



What do we want at Hursthead Junior School?	How will we achieve this in 2023-2024?
<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"> ⇒ Develop strategies for <u>recall and retention</u> of key knowledge and vocabulary in all subjects (Ofsted next step) ⇒ Develop consistent and coherent <u>assessment processes</u> for all subjects ⇒ Complete action research into the most effective strategies for <u>marking and feedback</u> which will improve pupils' outcomes ⇒ Put in place strategies and resources to meet criteria for the <u>Dyslexia Friendly School</u> award ⇒ Embed <u>adaptive teaching</u> and monitoring to ensure all learners are meeting their potential ⇒ Develop the use of <u>learning super powers</u> in each curriculum area ⇒ Maths– further develop children's ability to <u>understand and process</u> the maths involved in a problem ⇒ Writing—ensure a relentless focus on ensuring <u>basic skills</u> (punctuation, handwriting and spelling) are consistently applied
<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 All members of school community who take collective responsibility for promoting and implementing respectful behaviour towards each other and the school environment 	<ul style="list-style-type: none"> ⇒ Continue to ensure a <u>consistent implementation</u> of school behaviour policy and practices ⇒ Review <u>consequences for poor choices</u>– including the recording on CPOMS and monitoring by SLT ⇒ Embed a <u>collective responsibility</u> from everyone towards behaviour, equipment and the school environment ⇒ Insist on the same <u>high standards of behaviour around school</u> eg in assemblies, in the playground, in the corridors. ⇒ Conduct research into how to <u>improve behaviour in the playground</u> and implement findings ⇒ Develop strategies to <u>tackling persistent lateness</u>
<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"> ⇒ Further develop <u>Forest Schools provision</u> to support development of self-esteem, resilience and communication skills ⇒ Establish <u>Restorative Ambassadors</u> to help children resolve disagreements and friendship issues ⇒ Review and update <u>financial education lessons</u> in order to gain reaccreditation of Centre of Excellence of Financial Education ⇒ Further develop role of <u>Mental Health Champions</u> ⇒ Further develop <u>community links</u> with local businesses, nearby neighbours, former pupils and current families ⇒ Continue to <u>embed pupil voice</u> in all aspects of school life, increasing their impact on curriculum development
<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"> ⇒ <u>Challenge and support subject leaders</u> to refine and clarify progression documents to ensure key knowledge and skills are clearly identified in every lesson (Ofsted next step) ⇒ Continue to develop <u>links with the Infant School</u> through subject leader meetings ⇒ Update <u>appraisal process and job descriptions</u> for all staff, including the office staff and caretaker ⇒ Re-evaluate the <u>School Direct Alliance</u> ⇒ <u>Research use of grants</u> as a potential funding source ⇒ <u>Complete estate management</u> survey (GEMS) to develop priority list of estate projects