



JMHS 3 Year School Development Plan

September 2020 – August 2023

September 2022 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 some areas, 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/>).

Section III: Key Performance Indicators

a. GCSE thresholds

165 students were entered for examinations this year. 65% of students achieved five GCSE grades (grade 4+) including English and Maths. The figure for grade 5+ including English and Maths is 45%. For EBacc subjects, 57% of students were entered, with 40% achieving with grade 4 or higher (38% in 2019). The EBacc figure for students achieving at grade 5 or higher is 27% (26% in 2019). In English 73% of students entered achieved at grade 4 or higher; 64% at grade 5 or higher. In Maths, 75% of students entered achieved at grade 4 or higher; 53% at grade 5 or higher.

JMHS GCSE Results

Grade	2022 (Cumulative %)	2021 (Cumulative %)	2019 (Cumulative %)	Average % 2019/2021
9	7	4	3	4
8	15	14	11	13
7	24	27	21	24
6	38	43	34	39
5	59	62	52	57
4	75	81	66	74
3	87	92	84	88
2	96	98	94	96
1	99	100	99	100

It can be seen from the table above that the results students achieved in 2022 were between the 2019 results when Year 11 students last sat examinations and 2021 when teacher assessment was used in examinations and close to the average of these two results. Closer analysis reveals that there has been a good improvement in science and most option results but less improvement in English or maths. We believe that staff absence through Long COVID and maternity leave may have particularly impacted maths results.

The Attainment 8 score for 2022 was 47.5 slightly higher than the 2019 figure of 46.6.

At the time of writing there is not a Progress 8 score available so we cannot compare how JMHS students performed relative to other students in England of a similar ability profile.

b. Attendance and Exclusions

Attendance

Year Group	Category	Academic Year 2018-19	Autumn & Spring Terms 2021-22	Summer Term 2022
7	All	96.0%	93.2%	93.9%
	PP	92.6%	91.6%	90.8%
	SEND	92.4%	91.5%	90.5%
8	All	95.2%	92.2%	92.4%
	PP	95.0%	87.1%	87.6%
	SEND	94.5%	88.7%	91.1%
9	All	94.9%	91.1%	91.3%
	PP	90.1%	89.5%	89.1%
	SEND	92.8%	89.2%	88.9%
10	All	94.8%	90.6%	91.7%
	PP	92.3%	86.5%	85.1%
	SEND	90.3%	87.1%	86.5%
Mean Average	All	95.2%	91.8%	92.3% (+0.5%)
	PP	92.5%	88.7%	88.1% (-0.6%)
	SEND	92.6%	89.1%	89.3% (+0.2%)

Commentary

The table above outlines attendance statistics for each year group and includes two key sub-groups of PP and SEND. The inclusion of 2018-19 enables a clear comparison with pre-COVID figures.

There is a clear and significant increase in absence for all students and the two sub-groups when comparing 2018-19 with the first two terms of 2021-22. The difference for PP and SEND students in Years 8 and 10 is particularly notable.

Attendance intervention since Easter has been targeted at students whose attendance is below 85% and are in one or more vulnerable sub-group. When comparing the summer term to the autumn and spring terms for 2021-22, for all students the summer term figures are more positive, although less so in Year 9. The absence for PP students has increased during the summer term, most notably in Year 10. For SEND students there has been a small improvement in attendance during the summer term show, but this data is significantly boosted by a large improvement in Year 8 and the data in other years is less positive. Overall attendance has moved in the right direction in the summer term, but as the table demonstrates there is significantly more work to be done to support students in having excellent attendance.

The ESLT member responsible for attendance and the External Attendance Advisor (EEA) have drawn up this plan to attempt to address the key areas from this data. Improving attendance for students who are in one or both sub-groups in the table will enhance the re-engagement with school post-COVID.

Suspensions and Exclusions

Table 1: Total Number of Suspensions

Students	2018/2019	2021/2022
All	65	53
Disadvantaged	24	24
SEND	34	32

Table 2a: Number of Suspension by Half Term for Cohort

2018/19		2021/22	
Autumn 1	3	Autumn 1	11
Autumn 2	10	Autumn 2	15
Spring 1	13	Spring 1	10
Spring 2	18	Spring 2	10
Summer 1	6	Summer 1	3
Summer 2	15	Summer 2	4

**Table 2b: Number of Suspensions
by Half Term: PP**

2018/19		2021/22	
Autumn 1	1	Autumn 1	4
Autumn 2	2	Autumn 2	8
Spring 1	6	Spring 1	4
Spring 2	6	Spring 2	5
Summer 1	3	Summer 1	2
Summer 2	6	Summer 2	1

**Table 2c: Number of Suspensions
by Half Term: SEND**

2018/19		2021/22	
Autumn 1	2	Autumn 1	8
Autumn 2	3	Autumn 2	7
Spring 1	11	Spring 1	6
Spring 2	11	Spring 2	7
Summer 1	3	Summer 1	2
Summer 2	5	Summer 2	2

Table 3: Permanent Exclusions over last 5 years

2017/18	2018/19	2019/20	2020/21	2021/22
0	2	2	1	2

Commentary

1. Table 1 shows that the number of suspensions for the academic year 2021/22 were similar to the academic year 2018/19 with a slight reduction in overall numbers of suspensions but with equal numbers of suspensions for disadvantaged students.
2. At the end of the spring term, the Headteacher, Behaviour Lead and Pastoral Team developed a plan to reduce the number of suspensions as in our view they were too high. The plan involved more effective use of the Behaviour Recover Room (BRR) as an alternative to suspension and targeted support for our students with the most challenging behaviour.
3. Tables 2a, 2b, and 2c show that this strategy has achieved some initial success with a total of 7 suspensions during the summer term, compared to 21 in the summer term of 2018/9. We are now implementing further improvements to how we use the BRR and how we work with our students in the most challenging situations designed to maintain this lower level of suspensions.
4. We only use exclusion as the last resort, where all possible avenues have been explored. Unfortunately, this year there have been two exclusions, which as illustrated in table 3 is the modal average over the past few years.

c. A-level

The table below compares the 2022 A Level results with the mid-point of the 2019 and 2021 results.

Grade	2022	Mid-point 2019 & 2021
A*	17.1%	12.2%
A	25.3%	24.6%
B	24.7%	24.1%
C	15.2%	22.2%
C	9.5%	11.2%
E	5.7%	5.4%
U	2.5%	0.25%

Which gives:

	2022	Mid-point 2019 & 2021
Pass Rate	97.5%	99.7%
A* to A	42.4%	36.8%
A* to B	67.2%	60.9%

The statistics above indicate that although the overall pass rate was slightly down at 97.5%, the number achieving high grades is encouraging. At the time of writing, we do not have accurate progress data comparing JMHS results with national results of students with a similar ability profile.

d. Student numbers

	Sept 2021	Sept 2022	Planned Admission Number
Year 7	147	161	150
Year 8	156	154	150
Year 9	154	162	150
Year 10	144	153	150
Year 11	164	144	150
Year 12	61	62	75
Year 13	57	60	75
Total	883	896	900+

- It is encouraging that overall numbers have increased to nearly 900.
- 161 students joined Year 7 which was higher than our intake figures for recent years and slightly above expectation.
- Numbers in a number of year groups increased during the last academic year and over the summer holiday reflecting our willingness to accept additional pupils above our Planned Admission Number of 150 per year group.
- 39% of Year 11 returned to JM6, a small increase on the average for recent years but below our target of 45%. This gives a total number of 122 which is close to our 'break even' number of 126 students.

e. Finance

At the end of the 21/22 academic year, JMHS should have reserves of approximately £350k, equivalent to 7% of income. Significant funding has been received in relation to COVID which we anticipate ceasing going forwards. However, we have seen costs rising across the school in relation to energy, ICT, and increased expenditure on curriculum materials. We are in a fortunate position that we have the budget available to incorporate these extra costs currently, however we are only able to achieve this by careful management of our funding and achieving good value for money in our resource purchasing. Widespread concern regarding energy costs has been somewhat mitigated at JMHS due to securing fixed prices through till March 2027 back in October 2021 prior to the incredible jump in cost that has been seen in the past six months. Looking to the future, we anticipate maintaining reserves of £350k+ whilst investing in the school to provide a well-maintained and continuously improving place of learning.

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

All subjects have completed the agreed steps for curriculum design outlined in our Curriculum, Assessment and Teaching Policy and summarised below:

1. Identify the key knowledge and most important concepts for each subject.
2. Plan the best way to sequence teaching so that students gain an excellent understanding of the key knowledge and most important concepts.
3. Divide learning into carefully sequenced modules or blocks of learning.
4. Determine 'end points' for each module which encapsulate what students will know and will be able to do at the end of each module.
5. Detail the small components of learning necessary to achieve the end points within each module.
6. Identify the key vocabulary students will need to understand and use within each module.
7. Sequence the small components of learning so that students are building upon and connecting to previous knowledge to maximise understanding and long-term memory of knowledge.
8. Design teaching sequences to effectively teach the small components of learning and achieve the 'end points', including constant spiralling to revisit key knowledge to develop understanding and embedding key knowledge in long-term memory.

Subject reviews in the first half of the Summer Term 2022 identified that substantive knowledge including clear end points, small components of learning was logically sequenced and well planned with sufficient practice and recall exercises to ensure students retained key knowledge in long term memory.

The reviews identified the following areas for improvement:

- Increase the amount of time students spend reading.
- Map more precisely the teaching of disciplinary and mathematical knowledge in science.

- Improve the KS3 learning scheme in computing.
- Ensure the design technology scheme at KS3 includes learning of content on electronics and control, and the work of innovators and technologists.

Subject leadership teams have been making improvements to these areas during the summer term.

Next steps include:

- Fully implement our Reading Strategy so that we systematically improve the reading skills of students and their love of reading.
- Review in detail curriculum plans, teaching and homework resources, and assessment for Year 7 and Year 9.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
<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"> • 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. • Use subject reviews to identify specific areas for development in subject curriculums for action in the Summer Term of 2022 and beyond. 	<p>Curriculum leaders will particularly focus on three key areas during 2022-23 focussing on reviewing and improving the Y7 & Y9 curriculum:</p> <ol style="list-style-type: none"> 1. Creating consistent lesson resources and high-quality homework tasks. 2. Reviewing curriculum planning and assessment. 3. Ensuring that all staff understand sequencing rationale. <p>We will deliver the improved PSHRE curriculum in all year groups.</p>
<p>ii. Introduction of the JMHS Curriculum, Assessment and Teaching Policy (CAT policy) to create an evidence-based, coherent and consistent basis to improving the quality of the curriculum, assessment and teaching at JMHS</p> <p>New for 2021-22</p>	<ul style="list-style-type: none"> • Autumn Term: research CAT policies, and research into the most effective methodologies for curriculum design, assessment and teaching during the Autumn Term. • Devise draft CAT Policy by January 2022, consult SLT & Staff. • Finalise and present CAT Policy to staff by Feb 2022. • Implement new formative and summative assessment procedures from Spring Term 2022. • Introduce Curriculum Implementation Checks. 	<ul style="list-style-type: none"> • Review and improve curriculum information checks. • Build staff training programme around effective implementation of the CAT policy. • Ensure appraisal targets are aligned with the CAT policy. • Use the CAT policy to continually review & improve the quality of the curriculum, teaching & assessment.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
	<ul style="list-style-type: none"> • Train staff on effective implementation of the CAT policy • Appoint teaching lead from September 2022 	
<p>iii. 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"> • 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. <p>Note: All these training sessions were based on effective application of our new CAT policy which can be viewed here: https://www.jmhs.hereford.sch.uk/wp-content/uploads/2022/03/JMHS-Curriculum-Assessment-and-Teaching-Policy-Jan-2022-v1.2-signed.pdf</p>	<p>Ensure the training sessions continue to focus on creating an excellent understanding and high-quality implementation of our CAT Policy particularly focussing on:</p> <ol style="list-style-type: none"> 1. Creating consistent lesson resources and high-quality homework tasks. 2. Reviewing curriculum planning and assessment. 3. Ensuring that all staff understand sequencing rationale. <p>Sessions will be followed up in line management by reviewing resources and curriculum plans.</p>
<p>iv. 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"> • 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 subject leaders and teachers to work on curriculum design and effective implementation of the curriculum. 	<ul style="list-style-type: none"> • Use the first hour of every Faculty training afternoon focussed on one of the three teaching methods we are developing this academic year- explaining, modelling or questioning. • Ensure whole staff training on establishing and maintaining positive relationships and high expectations or effective restorative is included in each afternoon. • The remaining two and a half hours will be used to follow up on techniques and strategies covered in the whole staff session, for reviewing and improving the curriculum especially in Year 7 and Year 9, and subject collaboration eg maths & science working together.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
v. 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 & LL	<ul style="list-style-type: none"> • Improve the new Health & Social Care course. • 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. <i>We decided not to introduce a further course but instead to concentrate on improving the quality of IT, computer science, health and social care and business studies courses</i> 	<ul style="list-style-type: none"> • Continue to develop the quality of the computing, computer science and IT curriculums particularly in Year 7-9 and with e-safety throughout the school. • Help the two new teachers in the faculty develop their teaching and class management skills. • Embed effective use of the anti-plagiarism software 'Turnitin'.
vi. Research and then implement a new strategy for assessment for JMHS. PMH New for 2021-2	<ul style="list-style-type: none"> • Through working with key colleagues, decide key elements that we require within assessment (aligning with the school curriculum) • 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 	<ul style="list-style-type: none"> • Embed new systems for formative assessment particularly through feedback from lesson visits. • Ensure teachers circulate effectively in all lessons particularly checking in on understanding, quality and quantity of work for disadvantaged students. • Ensure teachers reteach content when assessment shows it has not been learnt or remembered. • Analyse cumulative test results and use the analysis to improve the curriculum and determine students who need additional help/support and the form this help/support should take.

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 systems originally developed for COVID including year group zones for before school, break and lunch supervised by Year leaders and SLT members were successfully adapted ensuring thorough supervision, enhanced safety and better safeguarding.
- More effective systems developed for the use of the BRR, and The Hub, first aid etc.
- Better starts and finishes to lessons with silent starters and effective plenaries.
- 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, all mobile classrooms and maths block refurbished, astroturf pitch refurbished, computer rooms improved and tiered seating installed in the Theatre.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
<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. AWC</p>	<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 	<ul style="list-style-type: none"> • AWC and RF to continue to liaise with Health and Safety governor to ensure effective review of school site and completion of updated site risk assessment document. • RF to complete regular site walks with site maintenance staff and governors where appropriate. • RF to ensure relevant risk assessments completed by curriculum leaders. • SLT to agree half termly 3 key foci for staff to be especially vigilant for. ALW and CL to ensure staff made aware each half term once these have been agreed. • AWC to ensure that Life at JMHS is updated to reflect changing strategies from 2021-2022.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
		<ul style="list-style-type: none"> • AWC to use staff Inset and new staff training to focus on emphasising key messages from Life at JMHS. • Year leaders and curriculum leaders ensure that House Points given for students demonstrating the values of ASPIRE. • AWC to ensure that duties document completed to ensure relevant staff available to support the safe and effective running of the school.
<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"> • 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. 	<ul style="list-style-type: none"> • ATO redesigning CIC form with support from AE and AWC to ensure greater clarity for teachers. • SLT line managers trial new CIC form for first CIC with curriculum leaders. Curriculum leaders will then use this to commence their first round of CICs. • Feedback to SLT line managers where teaching improvements could be made from observations. SLT line manager to act as filter for information sharing. • Training afternoons and Inset sessions will focus on key parts of CAT policy to remind staff about requirements of the policy. • AWC to ensure duties document provides red cover and blue cover for each lesson. • SLT to consider use of red cover in the BRR if no cover is required.
<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 for the arts, sport and practical subjects. RF</p>	<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. 	<ul style="list-style-type: none"> • Use feedback from 2022 CIF bid to inform and improve 2023 bid for roof repairs and fire safety upgrades. • Continue to ensure in-year savings are used to fund prioritised projects on our capital development plan to include classroom refurbishments and remodelling .

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
	<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. 	<ul style="list-style-type: none"> • Decide how we will achieve funding for new astroturf pitch. • Launch JMArts and develop links with the community and lettings of the theatre including new tiered seating to generate income and community cohesion.
<p>iv. Reinstate and enhance our extra-curricular offer following the pandemic and lockdown. HN</p>	<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. 	<ul style="list-style-type: none"> • To increase the number of countries students can visit through our foreign trip programme. • To further increase the numbers of clubs and activities on offer, to create a balanced and wider variety of opportunities across all year groups. • To use Bromcom to monitor the attendance of enrichment activities, with a specific focus on those who are considered as disadvantaged. A termly review of these figures will be conducted and shared with ESLT. • To use Bromcom to promote and communicate the clubs and activities we offer to parents of disadvantaged and SEND students. • To transfer the parental sign-up system from SchoolCloud to Bromcom, and create registers via Bromcom for enrichment activities.

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 know all students especially vulnerable and disadvantaged students within their year group well, providing bespoke support.
- Staff knowledge of safeguarding and potential harms for students has been further enhanced through well led training and quizzes to test knowledge.
- Systems for supervision before school, at break and lunch have been further improved with the Year Leaders and SLT members proactively supervising and preventing problems occurring.
- The use of the Hub to support students suffering mental health and anxiety issues has been further enhanced, including support for those who find attending lessons difficult.
- Use of the Behaviour Recovery Room to support students with challenging behaviour and as an alternative to exclusion has been strengthened.
- Clarity about the precise support individual students with SEND require has been improved through providing SEND student strategy guides and training sessions for all teachers of the student.
- We have identified improving attendances through our post-covid attendance recovery plan as a major priority for 2022-23.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
<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/DLW</p>	<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. 	<ul style="list-style-type: none"> • Ensure that successful model and systems followed in 2021-22 are replicated with new Year Leader being directly line managed by CL. • To develop a series of reward/ record of achievements distinct to each year group. • To establish an effective wider pastoral care team with delegated responsibilities for mental health, online safety, looked after and PLAC students, PSHRE programme, careers education and the SEND department. • To embed assembly programme into overall PSHRE programme to maximise theme coverage.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
	<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. 	<ul style="list-style-type: none"> • To make student voice surveys in mental health and feeling safe regularly feature with consistent use of data and targeted responses. • Empower tutor with data and the expectation of being key person writing a summary end of year report with holistic coverage. • To ensure useful and updated student profile plans are available for staff for all students deemed vulnerable not just SEND. • Continue to develop accessible online and direct communications to support parents and carers with key pastoral and safeguarding issues. • Ensure weekly My Concern reviews continue with DSL and Year Leaders (Deputy DSLs) and we maximise our use of the software and its features to improve record keeping. Implement new monitoring schedule in 2022 Child Protection policy. • Monitor staff awareness and training of safeguarding beyond the regular quizzes. • Extend DSL level of training with Year Leaders undertaking Sign of Safety training.
<p>ii. Develop the work of the hub to provide excellent support to children with SEND and vulnerable children so that they can 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"> • 2021-22 INSET days will focus on high quality teaching in mixed ability classes which will support disadvantaged students and those with SEND. • Increase regular meetings with parents and agencies, and log these to provide enhanced support. • 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 	<ul style="list-style-type: none"> • SEND team to continue to develop positive relationships with parents of students on the SEND registers; recording discussions with parents, students, staff and outside agencies on a spreadsheet and sharing the details with Year Leaders. • SENDCo to work from Student Services, with Year Leaders, to build positive relationships with students with SEND and advise on most appropriate intervention for individuals.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
	<p>continue next year as the Pastoral and SEND teams work more closely with parents, students and outside agencies, holding joint meetings where necessary.</p> <ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Continue with the regular meetings with Year Leaders to discuss individual student needs with a holistic view of support required. Meetings with parents will be attended, when possible, by a member of the SEND team as well as the Year Leader. • Continue to develop the Hub to match the needs of the new cohort of students, for example using Lego Therapy to predominantly support students with mental health issues based on trauma. • Use TAs and SENDCo to support in the Hub, to build positive relationships with the students they support and allow the Inclusion coordinator to provide individual support to other vulnerable students. • Ensure that student profiles for students with EHC plans are regularly updated with strategies to support them and shared with staff. • Ensure that students with SEND receive early careers advice to allow early planning for post 16 aspirations.
<p>iii. Develop the work of the Behaviour Recovery Room (BRR) 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 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. 	<ul style="list-style-type: none"> • Continue to broaden the programmes and plans for students regularly using the BRR facility. • Strengthen the systems used within the BRR to reduce repeat attenders. • Form a proactive on call system whereby the Behaviour Co-ordinator, Year Leaders and ESLT liaise regularly to ensure effective use of staff time and speciality, in order to meet the demands. • Develop red class plans, led by Faculty Leaders, to ensure various strategies are implemented to bring about an improvement.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Continue to develop ways to measure the impact of the BRR on individual students. Trial different S2 responses to strengthen the restorative approach. Introduce behaviour coaching for staff alongside whole staff behaviour Inset.
<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.</p> <p>ALW/JMK</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. 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. 	<ul style="list-style-type: none"> Mental health triage system to ensure that the right support goes to the right student. Sourcing more support beyond CLD including Education Mental Health Practitioner, School Nurse, Strong Young Minds, Colwall Youth Project amongst others. As part of the new PSHRE subject team, develop schemes of work which are supportive and preventative in nature including emotional resilience, practising good mental health and coping strategies. Watchful tutoring – tutors are trained to monitor for early signs of mental health distress. Student surveys of mental health and wellbeing support this process to identify students in need. Improve communication with and support for parents and carers around mental health including improved website information and workshops. <p>Improve website information and workshops.</p>
<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>	<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. 	<ul style="list-style-type: none"> To trial and develop an Equalities commission with students to review the aims of the Equalities policy. To ensure that equalities and discrimination continue to appear as key workshop and assembly themes.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To review and audit the new curriculum for its coverage and equalities aims. • To ensure the experience Ukrainian refugee students is as positive as possible. • To promote themes of equality and celebration of diversity within the environment through displays. • To consult with parents regarding their perceptions and views on Equalities policy.
vi. Increase whole school attendance through a more rigorous and systematic approach of challenging absence and encouraging high attendance. DLW	<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. 	<ul style="list-style-type: none"> • Implement Post COVID Attendance Recovery Pan. • Adapt communication to parents so focus is on support, not sanction. • Year Leaders to clearly designate and monitor mentoring of key students by tutors and support staff. • Use Bromcom to monitor progress of identified groups of students. • Plan and deliver parental workshops to support with managing teenage mental health issues.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
		<ul style="list-style-type: none"> Implement Wave 1, 2 and 3 support consistently and effectively.

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

- Training programme for all staff on INSET Days and Faculty Training Afternoons designed and implemented that was closely aligned to changes in assessment and our new CAT Policy.
- Consistency and quality of starts to lessons much improved with nearly all students focussing, reviewing previous learning and committing more key knowledge to long term memory.
- Formative assessment has improved so that teachers have a better understanding of what students know and understand. This is helping teachers improve the curriculum and determine when they have to reteach key knowledge or support groups of students or individuals.
- Teachers are improving the quality of summative assessment so tests measure acquisition of key knowledge in long term memory.
- Teachers are developing skill in adaptive and responsive teaching that particularly benefits students with SEND.
- Students achieving good and increasing marks in end of half term tests indicating that implementation of the CAT policy may be having a strong positive effect.
- Behaviour and safeguarding training have ensured a consistent and thorough approach from staff.
- The revised approach to assessment has reduced the amount of time staff spend marking.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
i. Use lesson visits from senior staff, curriculum leaders and the School Improvement Partner to provide positive, constructive feedback and	<ul style="list-style-type: none"> Identify support mechanisms for individual teachers where lesson visits identify the need for improvement. Feedback has been given to line managers who have then provided support 	<ul style="list-style-type: none"> Refine the mechanisms for recording and giving feedback after a CIC to produce closer alignment to our CAT policy.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
coaching for teaching skills and behaviour management skills. AE & AWC	<ul style="list-style-type: none"> • Ensure the support mechanisms are skilfully implemented. • 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 (Curriculum Implementation Checks or CICs) 	<ul style="list-style-type: none"> • Create roles for Teaching Lead and Behaviour Lead to provide weekly coaching for 12 teachers for a term through 2022-3. • Match coaching closely to the CAT Policy and agreed JMHS behaviour management strategies. • Review and improve the coaching programme. • Refine teacher induction programme to closely match the CAT Policy and agreed JMHS behaviour management strategies.
ii. Provide bespoke coaching and support for new teachers and staff and selected others. AWC & PMH (MH)	<ul style="list-style-type: none"> • Implement the first year of 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. 	<ul style="list-style-type: none"> • Ensure each ECT colleague's smooth transition from ECT Year 1 (ECT1) to their second year (ECT2). • Ensure CL and ATO provide high quality feedback with teacher coaching programme and that updates are provided to SLT about progress of the programme. • AWC to ensure high quality induction for new teachers in first half term.
iii. Use INSET days to deliver a programme geared to improve teaching and class management skills. AWC & SLT	<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 	<ul style="list-style-type: none"> • Inset days used to cover one key component of CAT Policy on each session. • Staff training afternoons and staff meetings used to reinforce one key aspect of CAT Policy. • ATO and CL to work with colleagues on their coaching programme to improve teaching and learning and class management. • ATO and CL to feedback to SLT outcomes and future developments of coaching programme. • Curriculum leaders to use staff training afternoons and Inset sessions to support colleagues' development of red class strategies where required.
iv. Provide every member of staff ways to develop their skills to make a more	Make undertaking an online National College course an appraisal target for all staff	<ul style="list-style-type: none"> • SLT to consider extending ESLT secondment opportunity to additional colleagues and/or allowing

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
<p>effective contribution to JMHS and develop their career. AE & SLT</p>	<ul style="list-style-type: none"> • 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>extension to support colleagues previously on programme.</p> <ul style="list-style-type: none"> • AE and AWC to support ATO with temporary ESLT role and ALW to support CL with temporary ESLT role. • Line management to be delivered through SLT line manager to facilitate clearer communication and support greater development of staff. • Continue National College membership and ensure completing a course remains an appraisal target. • Support applications for relevant CPD whilst ensuring effective running of JMHS. Priority will be given to online courses to facilitate this.
<p>v. Put in place a whole staff training programme on effective teaching of mixed attainment classes. KB</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. • 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. 	<ul style="list-style-type: none"> • Continue to develop student profiles for students with EHCPs and support the Year Leaders with the completion of those for vulnerable students. • Continue to hold regular meetings with teachers of individual students, sharing current needs and up to date strategies. Staff can then develop their own class strategies to support that student. • Continue to observe the above strategies being used effectively by teachers for students with SEND and share best practice.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
	<ul style="list-style-type: none"> Observe the strategies being used effectively within each faculty and give honest feedback to enable improvement. 	
vi. Provide training for staff to improve use of formative and summative assessment PMH <i>New for 2021-22</i>	Guidance provided to teachers during INSET sessions in the spring term in the plans for new systems for formative and summative assessment included in the CAT policy.	<ul style="list-style-type: none"> Autumn term - PMH to train teachers how to use Bromcom to record end of block test scores. Following monitoring of CICs, provide refresher training in formative assessment from the CAT policy.
vii. Provide training for staff to help all students become confident and competent readers AWC, JHH & KB	<ul style="list-style-type: none"> AWC, JHH and KB to be given clearly allocated roles in developing effective reading strategy. AWC and JHH to research effective reading strategies and visit other successful schools. AWC and JHH to ensure Inset used to share importance of reading and to ensure initial steps with strategy were timely and understood by staff. JHH to develop Book in the bag strategy for English teachers and form tutors. JHH and KB to review methods to evaluate impact of reading strategy. JHH, AWC and JL to develop tutor materials for reading programme. JHH to implement and deploy GASE reading strategy. 	<ul style="list-style-type: none"> AWC and JHH to ensure reading strategy is developed and shared on each Inset with staff. KB and LVV to ensure September and January Arti reading tests with outcomes shared with staff. KB and LVV to develop intervention programmes for students with low scores on individual categories measured by Arti tests eg accuracy, vocabulary, comprehension or inference. KB and JHH to ensure all staff aware of levels of reading need and what intervention is provided and expected by whom for each level of reading need. JHH to monitor and support tutor time reading. AWC to conduct weekly learning walks to review use of GASE in faculties. SLT line managers to ensure GASE reading strategy is reviewed regularly.

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

Evaluation: Good progress

- 16 –19 Funding utilised to support our least able students (with lowest average GCSE results).
- Increased prioritised mentoring provided by JC & MH for our least able and most vulnerable students.
- Bespoke programmes of study combining A levels, GCSE retakes and work experience provided for our least able students.
- Year 12 3-day work experience programme instigated successfully in summer term.
- JM6 Curriculum document now adapted in line with SIP review.
- Range of Enrichment activities expanded to include ‘Life Skills’ involving first aid and peer to peer support training.

The A level results achieved included our highest proportion of A* and A grades in any year where students have taken exams. At the time of writing we do not yet have Value Added Analysis for A level achievement.

39% of Year 11 students returned to join JM6 which is about our average for recent years but below our target of 45%. In total there are 123 students in JM6 in September 2022, just below our ‘break even’ number of 130 students.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
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"> • 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. 	<ul style="list-style-type: none"> • Implement and review the new study and off-site privileges of students. • Remind all teachers of requirements for independent study in all subjects. • Use subject-level work scrutiny to quality assure quantity & quality. • Use student level work scrutiny and focus groups to monitor comparison of quantity and quality of independent study between faculties and subjects. • SLT faculty line managers allocate time to regularly discuss quality & quantity of independent study.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
	<ul style="list-style-type: none"> 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"> 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. 	<ul style="list-style-type: none"> Create extra weekly tutor time to focus and develop study and revision skills. Create resources for these extra study skills sessions at least half term in advance of delivery. Increase input in SMSC on staying safe including collaboration with 'Safer Streets' project. Increase input on developing softer skills required for the workplace.
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"> 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) 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. Enhanced Sport, Arts & STEM activities for JM6 students (some will involve Y10/11) Revamp of promotional literature to include JM6 booklet and social media presence. Increased number of Sixth Form trips to include an inclusive London trip and Headline trip for Summer 2023/4. 	<ul style="list-style-type: none"> Key information about JM6 strengths and recruitment events out early to Year 11 in September. Liaise with JDK to promote Sixth Form sports trip to Barcelona for 2023/4. Review any impact on recruitment of the new study and off-site privilege requirements for students. LL/RF to review viability of revamping JM6 prospectus as a hard or e-version for September 2023/4 intake. LL to review and revamp Year 11 transition days/ arrangements.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Key Actions for 2022-23
iv. Develop a Y7-Y13 culture throughout JMHS so that students in Y7-Y11 appreciate the strengths of the Sixth Form. AWC & MH	<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 factors they consider - adapt strategy/ timings in line with findings. 	<ul style="list-style-type: none"> • Continue to expose lower school students to our best JM6 students through student leadership initiatives and increased number of SLAs. • Continue to raise awareness of JM6 key strengths, activities and opportunities through regular updates to lower school in tutor time. • New large monitors in key footfall areas such as Community Lounge/Dining Room to update lower school on JM6 opportunities and achievements. • Continue to use Social Media to push out same information to students, parents and community.

F. Other strategies

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Insert Actions for 2022-23
i. Explore options for greener and better value energy. AE	<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. 	<ul style="list-style-type: none"> Install solar panels on rooves to generate our own electricity. Research further ways to increase sustainability. Continue roll out of LED lighting.
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"> Continue to use staff, student and parent surveys to improve learning and teaching, pastoral support and all aspects of school life. Two whole school student surveys completed on mental health and feeling safe . Results processed and used on INSET 	<ul style="list-style-type: none"> Look to form some student voice bodies to focus on equalities and drive equalities policy further. Repeat the student voice surveys at least annually to monitor progress. Consult with parents on key policies. Consult staff including on improving well-being.
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"> 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. 	<ul style="list-style-type: none"> SLT line managers to ensure that temporary posts required for next academic year e.g. maternity leaves are carried out in a timely and effective manner. Develop further use of wide range of job advertising platforms for support staff. AWC to continue to develop interview days for teachers to ensure a consistent high quality programme attracts the best staff.
iv. Make a success of JMSPORT, increasing bookings and reinvesting profit to improve the sports facilities. RF	<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 	<ul style="list-style-type: none"> Increase staffing to cover all year round bookings and have better capacity to cover absence/annual leave.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Insert Actions for 2022-23
	<ul style="list-style-type: none"> • Create a three-year plan for JM Sport to ensure financial viability, improved facilities, and a positive contribution to the community. 	<ul style="list-style-type: none"> • 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	<p>RF to review and highlight this section</p> <p>Plan a new strategy to include:</p> <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. 	<ul style="list-style-type: none"> • Review marketing, timings and content of existing events to highlight and act on areas for development. • Create and implement a plan to use Bromcom for communication currently covered by ParentPay. • Create and implement a plan to use Facebook as a social media presence for JMHS. • Decide whether to produce a new prospectus.
vi. Research advantages and disadvantages of joining or forming a MAT AE New for 2021-2	<ul style="list-style-type: none"> • AE and AWC explored options for joining an existing MAT or forming a new MAT. • AE worked with three Herefordshire headteachers to devise a proposal to start a new MAT with two primary and two secondary schools initially. • Secure independent advice for governors on joining or forming a MAT. 	Governors to explore options in detail for forming a MAT or joining an existing MAT and then decide how to proceed.
vii. Develop our support staff team RF New for 2021-2	<ul style="list-style-type: none"> • Review support staff responsibilities and current roles. Create and implement a plan for development • Appoint and train key support staff members • Invest in support staff training 	<ul style="list-style-type: none"> • Successfully appoint into the vacant data manager position. • Review and clarify/create clear systems and processes for core support staff functions to ensure streamlined working and cross-covering of roles where necessary. • Implement regular meetings with support staff groups to successfully plan and co-ordinate workflows.

Key strategy and summary of 3 year plan	Key Actions for 2021-22	Insert Actions for 2022-23
		<ul style="list-style-type: none"> • Work with CH to develop an effective support staff induction programme. • Research, review and implement support staff appraisal and line management – RF and CH • Redevelop staff room to create a new support staff office to include the data team, admin assistant and hot-desks to allow collaborative working and sharing of best practice.