplify the ‘Growth Mindset’ concept.**
* **Leader for ‘Growth Mindsets’ implements an agreed action plan to develop this initiative across the school throughout the year.**
* **Lesson observations and pupil voice activities reflect a growing understanding of the ‘Growth Mindset’ principles from adults and children.**
* **Stakeholders are appropriately informed about how’ Growth Mindset’ work is being developed in the school.**
 |
| **Goal C****PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE** | **By July 2018 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 2018 to develop a culture of mutual respect for each other by introducing systems so older children can nurture younger pupils in the school** | * **There are a range of clearly identifiable systems in place to allow younger children in the school to be supported by older pupils:**
* **Lunchtime monitors**
* **Play Pals**
* **Reading partners**
* **Writing partners**
 |
| **By July 2018 behaviour monitoring records reflect a reduction in the number of incidences of children breaking the Golden Rules:** **Do be gentle****Do be kind and helpful** | * **Pupils choose from a taught repertoire of games and activities designed to further improve behaviour and empathy on the playground.**
* **Pupil Voice activities, Health & Safety Week Activities and P4C sessions have been used to develop pupil’s understanding of the difference between unkind behaviour and bullying.**
* **Behaviour monitoring records reflect a reduction in the number of incidences where children have not been kind or gentle.**
 |
| **By July 2018 to have engaged in a Schools Linking Project designed to develop mutual respect and an understanding of the context of both schools** | * **A class of pupils at JHSW have had the opportunity to meet and work with pupils from another Buckinghamshire school with a different context.**
* **Pupils involved in the Linking Project have had the opportunity to share their experiences with the rest of JHSW.**
* **Evaluation of the linking project reflects identifiable benefits for pupils at JHSW**
 |
| **By July 2018 to improve the responses in the four lowest scoring areas of the annual staff well-being survey by taking actions to address the key issues identified within them** | * **There is an improvement in the mean score for each area of the annual staff well-being survey in the lowest totals identified in the 2017 survey i.e.**
* **Demands**
* **Control**
* **Change**
* **Personal Well-Being & Work-life Balance**
 |
| **By July 2018 to further improve transition arrangements for pupils as they move into a new year group to ensure pupils, staff and parents feel they are well prepared for a smooth changeover** | * **The transition timetable for the first half of the Autumn Term 2017 builds on the previous experiences of pupils and reflects their interests and abilities.**
* **Parents/carers are given appropriate information about the transition process at timely points during the school year to support their child’s move.**
* **Transition activities are beneficial in ensuring a smooth changeover so pupils are well prepared for life in a new classroom with new classmates.**
* **Pupils are appropriately consulted on matters linked to transition to ensure their wishes and feelings are considered and addressed as part of the plan.**
 |
| **Goal D****PUPIL OUTCOMES** | **By July 2018 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 performance at the Age Related Expectation for each area using nationally and locally agreed exemplification.**
* **Regular opportunities for high quality summative assessment of Reading, Writing, Maths and Phonics allows attainment and progress to be measured in line with Monitoring and Evaluation Policy and Assessment Policy.**
* **High standards in all statutory assessments are maintained or improved.**
 |
| **To ensure that at least 90% of pupils who have spent their whole time at JHSW make expected progress from the end of EYFS, in Phonics, Reading, Writing and Mathematics**  | * **Comprehensive target setting, specific interventions and necessary support is in place for all pupils to enable each individual to make appropriate progress in the development of key skills and knowledge.**
 |
| **To ensure that our least able pupils without SEN and any PP pupils with SEN receive the appropriate support and interventions to enable them to make expected progress.**  | * **Outcomes in terms of attainment and progress measures for our least able pupils without SEN and any PP pupils with SEN reflect positively for these children.**
 |
| **By July 2018 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**
* **Progress and attainment of least able pupils improves so that fewer children are working towards the expected standard in reading, writing and mathematics.**
 |