



SUMMARY OF SCHOOL PLAN 2024-2025

GOAL TITLE	TARGETS 2024-2025	SUCCESS CRITERIA 2024-2025
QUALITY OF EDUCATION	By July 2025, to provide effective support and relevant resources to assist subject leaders in developing their confidence and preparedness to undertake a deep dive	<ul style="list-style-type: none"> • Early completion of a subject leader audit tool in order to determine the level of support/resources required by each individual leader • Monitoring, evaluation and support schedule is written to reflect the needs of individual teachers • Training to ensure consistency of understanding in relation to the terminology used to describe the curriculum at JHSW • Clear designation of link member of SLT/link governor to each co-ordinator • Link Governors have a clear understanding of areas for discussion with co-ordinators/subject leads during regular meetings
	By July 2025, to ensure curriculum leads have sufficient non-contact time to monitor and evaluate the implementation of their curriculum summary documents, in order to confirm that long-term, medium-term and short-term plans are effectively implemented across the school.	<ul style="list-style-type: none"> • A monitoring and evaluation schedule for 2024-2025 for governors, senior and middle leaders ensures adequate opportunities to gather necessary evidence to evaluate the success of the implementation of curriculum summary documents and to and plan for future actions • Curriculum leads have all been given sufficient opportunities to gather triangulation evidence and monitor the implementation and impact of their individual action plans • Curriculum leads have re-visited curriculum Intent, Implementation and Impact documentation to ensure confidence in their ability to communicate how these aspects are integrated in their area/s of specific curriculum responsibility
	By July 2025, subject leads have evidence that they have reviewed the plans for teaching, learning and assessment across the curriculum at the beginning and end of each half-term to ensure they are coherent, sequenced, ambitious and meet the needs of all pupils, particularly disadvantaged pupils and pupils with SEND	<ul style="list-style-type: none"> • Curriculum Summary documents exemplify that 'Growing the Curriculum from EYFS to Y2' is clearly embedded in the plans for teaching and learning across the school • Subject leads know, within each class: <ul style="list-style-type: none"> ○ the lowest 20% ○ SEN (EHCP & SEN support) ○ Service pupils ○ FSM and monitor provision and progress for these groups, offering support and advice when necessary • Teaching is designed to help pupils remember, in the long term, the content, skills and vocabulary they have been taught and to integrate new knowledge into larger ideas • Monitoring and triangulation of evidence e.g. <i>work produced, pupil voice, lesson observations, book scrutiny, assessment data</i> suggests pupils

		develop detailed knowledge and skills across the curriculum and, as a result, achieve well
	By July 2025, to consolidate the use of general, and topic specific, vocabulary across the school through opportunities for listening, speaking, reading, and writing.	<ul style="list-style-type: none"> • Key vocabulary is clearly included in all medium and short-term plans for teaching, across the curriculum • The learning environment supports teaching and learning of new vocabulary • Observations, book scrutiny, pupil voice activities reflect the application of actions to improve vocabulary • Reorganisation of vocabulary within core texts across the school enables pupils to expand their vocabulary in a contextually meaningful manner, fostering a deeper understanding of the texts they read.
	By July 2025, to ensure continuity and progression across the school when teaching writing.	<ul style="list-style-type: none"> • The strategy for teaching writing at JHSW is consistent across the school and is in line with the agreed progression of knowledge, skills and understanding • The whole teaching team receive relevant training to ensure consistency of understanding, approach and expectations for pupils in terms of the development of writing skills • The learning environment, inside and outside, supports the development of high-quality writing through appropriate activities/opportunities • There are regular, effective interventions in place or adaptations made to the curriculum to give all pupils, the skills they need to succeed with writing independently
	By July 2025, to ensure continuity and progression across the school in the use of a range of identified strategies to improve teaching of spelling for all learners.	<ul style="list-style-type: none"> • There are identified strategies for teaching spelling at JHSW which are consistently used across the school. • The teaching of spelling for all groups is in line with the progression of knowledge, skills and understanding developed by the Supersonic Phonic Friends scheme. • Pupils at JHSW make good use of a range of phonetic, rule-based, visual, and morphemic approaches to spelling • The learning environment supports teaching and learning of spelling • Every opportunity is taken to model spelling strategies as part of specific and general teaching e.g. shared writing, guided writing • There are regular, effective interventions in place or adaptations made to the spelling curriculum to give all pupils, the skills they need to succeed with spelling fluently and independently
	By July 2025, to ensure continuity and progression across the school for teaching and assessing fine motor development and handwriting.	<ul style="list-style-type: none"> • The strategy for teaching handwriting at JHSW is consistent across the school and is in line with the progression of knowledge, skills and understanding developed by the Supersonic Phonic Friends scheme.

		<ul style="list-style-type: none"> • The whole teaching team receive relevant training to ensure consistency of understanding, approach and expectations for pupils in terms of fine motor development and handwriting skills • The learning environment supports the development of gross and fine motor skills • Every opportunity is taken to model the correct JHSW handwriting style as part of specific and general teaching e.g. shared writing, guided writing, handwriting lessons • There are regular, effective interventions in place or adaptations made to the curriculum to give all pupils, the fine motor skills they need to succeed with handwriting fluently and independently • Monitoring of handwriting reflects that the same expectations and standards are replicated in all exercise books and writing opportunities
	By July 2025, interventions or curriculum adaptations are in place for individuals who require support to either 'catch up' or 'keep up' in reading, phonics, writing and maths	<ul style="list-style-type: none"> • Intervention programmes and adapted teaching plans are in place across the school to support those who have been identified as behind their peers or are at risk of falling behind • Detailed assessment information and tracking data for all pupils, particularly disadvantaged pupils and pupils with SEND, allows for appropriately targeted support and individual SMART target setting in terms of progress and attainment • Intervention programmes and curriculum adaptations are well-planned, monitored and evaluated in order to gauge their impact
	By July 2025, to ensure the outside learning environment is used effectively and consistently across all year groups to maximise learning opportunities	<ul style="list-style-type: none"> • A new canopy has been installed outside the Year 2 classrooms, to include appropriate storage facilities • The outside learning environment for Year 1 has been redesigned and well resourced to allow for continuity and progression of provision and skill development from EYFS • Outside learning environments are safe and attractive with appropriate, accessible, well-organised, labelled resources • Outside spaces are used flexibly and expand, grow, and change to meet the needs of all pupils and their teaching staff • Actions to improve and develop year group outside learning environments are based on research and school priorities
Goal B	By July 2025, to ensure all staff involved in the management of pupil behaviour have received an update to their 'Step On' training	<ul style="list-style-type: none"> • All relevant staff have received an update to their 'Step On' Training • There is a collective understanding of the appropriate approach to managing behaviour at JHSW

BEHAVIOUR AND ATTITUDES		<ul style="list-style-type: none"> Techniques, strategies and approaches from the 'Step On' training are utilised in the day to day management of pupil behaviour across the school
	By July 2025, to ensure staff training allows all staff to recognise that pupil behaviour is a form of communication and our management of this should be consistent to ensure 'certainty' and 'predictability' for our staff, pupils and their families	<ul style="list-style-type: none"> All groups of staff have received relevant training for their role and have a shared working knowledge of the revised Behaviour and Self-Regulation policy at JHSW Pupils requiring additional support with behaviour management have the appropriate visuals and resources used consistently Individual Behaviour Management Plans are thoughtfully and carefully designed to meet the needs of the pupil, shared with families and implemented consistently Agreed educational and protective consequences for behaviour incidents are agreed and shared to provide certainty and predictability for all concerned
	By July 2025, there is a shared understanding of the appropriate protective and educational consequences to apply in a range of circumstances where pupil behaviour does not meet the JHSW Behaviour Expectations	<ul style="list-style-type: none"> Teaching staff feel confident and empowered to apply an appropriate protective and educational consequence following a specific behaviour incident Pupils have a shared understanding of the consequences that will be applied in particular circumstances The Behaviour & Self-Regulation Policy is updated to ensure all stakeholders are aware of the potential outcomes to behaviour incidents at JHSW, including the most serious incidents where suspension may be the outcome All stakeholders are aware of the difference between protective and educational consequences and recognise the importance of both.
	By July 2025, to ensure a completely consistent approach across the school in terms of the application of appropriate protective and educational consequences following a behaviour incident.	<ul style="list-style-type: none"> All teaching staff fairly and consistently apply protective and educational consequences that are commensurate with a particular behaviour incident. Midday Supervisors feel confident to deal with any behaviour incidents at lunchtime and are supported to implement appropriate consequences Behaviour monitoring logs provide evidence of areas of commonality between classes and year groups Observations and behaviour monitoring logs reflect a consistent adherence to the Behaviour and Self-Regulation policy Governor monitoring of pupil's behaviour within school and analysis of associated behaviour data is reflective of the successful implementation of the Behaviour and Self-Regulation policy
	By July 2025, to ensure behaviour monitoring analysis leads to targeted teaching and learning, in order to effect positive behaviour changes for groups and individuals.	<ul style="list-style-type: none"> There is a term on term improvement in the behaviour of pupils within each class as a result of targeted support and interventions Governor/SLT monitoring of behaviour across the school accurately reflects the impact of planned actions and interventions

		<ul style="list-style-type: none"> • Pupil Voice activities focus on looking through the lens of being a child from a specific group e.g. Disadvantaged, SEND, Service, EAL
	By July 2025, to increase the repertoire of tools used to facilitate positive behaviours	<ul style="list-style-type: none"> • Pupils demonstrate appropriate levels of self-control and have a range of calming strategies to draw upon in times of need • 'Contemplation Stations' including the Zones of Regulation are consistent, valued and used effectively across the different classes • Movement breaks, sensory opportunities and mindfulness activities are a regular feature of the school day • All classrooms are thoughtfully designed to create a calm, organised and purposeful learning environment where expectations are clear and attitudes to learning are positive • Numerous, consistent strategies are used, across the school, to encourage and reward positive behaviours.
	By July 2025, to improve pupil behaviour in communal areas of the school	<ul style="list-style-type: none"> • Pupils and staff consistently model 'wonderful walking' when moving around the school building • Pupils enter and leave assemblies calmly with an appreciation of expected noise levels • Pupils demonstrate good manners, and an appreciation of expected noise levels within the dining hall • Pupils actively support the well-being of other pupils and act as role models to those who require additional support to regulate their behaviour effectively
	By July 2025, through the collective use of Values Learning Summaries, specific and incidental teaching the whole school develops a sound understanding of what constitutes politeness, respect and good manners	<ul style="list-style-type: none"> • Learning Summaries for the School Values are used to underpin the developmental teaching of knowledge and skills linked to respect, politeness and good manners • Staff regularly explain to pupils what the expected standards of behaviour and conduct are • Staff consistently reinforce high expectations of pupils in terms of behaviour and conduct • Relationships among pupils and staff are positive and respectful • Pupils are safe and report they feel safe within the school • Any low-level disruption is addressed swiftly and effectively • Pupil voice activities and external validation reflects a school culture where pupils demonstrate positive attitudes and a high level of respect for adults and peers
	By July 2025, to support the development of self-regulation in 3-4 year olds through the use of Emotion Coaching by adults in our setting in their everyday interactions with these children.	<ul style="list-style-type: none"> • Staff training supports our EY pupil's mastery of understanding and regulating their emotions • As a result of training and implementing emotion coaching, children in EY present as more self-confident and perform better in social and academic situations

Goal C PERSONAL DEVELOPMENT	<p>By July 2025, to develop a framework for teaching ‘thinking skills’ which builds on our successful P4C approach and links with our Relationships and Equalities teaching.</p>	<ul style="list-style-type: none"> • By further developing our current approach, learners are helped to think, to speak, to listen, to learn and to live together more effectively. • Pupils are encouraged to consider issues relating to equality of opportunity and diversity and have the skills to communicate and debate their views sensitively and respectfully • Pupils are encouraged to consider and debate issues relating to real life choices and realistic options, economic well-being and online well-being • The teaching of ‘thinking skills’ is considered developmentally and is embedded within our approach to teaching
	<p>By July 2025, to provide all children with the knowledge, experiences, language and social skills they need to have the best chances possible by identifying and filling the gaps that some children have in their cultural capital.</p>	<ul style="list-style-type: none"> • The curriculum meets the needs of our pupils because it is informed by good relationships with pupils and also links with the community they live in • Good relationships with parents/carers and the community enable ideas, traditions and needs to be shared and acted upon. • Information-finding activities provide valuable insight into all our pupil’s cultural needs and potential. • Opportunities within the curriculum allow children to use and apply knowledge, skills and vocabulary in various cultural and social contexts. • Teaching encourages debate, group and paired discussion and plenty of opportunities for questioning. • Study of places, spaces, monuments and historical buildings within the curriculum to help to embed cultural experiences and provide local knowledge and contexts to <u>topics</u>
	<p>By July 2025, to continue to implement the DfE Sustainability and Climate Change initiative in order to positively impact, influence and inspire our school community.</p>	<ul style="list-style-type: none"> • Collaboration with local colleagues and advisory services leads to a better understanding of potential actions to improve the sustainability of the environment in and around our individual education settings • Our pupils are developing greater knowledge and understanding of how the world is impacted by climate change through the provision of learning opportunities and practical experience of actions they can take to secure a better environment now and for the future • There is a clear understanding of the progression of teaching about sustainability from EYFS onwards • Our sustainability lead and a governing board working group have started to develop a sustainability and climate action plan.
	<p>By July 2025, there is strong evidence for each of the six benchmarks of the DfE ‘Character Education’ publication in order to effectively evaluate our work and plan for future developments.</p>	<ul style="list-style-type: none"> • JHSW has evaluated and collected evidence to support the nature and quality of our current provision against the six identified areas and determined our aspirations for future development • Alongside the school’s ethos and taught curriculum there is an identified strategy for the provision of co-curricular activities which comprises of a programme of high-quality activities across a wide spectrum of different

		<p>domains e.g. cultural, creative, sporting, physical, service-oriented, volunteering</p> <ul style="list-style-type: none"> JHSW offers a good range of wider curriculum opportunities and barriers to participation are minimised to ensure equal opportunities for all pupils to access them
	<p>By July 2025 to make further progress towards gaining accreditation for the Healthy Schools initiative</p>	<ul style="list-style-type: none"> Our school can evidence the contribution we make to supporting pupils' health and wellbeing. Our school is able to evidence how well we promote healthy eating, physical activity and active travel through completion of the associated self-assessment tools. Our school is able to identify further actions to take to continue to improve our healthy living policies. Relevant certification has been gained to reflect current practice and a plan written to show the actions required to gain the gold award. The school has achieved a 'good' School Travel Plan and maintained this standard throughout the academic year.
<p>Goal D LEADERSHIP AND MANAGEMENT</p>	<p>By July 2025 the school is on track to eliminate the budget deficit, in line with the financial recovery plan submitted to Buckinghamshire Council, and the school is on track to submit a balanced budget in May 2026</p>	<ul style="list-style-type: none"> Plans to generate additional income have been successful Pupil numbers remain strong in EY, Y1 and Y2 and FS cohort has increased since September 2024 OOSC income and Nursery generated income streams remain 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 attracted/accessed additional funding streams/grants/payments from external sources to enhance educational facilities and opportunities.
	<p>By July 2025, all necessary statutory training has been updated or completed by new or existing members of staff. By July 2025 to further develop training opportunities for all staff in order to improve/sustain the quality of teaching and learning and ensure the smooth and effective running of the school</p>	<ul style="list-style-type: none"> Focused in-house and external training opportunities for teaching staff improves their pedagogical content knowledge and confidence to support learning and assessment and consistently apply policy and practice throughout the school. Reasonably practicable professional development opportunities are available to all who wish to pursue them
	<p>By July 2025, the senior leadership team, including the Governing Board have regularly explored options in relation to joining a Multi-Academy Trust and better understand the benefits and constraints of such arrangements</p>	<ul style="list-style-type: none"> The Multi-Academy Trust agenda is discussed at least termly at FGB meetings Joint meetings with other interested Liaison Group schools and other relevant bodies have taken place to clarify and further develop understanding of the benefits and constraints of becoming part of a Multi-Academy Trust Joint meetings with other interested Liaison Group schools have taken place to clarify and further develop understanding of the features and benefits of other potential collaboration models

	<p>By July 2025, scores within each category of the annual staff well-being survey remain at least consistent, and lowest scoring areas from 2024 are the focus of targeted actions for the various teams within the school.</p> <p>By July 2025, opportunities for staff team building/well-being activities are included on a termly basis.</p>	<ul style="list-style-type: none"> • Meaningful engagement takes place with staff at all levels and issues are swiftly identified and addressed • Staff consistently report high levels of support for well-being issues • Workload is monitored by the leadership team and actions are taken/support offered for the main pressures being experienced
	<p>By July 2025, SLT have planned and implemented a termly monitoring and evaluation schedule with staff well-being and workload in mind.</p>	<ul style="list-style-type: none"> • Schedule designed each term which ensures a number of planned opportunities and activities to allow subject leads to fulfil requirements for monitoring their subject area, whilst balancing this with the need to manage staff well-being and workload. • Monitoring and evaluation activities are purposeful and useful in informing future actions
	<p>By July 2025, to disseminate our excellent practice as an Early Years' Children Champion in Communication and Language</p>	<ul style="list-style-type: none"> • Continue to effectively demonstrate how to create a language rich environment enabling the children to develop their confidence and skills in expressing themselves. • Work within the Side by Side: Providers in Partnership project, to disseminate our excellent practise in this area with peers in our sector.
	<p>Safeguarding/Child Protection By July 2025 all staff have updated safeguarding training to meet their statutory obligations and to reflect changes to KCSiE introduced in September 2024. By July 2025 all governors are appropriately trained and have a clear understanding of the policies and procedures at JHSW that ensure safeguarding is robust and effective</p>	<ul style="list-style-type: none"> • Safeguarding procedures continue to be thorough and all staff and all governors are appropriately trained • Policies and procedures at JHSW are effective in keeping children safe in education • Web filtering and monitoring arrangements are thorough and meet the requirements of KCSiE 2024
	<p>By July 2025 the school website has been regularly updated to ensure it remains compliant and also accurately reflects any changes to the curriculum.</p>	<ul style="list-style-type: none"> • Website monitoring takes place at regular intervals using the agreed monitoring template • Curriculum section of the school website is updated by subject leaders/co-ordinators to accurately reflect the taught curriculum
	<p>By July 2025 a new ICT strategy has been developed to ensure sustainable value through optimal deployment and procurement of IT assets and capabilities, including telephony.</p>	<ul style="list-style-type: none"> • 3-5 year, IT strategic plan for has been developed and written • Future financial planning aligns with IT strategic plan • School receives best value from the services it purchases • IT capability develops to meet the needs of the school community • The telephone landline is switched from analogue to a digital system