



SUMMARY OF SCHOOL PLAN 2021-2022

GOAL TITLE	TARGETS 2021-2022	SUCCESS CRITERIA 2021-2022
Goal A QUALITY OF EDUCATION	<p>INTENT By December 2021, to ensure curriculum design allows all pupils to transition into JHSW in a way which reinforces our aims, values and expectations and also contributes to the well-being of staff and pupils</p> <p>SLT</p>	<ul style="list-style-type: none"> • The implementation of the 'Transition Timetable' has reinforced the key aims, values and expectations of JHSW • Monitoring activities reflect a smooth transition into school for all stakeholders • Pupils respond with enjoyment to the engaging and memorable learning opportunities offered within the first half-term and use the opportunities offered as strong foundations for future development • Year Group teaching staff respond positively to the Transition Timetable and use it to ensure equality of opportunity whilst meeting the needs of the individual classes.
	<p>INTENT By July 2022, to ensure curriculum design meets the needs of all groups of learners by providing opportunities to develop key knowledge, skills and vocabulary in an engaging and age/stage appropriate manner</p> <p>JS/SP/SB</p>	<ul style="list-style-type: none"> • Annual curriculum planning makes meaningful links between subjects to ensure content is delivered in an efficient, systematic and progressive way • 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 • Curriculum design ensures that by the end of the academic year pupils are well prepared for the next step in their learning journey
	<p>INTENT By July 2022, to ensure subject leaders have taken full responsibility for planning and sequencing curriculum design, content and assessment within their area of responsibility</p> <p>JS/SP/SB</p>	<ul style="list-style-type: none"> • A review of subject leadership/governor links has taken place to ensure the most effective distribution of areas 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/reviewed, 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
	<p>INTENT By July 2022, to ensure continuity and progression of key knowledge skills and understanding from EYFS through KS1 in preparation for future learning (including collaboration with WJS)</p> <p>SP/JS</p>	<ul style="list-style-type: none"> • There is a clear understanding of new EYFS reforms and EYFS staff feel confident to deliver the new requirements • There is a clear understanding of the requirements for teaching in each subject in each year group (including Y3 at WJS) which ensures continuity and progression across the school • The requirements of the revised EYFS Framework/ National Curriculum underpin taught curriculum content
	<p>INTENT By July 2022, to ensure subject leaders have taken full responsibility for monitoring their vision for planning,</p>	<ul style="list-style-type: none"> • Subject leaders are proactive in monitoring their area/s of responsibility each half term

	<p>sequencing of curriculum content and assessment within their area of responsibility for all year groups in the school</p> <p>SLT</p>	<ul style="list-style-type: none"> • Subject leaders monitor teaching and learning in their area/s of responsibility to ensure the relevant knowledge, skills and vocabulary is being taught and retained • Subject leaders provide effective guidance to colleagues regarding assessment within their area of responsibility and monitor this closely • Subject leader files are well organised and reflective of current practice
	<p>IMPLEMENTATION By July 2022, 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</p> <p>SLT</p>	<ul style="list-style-type: none"> • 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
	<p>IMPLEMENTATION By July 2022, to ensure effective use of on-going formative assessment to check learners' understanding systematically in order to improve learning and inform future planning without being unnecessarily elaborate or differentiated and avoiding unnecessary workload for staff</p> <p>SLT</p>	<ul style="list-style-type: none"> • Formative assessment opportunities are timely and have a positive impact on pupil attainment and progress and is used appropriately to plan for future learning • 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 • Scrutiny of short term plans reflects adequate and appropriate differentiation to meet the needs of the identified groups within the class
	<p>IMPLEMENTATION By July 2022, to review marking, feedback and presentation across the school to ensure it identifies misconceptions accurately and provides the very best clear and direct feedback to pupils to impact positively on their learning whilst avoiding unnecessary workload for staff</p> <p>JS</p>	<ul style="list-style-type: none"> • Marking & Feedback policy is reviewed in consultation with teaching teams to reflect modifications from 2020-2021 • Presentation Policy is reviewed and developed. • Work scrutiny suggests that staff are consistently adhering to the revised marking & feedback, presentation policies • Work scrutiny suggests that marking and feedback has a positive impact on pupils' learning • Staff feedback suggests marking and feedback is valuable when planning future learning opportunities and is not onerous for teaching staff
	<p>IMPLEMENTATION By July 2022, subject leaders are able to produce a clear overview of how curriculum content is linked in the long term to ensure meaningful learning and the most effective use of time</p> <p>SP/JS</p>	<ul style="list-style-type: none"> • 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
	<p>IMPLEMENTATION By July 2022, 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</p>	<ul style="list-style-type: none"> • 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 • Independent learning activities are consistently of high quality and enhance and enrich learning in the core subjects

	SB/SP	<ul style="list-style-type: none"> The outside learning environment is developmental, well-resourced and cohesively planned to be used regularly in order to provide opportunities for pupils to develop their knowledge, skills and vocabulary further
	<p>IMPLEMENTATION By July 2022, to ensure there is consistency within the medium and short term plans between classes within a year group but also that plans are adapted to meet the needs of pupils within a particular class</p>	<ul style="list-style-type: none"> 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
	<p>SB/SP</p> <p>IMPLEMENTATION By July 2022, to ensure a validated Phonics programme is used at JHSW which meets the curriculum requirements and latest Ofsted guidance for teaching early reading</p>	<ul style="list-style-type: none"> 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 Phonic interventions are planned to meet the needs of learners
	<p>SP</p> <p>IMPLEMENTATION By July 2022, to ensure the newly published Framework for Reading is consistently and rigorously applied across JHSW in order to develop readers' confidence and enjoyment and which matches appropriate reading material to the learners' phonic knowledge</p>	<ul style="list-style-type: none"> Access to regular story telling is a feature of the timetable including the use of the Tales Toolkit structure Helicopter stories are a regular feature of the timetable across the school Pupils are heard to read regularly at home and at school Parents are helped and guided to provide high quality home reading support Reading interventions are planned to meet the needs of learners High quality guided reading sessions are a regular feature of the timetable Teachers facilitate and monitor the effective delivery of guided reading by support staff Pupils have access to a wide genre of reading material including real books and e-books The importance of reading is emphasised by a whole school initiative 'A Year of Reading'
	<p>IMPACT By July 2022, to ensure every child is given the opportunity to read widely and often in order to develop fluency and comprehension</p>	<ul style="list-style-type: none"> 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 End of year summative data for phonics and reading shows almost all pupils have made at least expected progress from the end of the previous academic year
	<p>SP</p> <p>IMPACT By July 2022, to ensure pupils are appropriately taught and prepared, in order to perform to the best of their ability in any statutory assessments during their time in EYFS or KS1</p>	<ul style="list-style-type: none"> 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. Performance in statutory assessments reflects that almost all pupils make at least expected progress from the end of the previous academic year JHSW staff team have recent moderation experience and expertise at County level.
	SB/SP	

	<p>IMPACT By July 2022, 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</p> <p>SB</p>	<ul style="list-style-type: none"> • 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.
<p>Goal B BEHAVIOUR AND ATTITUDES</p>	<p>By July 2022, to train all staff to follow the Norfolk Steps approach to managing pupil behaviour and encourage pupils in learning to self-regulate their behaviour by using a range of consistent strategies and methods.</p> <p>JF/SB</p>	<ul style="list-style-type: none"> • All staff teams will have received accredited and relevant training to enable a consistent, revised approach to behaviour management across the school by all members of staff.
	<p>By July 2022, to ensure our approach and application of the Behaviour & Self-Regulation policy is consistent and reflective of the needs of pupils</p> <p>SB</p>	<ul style="list-style-type: none"> • Behaviour and Self-Regulation policy reviewed and revised in light of Norfolk Steps training. • The learning environment is consistent and conducive to the successful implementation of the revised Behaviour & Self-Regulation Policy. • Stakeholders are all aware of amendments to the Behaviour & Self-Regulation policy and expectations via the home school agreement, curriculum evenings, meetings and any necessary protective measures document linked to COVID 19 • Staff and volunteers are supported to ensure the Behaviour & Self-Regulation 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 supporting appropriate and safe pupil behaviour at playtimes and whilst pupils are engaged in activities taught by any adult • There are a range of clearly identifiable systems in place to support MDMS in their role of managing behaviour • 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 & Self-Regulation Policy across classes and year groups as reflected in monitoring records.
	<p>By July 2022, to enhance the way adults meet the needs of those pupils/families who require additional nurture support, support for mental health or behaviour support</p> <p>JS/LM/JF</p>	<ul style="list-style-type: none"> • Pupils/families who are identified as requiring additional support are well catered for by the school and other agencies, if necessary, to improve and manage their circumstances • Staff feel competent and empowered to manage challenging behaviour/individual circumstances effectively • Parents feel well supported in understanding and managing their children's needs and behaviours

	<p>By July 2022, to ensure an age appropriate, developmental approach to understanding the importance of developing a 'Growth Mindset'</p> <p>AK/ST</p>	<ul style="list-style-type: none"> • 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 • Through targeted communication, 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
	<p>By July 2022, to continue to monitor and regularly promote the importance of high attendance and punctuality for pupils and staff</p> <p>SB</p>	<ul style="list-style-type: none"> • 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 and appropriately managed
<p>Goal C PERSONAL DEVELOPMENT</p>	<p>By July 2022, the statutory requirement for PSHE teaching and learning takes a collective, age appropriate, developmental approach to gaining skills through regular, consistent learning opportunities linked to the school values and ethos.</p> <p>JS</p>	<ul style="list-style-type: none"> • There is a consistent approach to Relationships Education 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 • Monitoring of PSHE and Relationships policy and practice throughout the year reflects appropriate application across the school • Scheme of work for PSHE including Relationships Education is implemented appropriately
	<p>By July 2022, to review the transition arrangements that are in place at JHSW and build on any positive changes made in recent years.</p> <p>SLT</p>	<ul style="list-style-type: none"> • Evaluation of previous actions are used to inform decisions regarding dissemination of admission packs, uniform orders, transition information • The responses within stakeholder questionnaires/surveys suggest parents are more aware and positive about the transition activities at JHSW
	<p>By July 2022, to reinstate all opportunities to gather pupil voice via activities at JHSW and to ensure findings are clearly communicated to all stakeholders</p> <p>JS</p>	<ul style="list-style-type: none"> • All relevant pupil voice activities are completed • The planned program of pupil voice activities throughout the year is regularly and clearly communicated to stakeholders
	<p>By July 2022, pupils have developed a greater understanding and appreciation of diversity and the importance of belonging, equality and respect at an age appropriate level</p> <p>JS/JM</p>	<ul style="list-style-type: none"> • There is well-documented evidence of a range of activities that have been completed which develop understanding and appreciation of equality and cultural diversity • The school environment is reflective of community diversity and beyond • School resources are reflective of community diversity

	<p>By July 2022, if circumstances allow, to have provided opportunities for our pupils to contribute positively to local and wider society</p> <p>SLT</p>	<ul style="list-style-type: none"> • There is well-documented evidence of a range of activities that have been completed which promote local community cohesion
	<p>By July 2022, if circumstances allow, 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</p> <p>SB</p>	<ul style="list-style-type: none"> • 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
	<p>By July 2022, EYFS pupils and targeted individuals in KS1 have followed appropriate programmes of learning/interventions devised to improve, boost and extend vocabulary. All pupils have the opportunity to boost their vocabulary through the use of relevant strategies across the school.</p> <p>JF</p>	<ul style="list-style-type: none"> • I Can (EYFS) programme implemented • Neli N (EYFS) programme implemented • Neli R (EYFS) programme implemented • TalkBoost programme implemented with targeted children • Consistent application of a range of strategies to boost vocabulary across the school
<p>Goal D LEADERSHIP AND MANAGEMENT</p>	<p>By July 2022, the predicted in year deficit has been reduced by a further £30K, in line with the agreed deficit recovery plan (assuming recovery of self-generated income which was reduced as a result of COVID 19)</p> <p>SB</p>	<ul style="list-style-type: none"> • Additional income generation streams have been successfully reinstated • Pupil numbers have remained strong • 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.
	<p>By July 2022, to collaborate effectively and profitably with others in order to enhance the skills, reputation, resources and future financial security of the JHSW</p> <p>SLT</p>	<ul style="list-style-type: none"> • 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. • Opportunities to gain external validation are accepted when appropriate
	<p>By July 2022, to have registered and organised all necessary training and support for our new Early Career Teacher, in line with our statutory responsibility</p> <p>SP/STi/SP</p>	<ul style="list-style-type: none"> • ECT tutor and mentor established • Training plan and monitoring & evaluation programme implemented • All statutory responsibilities connected with employing a ECT are met

	<p>By July 2022, to explore the effective use of the Apprenticeship Levy to upskill and train staff in identified roles.</p> <p>SB</p>	<ul style="list-style-type: none"> The budget share set aside for apprenticeship training is used effectively to train staff/allow for effective succession planning
	<p>By July 2022, to further develop the capacity of middle leaders to improve and sustain high quality planning, teaching, learning and assessment in all subjects including improving knowledge of the revised EYFS framework and curriculum content in Year 3.</p> <p>SP/JS</p>	<ul style="list-style-type: none"> Coaching opportunities upskill middle leaders and further improve their confidence and ability to plan, assess, monitor and lead future curriculum developments. Middle Leaders undertake deep dives for their subject area in line with the monitoring and evaluation schedule Subject leaders have taken advantage of on-line training, network group meetings and liaison with colleagues within and beyond the school to improve their subject knowledge and understanding of continuity and progression 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.
	<p>By July 2022, to further develop training opportunities for teaching staff at JHSW/other colleagues in order to improve and sustain high quality teaching and learning.</p> <p>SLT</p>	<ul style="list-style-type: none"> In-house, online and external training opportunities upskill teaching staff at JHSW and beyond and further improve confidence and ability to support learning and consistently apply policy and develop practice Courses offered by JHSW enhance the reputation of the school and generate additional income
	<p>By July 2022, to ensure the workload associated with teaching is effectively distributed throughout each term in order for teachers to feel less overloaded by their role. Staff well-being is prioritised when considering workload and new initiatives.</p> <p>SLT</p>	<ul style="list-style-type: none"> Well-being survey results 2021-2022 reflect higher scores to questions linked to control of workload and pace of work. Inclusion of regular opportunities to focus on staff well-being
	<p>By July 2022, all staff have updated their safeguarding training to reflect changes to KCSiE introduced in September 2021</p> <p>SB/SP</p>	<ul style="list-style-type: none"> Safeguarding procedures continue to be thorough and all staff and governors are appropriately trained
	<p>By July 2022, to explore and further develop effective communication with parents in order to impact positively on:</p> <ul style="list-style-type: none"> pupil progress and attainment working relationships between teaching staff and parents school improvement <p>SLT</p>	<ul style="list-style-type: none"> Parent forum has been established and ideas have been considered and acted upon where appropriate Evaluation of policy and practice has led to further improvements in parent/teacher communication opportunities Parents feel supported by teaching staff Those responsible for uploading content and managing social networking sites linked to the school adhere to consistent and agreed protocol.

