



Jeavons Wood
Primary School

Strategic Plan 2016-2019

The Governing Body of Jeavons Wood Primary School has produced a three year strategic plan that sets out our priorities. This includes our vision, four strategic priorities and the values that underpin all we do.

As a Governing Body, we will be regularly and robustly tracking progress to ensure our plan delivers. Although in a rapidly changing educational world, we are mindful that the plan needs to be flexible so we can adapt and meet new government initiatives as necessary.

Our Governing Body includes experts in education and business. We want to build on the many excellent experiences already in place for our children at Jeavons Wood such as our Creative Curriculum and Outstanding work in Safeguarding and Behaviour.

Our Vision – Growing a Love of learning Together





<p>Our vision is for children to be:</p> <ul style="list-style-type: none"> • Successful learners • Confident Individuals • Positive People • Responsible Citizens 	<p>In an environment which is:</p> <ul style="list-style-type: none"> • Caring and considerate • Supporting and challenging • Stimulating and inspiring • Creative and child-centred <p>In a school which provides:</p> <ul style="list-style-type: none"> • Outstanding leadership and management at all levels 	<p>We will achieve this by:</p> <ul style="list-style-type: none"> • Having high aspirations and expectations • Believing that all can make progress and achieve • Supporting all to learn • Providing opportunities so all can succeed
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<p>Creating a Creative Curriculum which inspires and engages everyone</p>	<p>Providing excellent teaching and learning that develops and motivates independent, self-reflective and co-operative learners</p>	<p>Ensuring that the needs of all learners are met, everyone is included and feels safe</p>	<p>Developing outstanding leadership and management at all levels</p>	<p>Everybody working together for the best outcomes for children in an ethos of trust and mutual respect</p>
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CORE VALUES

Honesty Humility and Forgiveness Respect Aspiration
Courage
Trust
Responsibility Cooperation
Resilience and Perseverance Peace and Unity Love and Forgiveness

A separate document, The School Improvement Plan, is produced by the head teacher and the staff. This translates the strategic vision into key objectives and actions with more detailed timescales and milestones. This is reviewed termly by the Governing Body.

Strategic Priority	2016	2017	2018
A Creative Curriculum which inspires, challenges and engages all.	<ul style="list-style-type: none"> Ensure all curriculum skills are planned into the plans for each year group to ensure progression 	<ul style="list-style-type: none"> Review skills progression rigorously and adapt as necessary 	<ul style="list-style-type: none"> A creative curriculum that is regularly reviewed and adapted as needed
	<ul style="list-style-type: none"> Train staff in forest schools Extend weekly sessions to Year One with some activities in all year groups 	<ul style="list-style-type: none"> All children to undertake forest activities that are built into the curriculum and build progressive skills and 	<ul style="list-style-type: none"> Lead forest school teachers in school and training events for other schools



		experiences	
	<ul style="list-style-type: none"> • Lead teacher for cooking • All years to experience cooking activities linked to curriculum 	<ul style="list-style-type: none"> • Cooking planned into each topic and skills are progressive. • Leading cooking experiences/training for other schools 	<ul style="list-style-type: none"> • Growing, cooking, planning meals all embedded into the school year. • The school is known in the community for cooking experiences
	<ul style="list-style-type: none"> • Trips, wow days and enrichment opportunities for all Years linked to topics 	<ul style="list-style-type: none"> • The curriculum has a rich range of activities and experiences 	
	<ul style="list-style-type: none"> • At least six weeks swimming in all year groups in KS2 • Staff trained 	<ul style="list-style-type: none"> • Opportunities for swimming competitions 	
	<ul style="list-style-type: none"> • A range of after school, in school and before school clubs provide sports enrichment (supported by PP money) 	<ul style="list-style-type: none"> • All clubs attendance tracked to ensure access for all – any barriers removed 	
Provide excellent learning and teaching that develops motivated, independent, reflective and co-operative learners	<ul style="list-style-type: none"> • Train all staff yearly with updates on safeguarding • FAF's I introduced – convert CAF's to FAF's. • Continue to develop strong partnerships with other agencies 	<ul style="list-style-type: none"> • All children and families who need a FAF have one in place and support to achieve their objectives • The school is seen as a leading school in the locality for good practice 	<ul style="list-style-type: none"> • Any family who needs support is confident to approach the school knowing they will help or signpost to another agency to help • Feedback 95% positive from parents and 100% positive from other agencies
	<ul style="list-style-type: none"> • Introduce more rigorous phonic teaching with regular assessments to track progress 	<ul style="list-style-type: none"> • Review and reflect on progress and adjust teaching as necessary 	<ul style="list-style-type: none"> • Ensure there is the correct balance between phonics, reading for pleasure and comprehension skills
	<ul style="list-style-type: none"> • Ensure cross curricular writing is evident across all years – link with 	<ul style="list-style-type: none"> • Embed grammar/spelling into the cross curricular curriculum 	





	grammar/spelling		
	<ul style="list-style-type: none"> Children's voice in the developing curriculum 	<ul style="list-style-type: none"> Children's voice in reviewing the new curriculum and adapting as needed 	<ul style="list-style-type: none"> A curriculum award that recognises children's voice
	<ul style="list-style-type: none"> Opportunities for child initiated learning through topics 	<ul style="list-style-type: none"> More enrichment opportunities for child imitated learning through Maths, English and Science 	<ul style="list-style-type: none"> A rich curriculum in place that meets the needs of all learners
	<ul style="list-style-type: none"> Use target tracker across the school to assess and analyse data Continue staff training Train staff and implement new assessment procedures to ensure assessment informs planning which informs learning Introduce new SAT's Track all children against new assessment – review data All staff confidently using target tracker to inform planning/summative assessments 	<ul style="list-style-type: none"> Review progress and attainment in line with national results – adapt curriculum/intervention as necessary 	<ul style="list-style-type: none">
	<ul style="list-style-type: none"> Introduce new assessments and interim frameworks Review in light of national data/monitoring visits 	<ul style="list-style-type: none"> Review data – adapt curriculum as needed, embed skills Meet the extra needs of each cohort 	Data reflects high aspirations for all and compares well nationally Any dips are rigorously and robustly addressed
Ensuring that the needs of all learners are met	<ul style="list-style-type: none"> Provision in place for high needs SEND 	<ul style="list-style-type: none"> All children with SEND have the right support 	<ul style="list-style-type: none"> Feedback shows 95% of parents feel the school does





	<ul style="list-style-type: none"> • Training for staff – SEND Senco award/autism. Specialist interventions 		all it can to support their child's additional needs
	<ul style="list-style-type: none"> • SEND children have their progress tracked rigorously and robustly • All children with SEND have a learning plan/Pupil passport 	<ul style="list-style-type: none"> • Data/Observations informs planning for all subjects (not just English/Maths) 	
	<ul style="list-style-type: none"> • More able have enrichment maths opportunities in Year 3/4/6 	<ul style="list-style-type: none"> • More able have enrichment maths opportunities in all year groups 	
	<ul style="list-style-type: none"> • Gifted/Talented children have enrichment activities in art, sport and I.C.T. • Outside school achievements celebrated in school 	<ul style="list-style-type: none"> • Gifted/Talented children have enrichment/celebration opportunities in all areas 	
	<ul style="list-style-type: none"> • Review the impact of interventions and adapt as needed • Introduce more pre-tutoring/embedding learning opportunities – greater links with the classroom 	<ul style="list-style-type: none"> • Review all extra interventions rigorously • Train in specific interventions for specific needs 	<ul style="list-style-type: none"> • Support other schools as a lead school on Inclusion for All
Outstanding leadership and management at all levels	<ul style="list-style-type: none"> • Restructure the senior leadership team to ensure more senco time with children/paperwork • D.P. teachers all week • KS leaders • Deputy support for end of the week 	<ul style="list-style-type: none"> • SLT have clear areas of responsibility and work together seamlessly • The leadership team support each other enabling more coaching to be available for all • Internships, scitt, P.G.C.E. routes in school to support leadership growth 	<ul style="list-style-type: none"> • Succession planning ensures the school can develop leaders and continually grow new leaders through coaching, training, internships, skit and wider school partnerships • The school is known as a training school • 95% of parents judge





			leadership to be good or outstanding
	<ul style="list-style-type: none"> • Train new leadership team 	<ul style="list-style-type: none"> • Leadership team have greater confidence and are providing more training for school staff 	<ul style="list-style-type: none"> • Leadership team run training for other schools
	<ul style="list-style-type: none"> • Subject leaders to develop progressive curriculum and assessment procedures 	<ul style="list-style-type: none"> • Subject leaders to be exemplary teachers and support all staff to develop excellent learning and teaching 	<ul style="list-style-type: none"> • Subject leaders to play a key role in any partnerships and support other schools
	<ul style="list-style-type: none"> • Explore academy models and consider options for the school 	<ul style="list-style-type: none"> • Develop staff and share resources 	<ul style="list-style-type: none"> •
<p>All partners at Jeavons Wood children, parents, teachers, all staff, governors and the wider school community working together to constantly improve outcomes for children and their families</p>	<ul style="list-style-type: none"> • Embed open mornings, parent meetings, parent forum etc so that all can see the school in action • Develop governor monitoring visits in line with school priorities • Develop the website to share the work of the school and the statutory duties • Develop the Triad within CB23 network • Review impact and adjust as needed 	<ul style="list-style-type: none"> • From continuous feedback through questionnaires and parent voice continue to develop more opportunities for involvement in learning • Provide some opportunities for parent learning • Triad is supporting/challenging all to improve at different levels • Governors have an in depth knowledge and understanding of the school 	<ul style="list-style-type: none"> • Feedback from parents is 95% positive. • Support other schools

