



JMHS 3 Year School Development Plan

September 2020 – August 2023

September 2021 Update

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Section I: Vision for JMHS

JMHS has three key aims:

1. Excellent and enjoyable learning for all.
2. Enabling each individual to achieve his or her personal best.
3. Building a community where we all support each other.

This school development plan aims to build on current strengths and address areas of weakness. The plan covers the three year period from September 2020 until August 2023. We believe that our strategy over the next three years should be based upon the following key priorities:

- A. Continue to develop a coherent curriculum that helps students build knowledge incrementally through careful sequencing of learning and ensuring students can achieve mastery and apply their learning.
- B. Further improve and refine routines and expectations, so that students work productively in a highly supportive environment. Invest in and develop the physical environment of the school to further support our key aim of excellent and enjoyable learning for all
- C. Further develop our systems for providing excellent pastoral care for all students including support for vulnerable students, those with SEND and students with behavioural challenges.
- D. Develop our teachers' skills in successfully teaching the curriculum, managing challenging behaviour and motivating students to be conscientious, considerate and co-operative.
- E. Develop JM6 to become a dynamic and exciting sixth form where students experience excellent learning and teaching, can access a wide range of enrichment activities and receive excellent bespoke support and guidance.

We will achieve these aims through:

- Highly effective leadership, management and governance.
- Ensuring effective financial management including careful monitoring of spending, ensuring best value and maximising funding to improve our facilities.
- Policies and procedures that treat all members of the school equitably and respectfully.
- Supporting all our students and staff with developing their knowledge and skills in a positive environment where we all enjoy working together.

Section II: Curriculum Vision and Intent

At John Masefield High School, our aim is to provide excellent and enjoyable learning for all students through a broad and balanced curriculum. Through developing excellent knowledge in each of our faculty areas and a broader appreciation of culture, our students develop a love of learning. Through learning the curriculum, we strive to develop the qualities of being conscientious, considerate and co-operative in our students and to enhance their opportunities for life.

At JMHS each of our curriculum areas has identified key knowledge that will enable students to have an excellent understanding of our cultural heritage and the world around us. The key knowledge taught in our curriculum at least matches and, in many subjects, goes beyond national curriculum requirements.

In designing our subject curricula, teachers have sequenced the teaching of knowledge, so key concepts that underpin understanding and later knowledge are covered earlier in the course, and then revisited numerous times as more detailed knowledge is built. We connect new learning to previous experience and knowledge and make learning relevant to real world contexts where opportunities allow.

Our curriculum includes an extensive enrichment programme (which includes a wide range of clubs, cultural visits and leadership opportunities), so that students enjoy learning and understand how aspects of science, the arts and culture are interconnected in a fascinating and exciting way. Enrichment activities also help develop student's personal skills such as confidence, team building, emotional development, physical fitness – all of which support their progress at school and beyond it into later life.

We are aware that students learn at different rates and that some students will find learning more challenging than others. A core principle for us is all students are supported to learn. In order to achieve this, we put in place additional group and individual support to help students struggling to achieve mastery. We set students who have achieved fluency and mastery more complex challenges.

Our students are given many opportunities to apply their knowledge in a broad range of academic and vocational studies, so that they become increasingly confident and skilful in application. This enables our students to achieve success in examinations at GCSE and Advanced Level, but also to solve complex real-life problems.

A more detailed overview of the whole school curriculum and subject curricula is provided on the school website

[\(https://www.jmhs.hereford.sch.uk/curriculum/\)](https://www.jmhs.hereford.sch.uk/curriculum/).

Section III: Key Performance Indicators

a. Attainment 8 and Progress 8

Students did not take GCSEs in 2020 or 2021 therefore there is no data available. All schools submitted Teacher Assessed Grades (TAGs) based on assessments taken in class. Students achieved well in teacher assessments. Overall grades were approximately 0.4 grades higher than those achieved in 2019, with disadvantaged students and those who struggled in their earlier years, working particularly hard during Year 10 and Year 11.

Factors that contributed to students achieving well in TAGS included:

- Effective live teaching during lockdown.
- An excellent ethos in the year group including good behaviour and excellent workrate.
- Improved curriculum design

b. GCSE thresholds

See above

c. Attendance and Exclusions

Attendance

Due to lockdowns the only period for which there is comparison to national data is the Autumn 2020 Term. The ISDR report from OFSTED ISDR indicates that for the Autumn 2020 Term the JMHS overall absence rate was 5.8%. This figure is in line with national averages, but higher than other schools with similar levels of deprivation. The ISDR report also states that a relatively large number of student (16.4%) had overall attendance at or below 90%. These student are officially classed as persistent absentees. The ISDR states that we had more persistent absentees for this term than schools with a similar level of deprivation. Even though this data is for just one term during a pandemic it indicates that we need to review our procedures to maximise attendance.

Exclusion

The ISDR report, picks up mothering exceptional about the number of exclusion in the 2018-19 academic year, the last year analysed. Our own data indicates that for the academic year 2020-21 there were 4 fixed term exclusions (now called suspensions) compared to 61 in the previous academic year. However, it should be borne in mind that the nine school weeks where students were home learning during lockdown is a likely factor contributing to this reduction.

There was one permanent exclusion in 2020-21, in line with averages for previous years and slightly below the national average of 2 permanence exclusion per 11-18 school.

d. A-level

Students did not take external A level exams in 2020 or 2021. In 2021 students instead took teacher assessments in class based on previous years and sample exam papers. The grades achieved were consistently good and ready all students progressed to their first choice university, apprenticeships or employment.

e. Student numbers

	May 2021	Sept 2021	
Year 7	154	147	
Year 8	151	156	+ 2
Year 9	139	154	+ 3
Year 10	163	144	+ 5
Year 11	163	164	+ 1
Year 12	59	61	37% retention 45% boys, 29% girls
Year 13	48	57	-2
Total	878	883	+ 5

Year 7 recruitment was slightly better than initially predicted. Overall a good result given lower numbers in Year 6 classes in primary schools last year.

Overall, Sixth Form recruitment was slightly higher than predicted at 37%. Factors that may have contributed to this small improvement may include:

- Time spend by the SFLT in Sixth Form interviews and in encouraging students to return to JM6.
- Encouragement from subject teachers and curriculum leaders.
- A high quality transition programme held in June.

However it should also be noted that 37% is well below our medium term targets of averaging 50% of Year 11 progressing to the Sixth Form. A reasonable target for September 2022 will be between 40% and 45%, approximately 70 students.

School numbers were also boosted by a net gain of 11 students joining Year 8 to Year 11.

All but two Year 12 students progressed into Year 13, a retention of 97%, which is good.

f. Finance

The governors, following a recommendation from the Headteacher, decided to reduce reserves to £350,000 by September 2021, in order to fund our capital programme to improve our IT infrastructure and systems, and to refurbish and improve classrooms and the school environment. The primary reason for this decision was that with all the difficulties faced by students and staff with the pandemic and lockdowns creating an excellent learning environment was a high priority. Full details are included in our capital plan, but in summary excellent progress was made including completion of the following projects:

- Installation of interactive touchscreen monitors in every classroom in JMHS (57 classrooms in total) to replace projectors and screens.
- Purchasing high quality visualisers for every classroom.
- Installation of good quality reliable Wifi in all areas of JMHS.
- Purchase of 40 Chromebooks for use by disadvantaged students.
- Remodelling and modernisation of the Art block toilets (to be completed in the 2021/22 financial year due to supply issues).
- Refurbishment of rooms Hu5 and Hu6.
- Repair and decoration of languages corridor.

Section IV: School improvement plan strategies for improvement

Key:	Actions highlighted in green – completed;	Actions highlighted in yellow – partially completed;
	Actions highlighted in blue - decided not to do;	Actions not completed

A. Continue to develop a coherent curriculum that helps students build knowledge incrementally through careful sequencing of learning and ensuring students can achieve mastery and apply their learning

Evaluation: Good progress

The School Improvement Partner Reviews have indicated that all curriculum areas have made strong progress in improving curriculum design and planning. Strengths identified include:

- *Curriculum overviews are clear and well written with strong and ambitious aims*
- *National curriculum is fully met and exceeded in places*
- *Sequencing of topics maximises recall*
- *End points are clearly identified, but we need to be more precise with small components of learning*
- *Core subjects (English, maths and science) all have well planned curricula*
- *The curricula in vocational subjects and geography have been greatly improved*
- *The revised Sex and Relationships Education curriculum has been rated highly by an external advisor*

Areas for improvement include:

- *Ensuring small components of learning that enable end points to be reached are clearly identified and precisely defined*
- *Ensuring all subjects include are successfully implementing strategies to support SEND and disadvantaged students*

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
<p>i. Use 3-4 School Improvement Partner (SIP) Reviews per academic year to evaluate the quality of the whole school curriculum and subject curricula. Use feedback to improve the coherence of the whole school curriculum and the intent, implementation and impact of subject curricula. AE</p>	<ul style="list-style-type: none"> • Use SIP summer term feedback as an initial basis for further improvement ensuring that the rationale for the three year Key Stage Four is fully justified and that explicit reference is made for how we ensure SEND and disadvantaged students achieve mastery across JMHS and in subjects. • AE to schedule one to two SIP reviews per term and ensure these are followed up AE, AWC and MH with Subject Leaders to improve subject curricula. • Ask our SIP to conduct an end of year review in the Summer Term 2021 to give us an accurate picture of our whole school curriculum and subject curricula. <i>The review was carried out through self-audit by curriculum leaders and SLT line managers to save time and money, and to empower curriculum leaders to make improvements.</i> • Review three-year KS4 in Summer Term 2021. <i>Started, to be completed in the Autumn 2021 Term.</i> 	<ul style="list-style-type: none"> • Complete the review of the three-year KS4 Curriculum and use this review to decide how to improve this curriculum or whether to change this. • Use a review of the sixth form curriculum to prioritise areas of improvement. • Use SLT line management to support subject leaders in finalising their Y7-11 curricula and develop sixth form curricula.
<p>ii. Use monthly training sessions for all curriculum leaders led by the Headteacher and SLT to develop a strong knowledge and understanding of curriculum design, effective teaching for mastery and how to help students know and remember more. AE & AWC</p>	<ul style="list-style-type: none"> • AE and AWC to plan sessions with contributions from effective curriculum leaders on focussing on identifying end points, supporting SEND and disadvantaged students, sequencing learning and embedding knowledge in long term memory. Ensure each session is followed up with a second session where all curriculum leaders are given the opportunity to update colleagues on progress made. <i>Regular training was held covering the topics above. COVID restrictions meant sessions had to be limited to individual teams rather than the collaborative larger sessions outlined above.</i> • Ensure all learning schemes including Sixth Form are reviewed and revised to a high standard by July 2021. <i>All learning schemes have been reviewed and revised. Nearly all to a high standard for Y7-Y11. Work on the sixth form curriculum has only just begun in the majority of subjects.</i> 	<ul style="list-style-type: none"> • Create a schedule of 6 training sessions across the academic year for curriculum leaders on improving curriculum design and implementation using examples from JMHS and beyond. • Follow these training sessions up through SLT line management and peer support. • Put in place support and training for SLT line managers so that they can be more effective in challenging and supporting curriculum leaders with curriculum design.

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
<p>iii. Use monthly faculty training afternoons to enable all teams of subject teachers to work collaboratively and develop the quality of subject curricula, share approaches to effective teaching for mastery and high quality resources and assessment. AE</p>	<ul style="list-style-type: none"> • Ensure subject agendas are clearly focussed upon collaborative curriculum planning. • Schedule some training afternoons where curriculum areas work together to help each other improve planning. • Schedule one training afternoon to improve careers links within the curriculum. Ensure all faculties update their curriculum plans to include careers links. 	<ul style="list-style-type: none"> • Continue with the model for Faculty Training Afternoons used in 2020-21 with a whole staff meeting followed by faculty time focussed on curriculum design and implementation. Progressively move these afternoons from the primary focus of curriculum design to effective implementation of the curriculum through high quality teaching that will benefit all students including disadvantaged students and those with SEND. • Increase the time available for subjects leaders and teachers to work on curriculum design and effective implementation of the curriculum.
<p>iv. Improve the quality of the vocational curriculum and the Vocational Faculty so that there are at least four high quality alternatives to academic subjects in Key Stage Four and in the Sixth Form. JI & MH</p>	<ul style="list-style-type: none"> • Prioritise the Vocational Faculty for support and external training courses. • Ensure that the Faculty Leader has sufficient time to quality assure and support new courses and staff. • Appoint and train new Subject Leader for ICT and Computer Science. • Ensure successful planning and delivery of Health and Social Care at KS4. 	<ul style="list-style-type: none"> • Focus support on developing the quality of the ICT and computer science curricula. • Support the Faculty Leader in systematically improving the quality of teaching across the faculty. • Explore whether there is scope for creating one further high-quality vocational course.
<p>v. Research and then implement a new strategy for assessment for JMHS. PMH</p>	<p>New Strategy for 2022/23</p>	<ul style="list-style-type: none"> • Through working with key colleagues, decide key elements that we require within assessment (aligning with the school curriculum)

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
		<ul style="list-style-type: none"> • Research assessment strategies used by other successful schools regionally, including the Four Stones MAT • Present models to school leadership prior to a decision, and then present to staff • Put into practice new whole school assessment strategy • Work with Data Manager to implement the system within the new MIS

B. Further improve and refine routines and expectations, so that students work productively in a highly supportive environment. Invest in and develop the physical environment of the school to further support our key aim of excellent and enjoyable learning for all.

Evaluation: Good progress

Routines and expectations had to be changed to prioritise safety in particular ensuring JMHS was COVID secure whilst striving to achieve an excellent ethos and high standards of behaviour. Strengths included:

- *Excellent outcomes with students consistently complying with COVID protocols and new routines*
- *Improved lunch and break times with students in year group zones including more civilised behaviour, less queuing for lunch, incidents including bullying picked up and dealt with rapidly*
- *Strong improvements to learning environment particularly with ICT eg new touchscreens and visualizers in every classroom, maths block and HU5 & HU6 have been refurbished in the Summer 2021 Term*

We have not been successful in securing funding for a new astroturf pitch or to install tiered seating in the theatre

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
<p>i. Review and improve the consistencies and expectations whole school document to eliminate inconsistencies and ensure our routines are conducive to excellent learning and behaviour. AE</p>	<ul style="list-style-type: none"> • AE and SLT to review and redraft the Routines and Consistencies whole school document in June 2020 to ensure consistency with behaviour and other whole school policies. • Further reviews and amendments to be made by AE on a termly basis. 	<ul style="list-style-type: none"> • Revise and tweak Routines and Consistencies document depending upon the COVID situation. • Ensure the new School Business Manager is well supported in implementing Health and Safety measures across JMHS, particularly working with Faculty Leaders for practical subjects and ensuring a suitable risk assessment is enacted for COVID. • Review routines and consistencies across the school and within year groups each half term to achieve continuous improvement. • Allocate SLT and Year Leader time to review and improve routines. • Use our new ASPIRE framework to further improve student learning in lessons
<p>ii. Ensure staff implement the routines and expectations in a positive, coherent and skilful way and that students respond by being consistently conscientious, considerate and co-operative. AE & AWC</p>	<ul style="list-style-type: none"> • Ensure one consistency is targeted at each weekly staff briefing as a reminder. • Ensure SLT presence in lessons remains high and that occasions where consistencies are not being met are given effective professional challenge. • Use sanctions data and learning walks to identify staff who need support in implementing changes to behaviour policy, particularly the new S2 based on restorative justice and provide support and training. • Use INSET and staff briefings to reinforce effective use of the ten JM behaviour management strategies. 	<ul style="list-style-type: none"> • Continually remind staff, students and parents of expectations through staff meetings, assemblies and lesson visits • SLT, Year Leaders and Curriculum Leaders to challenge and explain why we have the expectations and consistencies • Design a new monitoring methodology including lesson visits, checking students books and talking with groups of students before feeding back to the teacher to improve curriculum delivery and the quality of learning and teaching in lessons.
<p>iii. Maximise new funding opportunities and utilise current funding to develop the physical environment of the school, to improve student learning, maintain health and safety and improve facilities</p>	<ul style="list-style-type: none"> • Put in place health and safety measures necessary to ensure the site is as safe as possible particularly with regard to the evolving risk assessment for Covid 19. 	<ul style="list-style-type: none"> • Continue to plan improvements and bid for funding through our Capital Investment Plan. • Ensure in year savings are used to fund projects in our capital investment plan especially classroom refurbishments.

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
<p>for the arts, sport and practical subjects. WB/RF</p>	<ul style="list-style-type: none"> • Develop a wish list of projects we would like to pursue to improve the school site over the next two to three years. • Develop a plan for funding a new astroturf pitch within the next two to three years. • Identify funding for and install tiered seating in the Theatre. <i>Some funding has been raised, but not enough yet.</i> • Bid for a new block to increase the capacity of the school. <i>We are at a stage where the Local Authority have set up a feasibility study to consider this project.</i> 	<ul style="list-style-type: none"> • Decide how we will achieve funding for new astroturf pitch and tiered seating in the theatre, and vigorously pursue acquiring this funding. • Research and purchase new Management Information System (MIS). Prepare to use this from September 2022.
<p>iv. Reinstate and enhance our extra-curricular offer following the pandemic and lockdown. HN</p>	<ul style="list-style-type: none"> • Maintain year group based clubs during the pandemic • Appoint an enrichment co-ordinator to increase clubs and activities, publicise these and increase participation particularly for disadvantaged students 	<ul style="list-style-type: none"> • Reinstate foreign trips and develop international links. • Increase the numbers of clubs and activities on offer including through working with external partners. • Monitor and increase attendance at clubs particularly for disadvantaged students. • Promote participation in clubs with disadvantaged and SEND students and their parents. • Ensure there is parental sign-up and registers are taken for clubs.

C. Further develop our systems for providing excellent pastoral care for all students including support for vulnerable students, those with SEND and students with behavioural challenges.

Evaluation: Good progress

- *Year Leaders enhanced role has been successful, they have better knowledge of students, have been able to intervene at an early stage and prevent problems occurring*
- *Allocating teaching assistants to year groups and use of year group hubs for support has been effective*
- *A number of students with poor behaviour records last academic year have improved significantly*
- *Catch up tutoring has worked well*
- *Disadvantaged students were supported well through the provision of laptops and attendance at Skeleton School during lockdown*
- *Need to improve SEND students' progress in lessons*

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
<p>i. Maximise the effectiveness of our year based pastoral system and associated support mechanisms so that all students receive effective pastoral and academic support to maximise their welfare and well-being. ALW/DW</p>	<ul style="list-style-type: none"> • Continue to strengthen links between SEND team and Year Leader team, ensuring the right support is provided by the right person/people. • Ensure all pastoral team members are clear on new sanction process and frequently review effectiveness – fortnightly agenda item in HT1. • Continue to develop and monitor involvement of external agencies for students with mental health and medical issues including through the Medical Clinic and counselling. • Embed PSHE and new statutory SRE curriculum across the new curriculum and within discreet 	<ul style="list-style-type: none"> • Continue to remodel Year 7 experience under new Year Leader to include enhanced positive ethos, low level mental health interventions and an enhanced tutor role. • Increase awareness of Peer on Peer abuse amongst all stakeholders and develop a proactive response to issues. • Increase awareness of the equalities policy amongst all stakeholders, including the targets in the policy to improve student voice and curriculum provision in this area.

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
	<p>sessions/workshops. Tracking and evaluating the provision to improve student's awareness of healthy relationships, mental health, careers and both online and offline safety.</p> <ul style="list-style-type: none"> • Improve on the frequency and quality of information and guidance available for parents through our website and other communications signposting them to appropriate support avenues. • Continue to develop training opportunities for all staff in the areas of safeguarding and behaviour management. • Refine systems of auditing student needs and ensuring staff are fully aware of the needs and effective strategies for the students they teach. • Ensure support packages are in place promptly for relatively large intake of LAC students particularly in Year 7. • Redevelop and change induction process for Year 7 considering transfer/induction events were cancelled due to summer term school closure. • Develop plans alongside the Enrichment Coordinator to maintain a calendar of events which retains the house ethos. • Respond quickly to any increased absence/attendance issues which may occur following the extended school closure. 	<ul style="list-style-type: none"> • Develop initiatives to harness student voice as part of all ongoing work on the pastoral improvement plan. • Develop or make accessible more materials and opportunities for parental engagement beyond the traditional "Information Evening". • Continue to disseminate key knowledge and understanding of a range of contextual safeguarding and behavioural management issues to all staff. Develop mechanisms to assess the level of understanding of the most key messages across the staff.
<p>ii. Develop the work of the hub to provide excellent support to children with SEND and vulnerable children so that they can</p>	<ul style="list-style-type: none"> • Greater priority given to supporting students with SEND during INSET and Training days. 	<ul style="list-style-type: none"> • 2021-22 INSET days will focus on high quality teaching in mixed ability classes which will support disadvantaged students and those with SEND.

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
<p>enjoy school, make good progress and be successful in moving on to employment and further or higher education. KB</p>	<ul style="list-style-type: none"> • SEND Team to develop partnership links with all parents whose child is on SEND register. • Feedback is provided on effective strategies for supporting vulnerable/SEND students by SEND team which can be used to develop curriculum plans. • Implement a catch up programme for students who have fallen behind during lockdown led by a whole school coordinator to include well planned small group and individual tuition and enhanced enrichment opportunities. • Identify the most disadvantaged students (including Year 7) who need academic and broader help and devise a sustainable package to support them. 	<ul style="list-style-type: none"> • Through lockdown the SEND team have made a really positive start to building positive relationships with parents. SENDCo has developed a spreadsheet, based on all students on the SEND register to record the discussions with parents and other agencies. • Regular meetings between Pastoral Head, Year Leader and SENDCo have been beneficial to all, building a more holistic view of the students' needs and inputting the most appropriate support. This will continue next year as the Pastoral and SEND teams work more closely with parents, students and outside agencies, holding joint meetings where necessary. • Develop working practices in a new style hub (shifting from 5 x year based COVID hubs) to ensure modified curriculums, acute mental health/attendance issues, one-to-one tuition and small group interventions can coexist and be provided for. • Update and use the new SIMS generated vulnerability listings to inform our support packages and priorities for support, ensuring awareness of varying student needs and different levels of "strategy guide" are used. Use these to also inform the SEND/Year Leader year group focused meetings (part of general strengthening of links between pastoral and SEND teams).

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
<p>iii. Develop the work of the Behaviour Recovery Room and the Year Leaders so that students with challenging behaviour can improve their behaviour, no longer disrupt the learning of others and thrive in school. CL</p>	<ul style="list-style-type: none"> • Develop a plan for regular BRR students so that each time the experience is ramped up. • BRR provision is reviewed at each pastoral team meeting with amendments/training points shared with staff. • Half termly SLT meeting item on behaviour for learning review. • Implement and monitor new behaviour policy with positive and restorative sanctions at the forefront. 	<ul style="list-style-type: none"> • Develop our programmes for students post-BRR and for those using the facility on a scheduled basis. • Develop the role of the BRR coordinator alongside a possible Behaviour Support Teaching Assistant to develop more proactive responses for key students and generally support the on-call system. • Review the “S2” stage of the behavioural escalation ladder and develop practical and manageable ways to install a restorative approach. Explore the “Emotional Coaching” model with outside specialist support. • Continue to use the behaviour map as a way of coordinating and identifying support and staff development needs in this area. • Develop ways to measure the impact of BRR provision on individual students.
<p>iv. Implement our strategy to support good mental health across the school and deal with the effects of poor mental health exacerbated by the pandemic. ALW</p>	<p><i>New strategy for 2021-22</i></p>	<ul style="list-style-type: none"> • Work with the Mental Health in Schools initiative of which we are a trial school to expand our mental health response programme alongside a doubling of CLD counselling provision. • Monitor and review the PSHE workshop model in terms of curriculum coverage and delivery, engaging in training where required. Look for coverage of Peer on Peer abuse and Mental Health within the programme. Use student voice to inform our work in this area. • Continue to work closely with the Hub as a way of trying to meet the needs of those students not attending school due to anxiety levels • Clarify role of school nursing service in providing support for our most concerning cases.

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
		<ul style="list-style-type: none"> • Build on existing staff well-being strategy developed by AWC. JMK to support AWC in this area. Education Wellbeing for staff Charter to be considered as part of updated strategy review. • Put in place Sixth Form buddies to support lower school students.
<p>v. Educate students and develop a school wide strategy to ensure an inclusive ethos based on equality, respect for all and zero tolerance of discrimination and abuse. ALW</p>	<p><i>New strategy for 2021-22</i></p>	<ul style="list-style-type: none"> • Increase awareness of the equalities policy amongst all stakeholders, including the targets in the policy to improve student voice and curriculum provision in this area. • Fully establish a high quality PSHE/RSE model that prepares students to form a full range of healthy and positive relationships in a modern diverse society. • To have vehicles to consistently take on the views and experiences of staff, students and their families in our efforts to implement this policy and subsequent actions plans • To remain “in tune” with contextual safeguarding in the local area and local experiences which focus on misogyny, with extremism and prejudices surrounding the GRT and Easter European communities. • Develop initiatives to harness student voice as part of all ongoing work on the pastoral improvement plan. • Put in place a clear protocol for dealing with incidents and re-educating those involved. • Do more work on finding out the extent of sexualised comments and behaviour that some students find intimidating and plan actions to address this behaviour and eliminate sexualised comments.

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
vi. Increase whole school attendance through a more rigorous and systematic approach of challenging absence and encouraging high attendance. DLW	<i>New strategy for 2021-22</i>	<ul style="list-style-type: none"> • Adapt approach to authorising/not authorising absence – revise procedure for SMcC to check, record and challenge absence. • Revise policy to reflect change in procedures. • Attendance letters updated, including half-termly positive attendance letters. • Devise clearer system of escalation for unauthorised absence. • Ensure YLs and tutors keep attendance high profile. • Fortnightly review of key students including YL, SMcC and Jo Ellis.

D. Develop our staff skills in all areas but especially in successfully teaching the curriculum, managing challenging behaviour and motivating students to be conscientious, considerate and co-operative. Also monitor and support staff well-being.

Evaluation: Good progress

- *Successful training on using Microsoft Teams to deliver live lessons and on using new touchscreen panels and visualizers*
- *All Subject Leaders completed ‘curriculum design workbook’*
- *Staff are developing their effectiveness at managing challenging behaviour*
- *Nature of training opportunities limited by COVID*

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
i. Use lesson visits from senior staff, curriculum leaders and the School Improvement Partner to provide positive, constructive feedback and coaching for teaching skills and	<ul style="list-style-type: none"> • Agree as an SLT a protocol for providing feedback following lesson visits. • Implement the protocol to provide constructive positive feedback to staff. <i>We have given some feedback to staff</i> 	<ul style="list-style-type: none"> • Identify support mechanisms for individual teachers where lesson visits identify the need for improvement. • Ensure the support mechanisms are skilfully implemented.

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
behaviour management skills. AE & AWC	<i>but took account of the very difficult circumstances all staff are facing.</i>	<ul style="list-style-type: none"> Put in place a new process for supporting effective delivery of the curriculum including lesson visits, work scrutiny, small group discussions with students and meeting with the class teacher.
ii. Provide bespoke coaching and support for new teachers and staff and selected others. AWC & PMH	<ul style="list-style-type: none"> Ensure ITT and NQT colleagues are given clear expectations and training to support. Half termly update meeting with mentors and coordinator. Organise additional support and coaching from an experienced and successful teacher for all teachers in the second year of teaching. Identify more experienced colleagues who may benefit from bespoke support and put in place support from their line manager or from a senior member of staff. <i>This was put into place for three teachers.</i> Two-year NQT Induction is planned nationally from September 2021; develop a programme which fully reflects the Standards within The Early Career Framework, and other entitlements for supporting early career teachers. 	<ul style="list-style-type: none"> Implement the two-year Early Careers Framework for new teachers. Further refine and improve new staff induction. Put in place precise and carefully monitored extended support for teachers identified as needing support and coaching.
iii. Use INSET days to deliver a programme geared to improve teaching and class management skills. AWC & SLT	<ul style="list-style-type: none"> Keep class management and effective implementation of restorative S2 high profile throughout year. Staff briefings, INSET time and training afternoons should enable regular review and reinforcement. <i>COVID restrictions made restorative S2s particularly difficult to implement</i> Embed the 10 agreed strategies for de-escalation and conflict management. Continue training staff on the use of Microsoft Teams and other effective use of ICT as a teaching tool. 	<ul style="list-style-type: none"> Train teachers to use touchscreens in an interactive way Develop effective interactive training on class management and dealing with challenging behaviour Change the emphasis from designing an effective curriculum to effectively teaching a high-quality curriculum

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
	<ul style="list-style-type: none"> • Use INSET Day sessions to deliver a series of interactive sessions based on embedding knowledge in longer term memory, connecting ideas and concepts and applying knowledge in a variety on contexts. • 	
<p>iv. Provide every member of staff ways to develop their skills to make a more effective contribution to JMHS and develop their career. AE & SLT</p>	<ul style="list-style-type: none"> • Seek to use appraisal and line management in a more developmental way, finding out how individual staff wish to develop their career and finding ways to achieve this. With all the extra pressures caused by COVID restrictions, online teaching etc, we decided to make appraisal 'light touch' • Follow up the excellent research and projects produced by NPQML participants. • Continue to develop training opportunities for all staff in the areas of safeguarding and behaviour management using online/digital platforms. • Develop a programme for improving and sustaining staff IT skills. 	<ul style="list-style-type: none"> • Make undertaking an online National College course an appraisal target for all staff • Create an opportunity for 4-8 staff to have a secondment to the Senior Leadership Team to gain further expertise and learn from SLT colleagues. • Create a voluntary position of Senior Tutor to give staff interested in pastoral leadership the opportunity to work alongside a year leader. • Support colleagues to undertake NPSQL qualification.
<p>v. Put in place a whole staff training programme on effective teaching of mixed attainment classes. KB</p>	<p><i>New strategy for 2021-22</i></p>	<ul style="list-style-type: none"> • Produce a series of power point resources to deliver to all staff on three termly INSET days which cover high quality teaching of mixed attainment classes. • September INSET: Rationale for mixed attainment teaching, using data to produce effective seating plans and provide strategies for effective use of TAs in the classroom. • January INSET: Improving teaching of mixed attainment classes by sharing effective strategies such as scaffolding. Moving onto how to support access arrangements testing.

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
		<ul style="list-style-type: none"> • April INSET: Updating curriculum plans in light of effective strategies tried, for mixed attainment teaching. • Work collaboratively with ATO to produce and deliver these sessions to all staff. • Observe the strategies being used effectively within each faculty and give honest feedback to enable improvement.

E. Develop JM6 to become a dynamic and exciting sixth form where students experience excellent learning and teaching, can access a wide range of enrichment activities and receive excellent bespoke support and guidance

Overall: Strong teaching and development of the JM6 curriculum, some improvement made to sixth form recruitment from 32% to 39% but further improvements to recruitment needed

- *Effective sixth form teaching including during lockdown*
- *Greater involvement of Sixth Form Leadership Team in recruitment*
- *Y11 masterclasses initiated*
- *Many activities curtailed due to COVID/lockdown, but recruitment has slightly improved to 39%*
- *Negative effect of low recruitment on funding and staffing*

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
i. Review and redesign JM6 curriculum to enable all students to experience excellent learning and teaching and to make strong progress MH	<ul style="list-style-type: none"> MH to produce a sixth form curriculum overview stating the overarching aims for our sixth form curriculum design and how student learning is maximised by October 2020. Subject curriculum overviews to be completed by December 2020. Detailed subject plans to be completed by May 2021. SIP to review overarching sixth form curriculum overview in November 2020 and subject curriculum planning in June 2021 and provide feedback so that improvements can be made. 	<ul style="list-style-type: none"> SIP to review overarching sixth form curriculum overview in June/July 2021 THIS HAS BEEN COMPLETED and subject curriculum planning in Autumn 2021 and provide feedback so that improvements can be made. MH to collate feedback from SIP and produce second draft of JM6 Curriculum Intent and overview document. SLT members to monitor and guide Faculty Leaders and subject staff via line management. Detailed sixth form curriculum plans to be completed by June 2022.
ii. Continue to improve systems for pastoral care and enrichment in JM6 MH & SFLT	<ul style="list-style-type: none"> Use student surveys, focus groups and feedback to identify strengths and areas for improvement in current provision. Plan improvement based on this feedback by Feb 2021. 	<ul style="list-style-type: none"> Continue with 1 to 1 mentoring support that students' value so highly. Review SMSC with more focus on respect for girls/women and identifying potentially abusive relationships. Increase time devoted to financial life skills/ literacy. Expand enrichment programme to include further Arts, Science, Technology, Engineering & Mathematics (STEM), and Life skills programmes.
iii. JM6 recruitment: Increase the numbers of students in our sixth form so that 50% of Y11 progress to JM6. MH	<ul style="list-style-type: none"> Ensure a greater range of vocational courses in the sixth form to attract larger numbers of students. Mitigate limitations to usual recruitment events and activities by finding ways to clearly and consistently deliver the key message of an inclusive sixth form with lower entry requirements across to Y10 in particular. <i>Although disappointing all reasonable</i> 	<ul style="list-style-type: none"> Explore viability and interest in Film Studies, Politics and Sociology during Y10 Futures discussions with possible implementation of one in Sept 2022 and another in Sept 2023. <p>Ambitious recruitment plan instigated from Summer 2021 to include:</p> <ul style="list-style-type: none"> Enhanced 3 day transition for Y11 students (going the extra mile compared to competitors)

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
	<p><i>measures under Covid restrictions to promote JM6 and discuss options with students were taken.</i></p>	<ul style="list-style-type: none"> • Post-16 Options/JM6 focus week from 28th June • Increased JM6 Student Leadership opportunities and opportunities for them to work with lower school students including support for early entrants. • Subject masterclasses in all subjects in early Y11 to enthuse and excite students. • Enhanced Sport, Arts & STEM activities for JM6 students (some will involve Y10/11) • Revamp of promotional literature to include e-prospectus, promotional video and social media presence. • Increased number of Sixth Form trips to include an inclusive London trip and Headline trip for Summer 2023/4.
<p>iv. Develop a Y7-Y13 culture throughout JMHS so that students in Y7-Y11 appreciate the strengths of the Sixth Form. AWC & MH</p>	<p>New strategy for 2021/22</p>	<ul style="list-style-type: none"> • Focussed 'Futures' week for Y9 & 10 with advice on post-16 options and JM6 key strengths & opportunities. • Assemblies with all Year groups in Autumn term to introduce student leaders and positive perspectives on JM6. • Increased exposure of lower school to our best JM6 students/ student leaders via roles running lower school clubs, more Learning Support Assistants and supporting tutor groups. • New large monitors in key footfall areas such as Community lounge/dining room to update lower school on JM6 opportunities and achievements. • Use Social Media to push out same information to parents, students and community. • Use student survey to identify more when students start to think about post-16 options and the key

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
		factors they consider - adapt strategy/ timings in line with findings.

F. Other strategies

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
i. Explore options for greener and better value energy. AE	<ul style="list-style-type: none"> Identify a team of staff and/or governors who have time and knowledge to properly investigate this and make a series of recommendations and report back to governors by March 2021. Some practical improvements were made including installing touch screens, new computers with lower carbon footprint throughout the school and low energy lighting in some areas. 	<ul style="list-style-type: none"> Joanne Hickling (New finance manager) to investigate strategies and work with Nina Shields to find partners to reduce energy consumption and our carbon footprint. Continue to introduce modern low energy lighting throughout the school. Continue integration of sustainability issue into the curriculum particularly science and geography and in the assembly /PSHE programme.
ii. Use parental, student and staff feedback including from questionnaires to make JMHS a better place to learn and work for all members of the school, maximising student and staff welfare and well-being. AE	<ul style="list-style-type: none"> Schedule one student, one parent and one staff survey per term to gain feedback on the curriculum, learning and teaching and school life. Give a specific theme to each survey with the first term focussing on the revised year group based pastoral system and behavioural reforms. Follow up each survey with recommendations and action. Develop work of groups such as the environmental group to address issues identified in the surveys. Use the surveys to plan steps to increase wellbeing for students and staff. 	<ul style="list-style-type: none"> Continue to use staff, student and parent surveys to improve learning and teaching, pastoral support and all aspects of school life.

Key strategy and summary of 3 year plan	Key Actions for 2020-21	Key Actions for 2021-22
iii. Develop our strategy to maximise the effectiveness of staff recruitment, securing candidates of the highest calibre. AE & CH	<ul style="list-style-type: none"> • Research effective strategies used in other high schools locally and nationally. Trial any promising strategies particularly with hard to fill posts. 	<ul style="list-style-type: none"> • Recruit in December for any known teaching posts. • Advertise support staff posts using a greater variety of media. • Create bespoke JMHS application procedure for each post including teaching posts.
iv. Make a success of JMSport, increasing bookings and reinvesting profit to improve the sports facilities. WB/RF	<ul style="list-style-type: none"> • Ensure links with local sports clubs are established and strengthened to maximise use of JMSport. <i>Difficult to achieve during COVID.</i> • Invest in developing and improving the JMSport facilities. • Invest in developing JMSport staff skills. <i>Difficult to achieve during COVID.</i> 	<ul style="list-style-type: none"> • Ensure links with local sports clubs are established and strengthened to maximise use of JMSport. • Invest in developing JMSport staff skills • Create a three year plan for JMSport to ensure financial viability, improved facilities and a positive contribution to the community.
v. Develop a whole school marketing and communications strategy. RF	New strategy for 2021/22	Plan a new strategy to include: <ul style="list-style-type: none"> • Events for parents and students to find out more about JMHS. • Review and develop our website. • Investigating whether it is viable and desirable to have a social media presence. • Decide whether to produce a new prospectus. • Creating an ethos of an 11-18 school where students expect to move on to JM6.