



What do we want at Hursthead Junior School?	How will we achieve this in 2022-2023?
<p>Quality of Education:</p> <ul style="list-style-type: none"> All learners to fulfil their academic potential, regardless of their starting points, so that they are fully prepared for the next stage in their learning The percentage of pupils meeting and exceeding age related expectations in reading, writing and maths to be above national figures in every year group through aspirational target setting for every child A progressive and coherently planned curriculum that inspires, challenges, excites and enthuses our children, alongside reflecting our school's REAL Wheel values, Learning Super Powers, British Values and the UNCRC 	<ul style="list-style-type: none"> ⇒ Continued Regular <u>tuition</u> with our in-house Recovery Champion for identified pupils ⇒ Putting in place strategies and resources to meet criteria for the <u>Dyslexia Friendly School</u> award ⇒ Review and update <u>homework policy</u> and procedures with all stakeholders ⇒ Continue to develop a progressive, exciting curriculum with a focus on <u>key knowledge and skills</u> across the school ⇒ Develop <u>adaptive teaching</u> to ensure all learners are meeting their potential ⇒ Work with subject leaders to improve the <u>assessment processes</u> for non-core subjects ⇒ Develop <u>local area project</u> in Autumn term ⇒ Maths– develop children's ability to <u>understand and process the maths</u> involved in a problem ⇒ English- develop a consistent and impactful approach to <u>revising and editing</u> writing
<p>Behaviour and Attitudes:</p> <ul style="list-style-type: none"> Learners who take responsibility for their behaviour and conduct, ensuring it is of the highest standard at all times, where they are able to exercise high levels of self-control and consistently positive attitudes 	<ul style="list-style-type: none"> ⇒ Ensure UNCRC underpins our school ethos and behaviour policy with the aim of gaining <u>Gold RRSA reaccréditation</u> ⇒ Review and update <u>behaviour policy and procedures</u> so that all stakeholders understand and implement a consistent, fair and effective system ⇒ Support parents and families with workshops and targeted interventions, and signposting agencies who can help them ⇒ Training for staff working in the playground at breaks and lunchtimes alongside development of different zones (including playpod/ imaginative play) to reduce the number of incidents and accidents
<p>Personal Development :</p> <ul style="list-style-type: none"> A warm and inclusive environment where any bullying or harassment will not be tolerated and where everyone is welcome irrespective of their age, gender, disability, race, religion or belief, sex, sexual orientation, being married or in a civil partnership, being pregnant or on maternity leave Children who understand how to keep themselves safe, both in real life and online, and how to maintain a physically and mentally healthy lifestyle Children who are leaders, able to demonstrate strong leadership qualities inside and outside of the classroom 	<ul style="list-style-type: none"> ⇒ Start to <u>develop an outdoor gardening and nurture area</u> which all pupils will help to grow and look after ⇒ Further develop <u>Forest Schools nurture groups</u> to support development of self-esteem, resilience and communication skills ⇒ Introduce and train <u>Mental Health Champions</u> in each class in order to empower the children to look after their own mental health and wellbeing ⇒ Reintroduce <u>Restorative Ambassadors</u> to help children resolve disagreements and friendship issues ⇒ Review and update <u>financial education lessons</u> in order to gain reaccréditation of Centre of Excellence of Financial Education ⇒ Standardise <u>termly PSHE themes</u> across the school and reintroduce <u>school-wide circle time</u> ⇒ Collaboratively devise <u>Equality Objectives</u> and raise awareness of Equality and Diversity plus the <u>9 protected characteristics</u> throughout the school community
<p>Leadership and Management:</p> <ul style="list-style-type: none"> High levels of support for wellbeing issues A strong culture of safeguarding where everyone understands their responsibilities Senior and middle leaders who are highly knowledgeable about their own subject areas or phases, and are able to impact on improving teachers' subject knowledge and pedagogy Focused and highly effective professional development for all staff Governors and Trustees who understand their duties, ensure there is a clear vision in place for the Trust and the School, and are active in school life 	<ul style="list-style-type: none"> ⇒ Ensure all staff receive <u>up to date safeguarding training</u> to include sexual harassment, PREVENT, online safety and new KCSIE 2022, through regular programme of CPD ⇒ Update <u>appraisal process, job descriptions</u> and <u>Staff Code of Conduct</u> to ensure a shared understanding of expectations of conduct, behaviour and performance from all staff ⇒ Develop <u>appraisal process</u> for office staff and caretaker ⇒ Develop <u>role of subject leaders</u> further ⇒ Develop the <u>School Direct Alliance</u> further with a view to more schools joining the Alliance ⇒ Training for all governors and trustees on latest Ofsted framework and their role in an inspection ⇒ Research <u>use of grants</u> ⇒ Complete <u>estate management survey (GEMS)</u> to develop priority list of estate projects