



## SUMMARY OF SCHOOL PLAN 2023-2024

GOAL TITLE	TARGETS 2023-2024	SUCCESS CRITERIA 2023-2024
Goal A QUALITY OF EDUCATION	By July 2024, to ensure continuity and progression across the school in the use of strategies to improve teaching and learning of spelling.	<ul style="list-style-type: none"> <li>The strategy for teaching spelling 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.</li> <li>Pupils at JHSW make good use of a range of phonetic, rule-based, visual, and morphemic approaches to spelling</li> <li>The learning environment supports teaching and learning of spellings</li> <li>Every opportunity is taken to model spelling strategies as part of specific and general teaching e.g. shared writing, guided writing</li> <li>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</li> </ul>
	By July 2024, to ensure curriculum leads have sufficient non-contact time to monitor and evaluate teaching and learning within their subject area, in order to confirm that long-term and medium-term plans are effectively implemented across the school.	<ul style="list-style-type: none"> <li>A monitoring and evaluation schedule for 2023-2024 for governors, senior and middle leaders ensures adequate opportunities to gather necessary evidence to evaluate and plan for future actions</li> <li>Curriculum leads have all been given sufficient opportunities to gather triangulation evidence and monitor the implementation and impact of their individual action plans</li> <li>Monitoring reflects that the same expectations and standards are replicated in non-core subjects as in English and Maths</li> </ul>
	By July 2024, to focus on the development of general, and topic specific, vocabulary across the school through opportunities for listening, speaking, reading, and writing.	<ul style="list-style-type: none"> <li>Key vocabulary is clearly included in all medium and short-term plans for teaching, across the curriculum</li> <li>The learning environment supports teaching and learning of new vocabulary</li> <li>Observations, book scrutiny, pupil voice activities reflect the application of actions to improve vocabulary</li> <li>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.</li> <li>Subject leaders have worked together to begin to map vocabulary development across the curriculum</li> </ul>
	By July 2024, to ensure continuity and progression across the school for teaching and assessing handwriting.	<ul style="list-style-type: none"> <li>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.</li> </ul>

		<ul style="list-style-type: none"> <li>• The learning environment supports the development of gross and fine motor skills</li> <li>• 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</li> <li>• There are regular, effective interventions in place or adaptations made to the curriculum to give all pupils, the skills they need to succeed with handwriting fluently and independently</li> <li>• Monitoring of handwriting reflects that the same expectations and standards are replicated in all exercise books and writing opportunities</li> </ul>
	By July 2024, to review the JHSW KS1 KPIs in Reading, Writing and Mathematics to ensure accurate assessment in line with national frameworks, JHSW bespoke planning for teaching and the Supersonic Phonic Friends scheme.	<ul style="list-style-type: none"> <li>• Teachers and leaders use assessment well to help pupils embed and use knowledge fluently, check understanding and inform future teaching plans</li> <li>• KPI documents are updated where necessary to reflect adaptations to the curriculum and teaching frameworks</li> </ul>
	At the beginning and end of each half-term, to review the plans for teaching, learning and assessment across the curriculum 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"> <li>• Our philosophy for 'Growing the Curriculum from EYFS to Y2' is clearly embedded in the plans for teaching and learning across the school</li> <li>• Teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas</li> <li>• Monitoring and triangulation of evidence e.g. <i>work produced</i>, <i>pupil voice</i> suggests pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well</li> </ul>
	By July 2024, 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"> <li>• 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</li> <li>• 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</li> <li>• Intervention programmes and curriculum adaptations are well-planned, monitored and evaluated in order to gauge their impact</li> </ul>
	By July 2024, 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"> <li>• Outside learning environments are safe and attractive with appropriate, accessible, well-organised, labelled resources</li> <li>• Outside spaces are used flexibly and expand, grow, and change to meet the needs of all pupils and their teaching staff</li> <li>• There is continuity and progression in terms of the opportunities and provision offered within the outside learning environment for each year group</li> <li>• Actions to improve and develop year group outside learning environments are based on research and school priorities</li> </ul>

<b>Goal B BEHAVIOUR AND ATTITUDES</b>	By July 2024, 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"> <li>• All teaching staff fairly and consistently apply protective and educational consequences that are commensurate with a particular behaviour incident.</li> <li>• All stakeholders are aware of the difference between protective and educational consequences and recognise the importance of both.</li> <li>• Behaviour monitoring logs provide evidence of areas of commonality between classes and year groups</li> <li>• Observations and behaviour monitoring logs reflect a consistent adherence to the Behaviour and Self-Regulation policy</li> <li>• 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</li> </ul>
	By July 2024, to identify and agree the types of behaviour incident that require protective and educational consequences to be applied and recorded, in order to improve consistency across the school.	<ul style="list-style-type: none"> <li>• All new members of staff have appropriate training linked to our Behaviour and Self-Regulation policy e.g. 'Step-On Training'</li> <li>• Pupil Voice activities focus on looking through the lens of being a child from a specific group e.g. Disadvantaged, SEND, Service, EAL</li> </ul>
	By July 2024, 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"> <li>• There is a term on term improvement in the behaviour of pupils within each class as a result of targeted support and interventions</li> <li>• Governor/SLT monitoring of behaviour across the school accurately reflects the impact of planned actions and interventions</li> </ul>
	By July 2024, to increase the repertoire of tools used to facilitate positive behaviours	<ul style="list-style-type: none"> <li>• Pupils demonstrate appropriate levels of self-control and have a range of calming strategies to draw upon in times of need</li> <li>• 'Contemplation Stations' including the Zones of Regulation are consistent, valued and used effectively across the different classes</li> <li>• Movement breaks, sensory opportunities and mindfulness activities are a regular feature of the school day</li> <li>• All classrooms are thoughtfully designed to create a calm, organised and purposeful learning environment where expectations are clear and attitudes to learning are positive</li> <li>• Numerous, consistent strategies are used, across the school, to encourage and reward positive behaviours.</li> </ul>
	By July 2024, to improve pupil behaviour in communal areas of the school	<ul style="list-style-type: none"> <li>• Pupils and staff consistently model 'wonderful walking' when moving around the school building</li> <li>• Pupils enter and leave assemblies calmly with an appreciation of expected noise levels</li> <li>• Pupils demonstrate good manners, and an appreciation of expected noise levels within the dining hall</li> </ul>

		<ul style="list-style-type: none"> <li>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</li> </ul>
	By July 2024, to ensure a whole school understanding of what constitutes politeness, respect and good manners	<ul style="list-style-type: none"> <li>Staff regularly explain to pupils what the expected standards of behaviour and conduct are</li> <li>Staff consistently reinforce high expectations of pupils in terms of behaviour and conduct</li> <li>Relationships among pupils and staff are positive and respectful</li> <li>Pupils are safe and report they feel safe within the school</li> <li>Any low-level disruption is addressed swiftly and effectively</li> <li>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</li> </ul>
Goal C PERSONAL DEVELOPMENT	By July 2024, to develop a framework for teaching 'thinking skills' which builds on our successful P4C approach and links with our Relationships and Equalities teaching.	<ul style="list-style-type: none"> <li>By further developing our current approach, learners are helped to think, to speak, to listen, to learn and to live together more effectively.</li> <li>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</li> <li>The teaching of 'thinking skills' is considered developmentally and is embedded within our approach to teaching</li> </ul>
	By July 2024, to explore and begin to implement the DfE Sustainability and Climate Change initiative in order to positively impact, influence and inspire our school community.	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Our sustainability lead and a governing board working group have started to develop a sustainability and climate action plan.</li> </ul>
	By July 2024, to gather together all relevant documentation to evidence the six benchmarks of the DfE 'Character Education' publication in order to evaluate our work and plan for development.	<ul style="list-style-type: none"> <li>JHSW has evaluated the nature and quality of our current provision against the six identified areas and determined our aspirations for future development</li> <li>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 domains e.g. cultural, creative, sporting, physical, service-oriented, volunteering</li> <li>JHSW offers a good range of co-curricular opportunities and barriers to participation are minimised so that all pupils are able to access them</li> </ul>

	By July 2024 to make progress towards gaining accreditation for the Healthy Schools initiative	<ul style="list-style-type: none"> <li>• Our school can evidence the contribution we make to supporting pupils' health and wellbeing.</li> <li>• 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.</li> <li>• Our school is able to identify further actions to take to continue to improve our healthy living policies.</li> <li>• Relevant certification has been gained to reflect current practice and a plan written to show the actions required to gain the gold award.</li> </ul>
<b>Goal D LEADERSHIP AND MANAGEMENT</b>	By March 2024 the school has paid off the historic 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 2024	<ul style="list-style-type: none"> <li>• Plans to generate additional income have been successful</li> <li>• Pupil numbers remain strong in all cohorts</li> <li>• OOSC income and Nursery generated income streams remain strong</li> <li>• The school budget is enhanced by regular financial contributions following fund raising activities which also include the wider local community.</li> <li>• The school has successfully attracted/accessed additional funding streams/grants/payments from external sources to enhance educational facilities and opportunities.</li> </ul>
	By July 2024, to ensure all necessary statutory training has been updated or completed by new or existing members of staff. By July 2024 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	<ul style="list-style-type: none"> <li>• Focused in-house and external training opportunities for teaching staff improve their pedagogical, pedagogical content knowledge and confidence to support learning and assessment and consistently apply policy and practice throughout the school.</li> <li>• Reasonably practicable professional development opportunities are available to all who wish to pursue them</li> </ul>
	By July 2024, 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	<ul style="list-style-type: none"> <li>• The Multi-Academy Trust agenda is discussed at least termly at FGB meetings</li> <li>• 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</li> <li>• 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</li> </ul>
	By July 2024, scores within each category of the annual staff well-being survey remain at least consistent, and lowest scoring areas from 2023 are the focus of targeted actions for the various teams within the school. By July 2024, opportunities for staff team building/well-being activities are included on a termly basis.	<ul style="list-style-type: none"> <li>• Meaningful engagement takes place with staff at all levels and issues are swiftly identified and addressed</li> <li>• Staff consistently report high levels of support for well-being issues</li> <li>• Workload is monitored by the leadership team and actions are taken/support offered for the main pressures being experienced</li> </ul>

	By July 2024, staff attendance levels for all teams each term have shown improvement when compared to the previous academic year	<ul style="list-style-type: none"> <li>• Targeted discussions about the impact of absence increase staff awareness</li> <li>• Staff are clearly aware of the Health &amp; Attendance policy, the triggers for the policy to be applied and potential outcomes if attendance levels are, or have been, unsatisfactory</li> <li>• Strong staff relationships with line managers allow issues to be identified early and addressed appropriately</li> <li>• Reduced financial impact in terms of supply cover costs in the 2023-2024 academic year</li> </ul>
	<u>Safeguarding/Child Protection</u> By July 2024 all staff have updated safeguarding training to meet their statutory obligations and to reflect changes to KCSiE introduced in September 2023. By July 2024 all governors are appropriately trained and have a clear understanding of the policies and procedures at JHSW that ensure safeguarding is robust and effective	<ul style="list-style-type: none"> <li>• Safeguarding procedures continue to be thorough and all staff and all governors are appropriately trained</li> <li>• Policies and procedures at JHSW are effective in keeping children safe in education</li> </ul>
	By July 2024 a new ICT strategy has been developed to ensure sustainable value through optimal deployment and procurement of IT assets and capabilities, including telephony.	<ul style="list-style-type: none"> <li>• 3-5 year, IT strategic plan for has been developed and written</li> <li>• Future financial planning aligns with IT strategic plan</li> <li>• School receives best value from the services it purchases</li> <li>• IT capability develops to meet the needs of the school community</li> <li>• The telephone landline is switched from analogue to a digital system</li> </ul>