

**SUMMARY OF SCHOOL PLAN 2019-2020**

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| **GOAL TITLE** | **TARGETS 2019-2020** | **SUCCESS CRITERIA 2019-2020** |
| **Goal A****QUALITY OF EDUCATION** | **INTENT****By July 2020 to ensure ambitious curriculum design which gives all groups of learners the knowledge, skills and vocabulary they require to ensure meaningful learning** | * **Schemes of work for all the Foundation subjects are written with associated knowledge, skills and vocabulary clearly identified**
* **There is a clear understanding of the requirements for teaching each subject in each year group which ensures continuity and progression across the school**
* **The requirements of the National Curriculum underpin taught curriculum content**
* **A wealth of opportunities are offered to pupils within the taught and hidden curriculum – these opportunities are carefully and concisely documented**
* **The curriculum opportunities offered to pupils are regularly assessed, monitored and evaluated**
* **Pupils respond with enjoyment to the engaging and memorable learning opportunities offered**
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| **INTENT****By July 2020 to ensure continuity and progression of key knowledge, skills and understanding from EYFS through KS1 in preparation for future learning** | * **Topic based planning makes meaningful links between subjects to ensure content is delivered in an efficient, systematic and progressive way**
* **Curriculum design ensures that by the end of the academic year pupils are well prepared for the next step in their learning journey**
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| **INTENT****By July 2020 to ensure subject leaders have taken full responsibility for planning and sequencing curriculum design, content and assessment within their area of responsibility**  | * **Subject leaders have been trained in their roles and understand the expectations associated with their area/s of responsibility**
* **Subject leaders have produced, in collaboration with others, clear schemes of work for their area of responsibility which they monitor and evaluate regularly**
* **Subject leaders have a clear understanding of effective methods for assessment within their area of responsibility and have shared this with colleagues**
* **Subject leader files are well organised and reflective of current practice**
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| **IMPLEMENTATION****By July 2020 to ensure subject leaders have the opportunity, where necessary, to provide training, support and guidance to their colleagues in order for them to teach the planned curriculum effectively** | * **Staff meeting timetables reflect planned opportunities for subject leaders to deliver training/support/guidance to their colleagues**
* **Subject leadership files provide evidence of training, support and guidance offered to colleagues**
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| **IMPLEMENTATION****By July 2020 to ensure effective use of on-going formative assessment to check learners’ understanding systematically in order to improve learning and inform future planning whilst avoiding unnecessary workload for staff** | * **Formative assessment opportunities are timely and have a positive impact on pupil attainment and progress**
* **Formative assessment opportunities are detailed within planning and consistent across the classes within each year group**
* **Staff feedback suggests formative assessment is valuable when planning future learning opportunities and is not onerous for teaching staff**
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| **IMPLEMENTATION****By July 2020 to ensure marking and feedback identifies misconceptions accurately and provides clear, direct feedback to the pupil to impact positively on their learning** | * **Work scrutiny suggests that staff are consistently adhering to the marking and feedback policy**
* **Work scrutiny suggests that marking and feedback has a positive impact on pupils’ learning**
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| **IMPLEMENTATION****By July 2020 to ensure assessment informs planning and teaching is adapted to meet the needs of all pupils without being unnecessarily elaborate or differentiated** | * **Scrutiny of short term plans reflects adequate and appropriate differentiation to meet the needs of the identified groups within the class**
* **Formative assessment is used appropriately to plan for future learning**
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| **IMPLEMENTATION****By July 2020 to produce a clear overview of how curriculum content can be linked in the long term to ensure meaningful learning and the most effective use of time** | * **Curriculum mapping shows that every opportunity is taken to link teaching of content/skills as part of topic work which ensures meaningful learning opportunities are offered in an effective and efficient way**
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| **IMPLEMENTATION****By July 2020 to ensure the learning environment inside and out is appropriately resourced, focused on learning and well used to reflect the ambitious intent of a coherently planned curriculum** | * **The learning environment inside is consistent across the school and encourages pupils to become active participants in their learning by developing independence, perseverance and collaboration**
* **The outside learning environment is well resourced and used regularly to provide opportunities for pupils to develop their knowledge, skills and vocabulary further**
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| **IMPLEMENTATION****By July 2020 to ensure a consistent and rigorous approach to the teaching of reading across the school which develops readers’ confidence and enjoyment and matches appropriate reading material to the learners’ phonic knowledge**  | * **Daily phonics sessions are well planned and skilfully executed to ensure all children make expected progress**
* **Timely and accurate assessment of phonic knowledge and skills ensures progress in phonics can be accurately assessed in order to aid future learning**
* **A daily story is a feature of the timetable**
* **Pupils are heard to read regularly at home and at school**
* **Reading/phonic interventions are planned to meet the needs of learners**
* **Guided reading sessions are a regular feature of the timetable**
* **Pupils have access to a wide genre of reading material**
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| **IMPACT****By July 2020 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.**
* **High standards in all statutory assessments are maintained or improved.**
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| **IMPACT****By July 2020 to ensure learners are ready for the next stage of their education by completing termly summative assessments of key knowledge and skills across the curriculum in order to track progress and attainment** | * **Regular opportunities for high quality summative assessment of Reading, Writing, Maths, Science and Phonics allows attainment and progress to be measured in line with Monitoring and Evaluation Policy and Assessment Policy.**
* **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.**
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| **IMPACT****By July 2020 to ensure every child is given the opportunity to read widely and often in order to develop fluency and comprehension** | * **All pupils are heard to read regularly and interventions are offered to all who require additional opportunities or support**
* **Pupil’s comprehension skills are commensurate with their phonics/reading level**
* **Summative data for phonics shows 90% of pupils reach the required standard at the end of Year 1 and 88% reach at least the expected standard in reading at the end of KS1**
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| **Goal B****BEHAVIOUR AND ATTITUDES** | **By July 2020 to ensure complete consistency of approach and application of the behaviour policy 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**
* **There is a recognised collective responsibility for improving pupil behaviour at playtimes and whilst pupils are engaged in activities taught by others**
* **There are a range of clearly identifiable systems in place to support MDMS in their role**
* **Pupils choose from a taught repertoire of games and activities designed to further improve behaviour and empathy on the playground**
* **There is complete consistency in application of the Behaviour Policy across classes and year groups as reflected in monitoring records.**
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| **By July 2020 to have completed monthly activities linked to the ‘Year of Kindness’ initiative, designed to focus on creating a positive and respectful culture amongst all stakeholders** | * **The importance of kindness is clearly communicated to all pupils**
* **Acts of kindness are recognised and celebrated**
* **There are a range of clearly identifiable systems in place to allow younger children in the school to be supported by older pupils e.g buddy classes**
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| **By July 2020 to enhance the way adults meet the needs of a small minority of pupils who, at times, display challenging behaviour.** | * **Pupils who exhibit more challenging behaviour are well supported through a range of clearly understood strategies to improve and manage their behaviour whilst at school.**
* **Staff feel competent and empowered to manage challenging behaviour effectively**
* **Parents feel well supported in understanding and managing their children’s behaviour**
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| **By July 2020 to ensure an age appropriate, developmental approach to understanding the importance of developing a ‘Growth Mindset’**  | * **Pupils receive targeted teaching and further opportunities to cultivate and understand the importance of developing the traits and characteristics associated with a growth mindset**
* **Pupils attitudes to learning are positive**
* **Pupils are resilient to setbacks and take pride in their achievements**
* **Parents/carers have a clear understanding of why the school is promoting the development of a growth mindset and are mutually supportive of this approach**
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| **By July 2020 to continue to monitor and regularly promote the importance of high attendance and punctuality** | * **Attendance and punctuality data remains consistently good throughout the academic year**
* **Leave of absence requests are monitored termly**
* **Concerns regarding attendance or punctuality are effectively managed**
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| **Goal C****PERSONAL DEVELOPMENT** | **By July 2020 to ensure PSHE teaching and learning takes a collective, age appropriate, developmental approach to gaining skills through regular, consistent learning opportunities linked to the school ethos.** | * **There is a consistent approach across the school using an agreed shared vocabulary.**
* **Differentiation in approach to meeting the needs of individuals is evident and effective in enhancing learning opportunities for all individuals and groups of pupils.**
* **Year group planning enables the shared content of PSHE and Science to be covered in the most efficient way**
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| **By July 2020 preparations for teaching of statutory RSE ensure the school is ready for the September 2020 start date** | * **RSE policy has been written**
* **RSE scheme of work identifying key knowledge and vocabulary has been developed**
* **Parents/carers have been consulted regarding the RSE teaching plans at JHSW**
* **The proposed plans for RSE teaching are age appropriate and meet the needs of all stakeholders**
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| **By July 2020 parents/carers have been made aware of all the transition arrangements that are in place at JHSW and this awareness is reflected in the data obtained from the annual questionnaire** | * **The responses in the annual questionnaire suggest parents are more aware of the transition activities that take place at JHSW**
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| **By July 2020 the variety of opportunities for pupil voice activities at JHSW have been clearly communicated to all stakeholders**  | * **The planned program of pupil voice activities throughout the year is regularly and clearly communicated to stakeholders**
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| **By July 2020 pupils have developed a greater understanding and appreciation of diversity and the importance of belonging, equality and respect at an age appropriate level** | * **There is well-documented evidence of a range of activities that have been completed which develop understanding and appreciation of diversity**
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| **By July 2020 to have provided opportunities for our pupils to contribute positively to local and wider society** | * **There is well-documented evidence of a range of activities that have been completed which develop understanding and appreciation of diversity**
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|  | **By July 2020 pupils have had the opportunity to participate in a range of extra-curricular clubs and activities which enable them to develop and discover interests and talents.****Talents and interests developed outside school are valued and celebrated** | * **A range of clubs are run for all ages of children at JHSW**
* **Club attendance is strong**
* **Achievements outside school are celebrated and opportunities are provided for pupils to showcase particular skills or talents**
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| **Goal D****LEADERSHIP AND MANAGEMENT** | **By July 2020 the predicted in year deficit has been reduced to zero**  | * **Plans to generate additional income have been successful**
* **Pupil numbers have increased**
* **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/grants from external sources to enhance educational facilities and opportunities.**
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| **By July 2020 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 and key members of staff continue to explore the benefits of closer working relationships with others for mutual benefit.**
* **The Leadership Team continues to provide support, training and development opportunities for other professionals.**
* **Regular collaboration arrangements between the John Colet Liaison Group continue and there is a positive impact of this work in terms of efficiency and effectiveness of policy and practice.**
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| **By July 2020 to make effective use of the Apprenticeship Levy to upskill and train staff in identified roles.** | * **The budget share set aside for apprenticeship training is used effectively to train staff to allow effective succession planning**
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| **By July 2020 to further develop the capacity of middle leaders in order to improve and sustain high quality planning, teaching, learning and assessment in all subjects.** | * **Coaching and training opportunities upskill middle leaders and further improve their confidence and ability to plan, assess, monitor and lead future curriculum developments.**
* **Work scrutiny of Science/RE and History/Geography Books and Floor Books reflects a consistency of expectation in all subjects when compared to work in English and Maths Books.**
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| **By July 2020 to further develop training opportunities for all teaching staff in order to improve and sustain high quality teaching and learning.** | * **In-house and external training opportunities upskill teaching staff and further improve their confidence and ability to support learning and consistently apply policy and practice throughout the school.**
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| **By July 2020 to ensure the workload associated with teaching is effectively distributed throughout each term in order for teachers to feel less overloaded by their role.** | * **Well-being survey results 2019-2020 reflect higher scores to questions linked to control of workload and pace of work.**
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| **By July 2020 all staff have updated their safeguarding training to reflect changes to KCSiE introduced in September 2019** | * **Safeguarding procedures continue to be thorough and all staff and governors are appropriately trained**
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| **By July 2020 there is a consistent and agreed approach to providing information about the school via social media sites connected to the school, and monitoring the associated content**  | * **Those responsible for uploading content and managing social networking sites linked to the school adhere to consistent and agreed protocol.**
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