

**SUMMARY OF SCHOOL PLAN 2018-2019**

|  |  |  |
| --- | --- | --- |
| **GOAL TITLE** | **TARGETS 2018-2019** | **SUCCESS CRITERIA 2018-2019** |
| **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/s.** * **The reputation of the school is further enhanced and parental preference reflects the planned increase to the Published Admission Number.** |
| **By July 2019 to ensure the most cost effective deployment of staff members in order to streamline staffing expenditure.** | * **The staffing structure for 2018-2019 and future plans reflect cost effective staff deployment which meets the needs of pupils at the school.** |
| **By July 2019 to generate additional income from a fundraising campaign, grant application and exploration of various funding streams in order to continue to provide additional equipment and resources which are no longer affordable from the school budget share.** | * **A sustainable fundraising campaign 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/grants from external sources to enhance educational facilities and opportunities.** |
| **By July 2019 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.** |
| **By July 2019 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 for the Early Years Class and to develop the role of a school business manager.** |
| **By July 2019 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 Topic Books and Floor Books reflects a consistency of expectation in all subjects when compared to work in English and Maths Books.** |
| **Goal B**  **TEACHING, LEARNING & ASSESSMENT** | **By July 2019 to further improve individual and year group responses to feedback regarding the quality of teaching in order to clearly demonstrate the positive impact of constructive advice and guidance.** | * **The impact of feedback, generated as a result of monitoring of the quality of teaching, results in a positive improvements and even greater consistency in policy and practice.** * **Work scrutiny of Topic Books and Floor Books reflects a consistency of expectation in all subjects when compared to work in English and Maths Books.** |
| **By July 2019 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 assessments in core areas at county level.** |
| **By July 2019 to ensure learning opportunities within the EYFS and National Curriculum are appropriately differentiated to challenge and meet the needs of boys and girls so that both groups perform to a similar standard in key areas of learning.** | * **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/groups of 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 individuals and groups of pupils.** |
| **By July 2019 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.** * **There is complete consistency in application of the Handwriting and Presentation Policy across classes and year groups as reflected in work scrutiny activities.** * **There is complete consistency in application of the Behaviour Policy across classes and year groups as reflected in monitoring records.** * **There is complete consistency in application of the Assessment Policy and the Marking & Feedback Policy as reflected in work scrutiny and the monitoring of progress and attainment of pupils within each class and in each year group.** * **There is clear development of key skills linked to P4C across the school.** |
| **By July 2019 to firmly embed a consistent approach to Learning Outside the Classroom (LotC) in all year groups.** | * **Leader for ‘LotC’ implements an agreed action plan to further develop this initiative across the school throughout the year.** * **Whole staff training upskills and improves levels of confidence linked to improving opportunities for’ LotC’.** * **Lesson observations and pupil voice activities reflect a growing appreciation of LotC and impact positively on pupil performance.** * **Stakeholders are appropriately informed about how ‘LotC’ is being developed in the school.** |
| **Goal C**  **PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE** | **By July 2019 to engage further with parents/carers to ensure pupils are ‘school ready’ and well supported with their home learning activities.** | * **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.** * **Parents/carers have received useful information to enhance parenting capacity; lower anxiety; improve behaviour management; ensure school readiness; support learning at home.** |
| **By July 2019 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.** |
| **By July 2019 to improve pupil’s behaviour at lunchtimes through the introduction of rotas and extra-curricular activities for groups and individuals in order to develop a culture of support and respect for others.**  **To provide further opportunities for older children to nurture younger pupils in the school at lunchtimes** | * **There is a recognised collective responsibility for improving pupil behaviour at lunchtimes** * **There are a range of clearly identifiable systems in place to allow younger children in the school to be supported by older pupils.** * **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.** |
| **By July 2019 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** |
| **By July 2019 to further develop training opportunities for Teaching Assistants and Learning Support Assistants in order to improve and sustain high quality teaching and learning.** | * **In-house and external training opportunities upskill support staff and further improve their confidence and ability to support learning and consistently apply policy and practice throughout the school.** |
| **By July 2019 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 2018-2019 reflect higher scores to questions linked to control of workload and pace of work.** |
| **By July 2019 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.** |
| **Goal D**  **PUPIL OUTCOMES** | **By July 2019 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, Science 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.** |
| **By July 2019 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.** |
| **By July 2019 to ensure that the difference in outcomes for boys and girls is reduced as far as possible in writing and maths.** | * **Outcomes for girls and boys in terms of attainment and progress linked to writing and maths reflect diminishing differences between these two groups.** |
| **By July 2019 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.** |