

Jessie Younghusband School

Three Year Strategic Overview September 2019 – 2022



Vision

At Jessie Younghusband School our vision is to inspire and nurture the individuality of every member of our school community. We aim to fully support each pupil to achieve success at all stages of their life by instilling confidence, resilience and ambition through our shared values: **Aspire ~ Respect ~ Enjoy.**

Quality of Education

First Year – Long and medium term planning in reading and all foundation subjects (including knowledge and skills) will be established and implemented across the school so that the aspirational aims set out in the Curriculum Statement are being met or progress is made towards these. More in depth work to develop teacher's subject knowledge and skills in Art and DT pedagogy will be undertaken in the final term.

RWM outcomes at the end of Keystage 2 in July 2020 will be at least in line at 'Age Related Expectations' with National in individual subjects and combined.

Second Year – Planning developed over 2019/20 will be further refined so that links in learning are clear and effective. More in-depth work to develop teacher's subject knowledge and skills in RE, geography and history pedagogy will be undertaken across the year. There is evidence of further improvement being made in the evaluation of the quality of Education provided to all pupils as determined through the process of on-going rigorous self-evaluation.

RWM outcomes at the end of Keystage 2 in July 2021 will be at least in line with National in individual subjects and combined at Age Related Expectations and at Greater Depth in reading and maths. Any gaps or declines in outcomes at other formal assessments points will be addressed.

Third Year – An overall evaluation of topics will be undertaken to ensure that these fully meet the needs of all children in the context of JYS. Any remaining gaps in teacher subject knowledge will be addressed

RWM outcomes at the end of Keystage 2 in July 2022 will be at least in line with National in individual subjects and combined at Age Related Expectations and at Greater Depth in reading and maths. Any gaps or declines in outcomes at other formal assessments points will be addressed. Some, or all, of the aspects of Quality of Education will be judged to be 'Outstanding'.

Behaviour and Attitudes

All pupils will increasingly show consistently high respect for each other and all adults in school; have consistently positive attitudes and commitment to learning; high levels of motivation and resilience; contribute positively to the school community; demonstrate high levels of self-control and where they find this difficult there will be highly effective action and strategies put in place by the school to support them.

Personal Development

All children will have the skills and cultural capital they need to become active citizens equipped for the future. The curriculum will provide rich and varied opportunities for children to develop their talents and interests so that all pupils develop confidence, resilience and understand how to stay safe, healthy and well.

Leadership and Management

Leaders at all levels, including subject leaders, will have the knowledge and skills to evaluate the quality of education in their area of responsibility and by July 2021, all will be confident in their ability to articulate this.

Over the course of the three years, **subject leaders** will develop their subject expertise so that they are able to offer support to colleagues to build the quality of education especially for groups of children whose progress and attainment is less strong and for vulnerable learners. This will run concurrently with the strategic priorities identified in 'Quality of Education'.

Impact of **middle leaders** will be evidenced by the consistent approaches to teaching and learning seen during monitoring and evaluation in the priority areas identified over the three years and, where there are gaps in expectations and performance, will quickly address these through appropriately targeted staff CPD

Senior leaders will identify and act on appropriate ambitious annual priorities to achieve the objectives in this strategic plan and will be able to evidence their evaluation outcomes and report progress to Governors.

Governors will be ambitious for the school and the quality of education provision for all pupils. They will know the school's strengths and areas for development and how these are changing over time through the process of school improvement and CPD.