



Kents Hill Junior School – Strategic 3 Year Plan

Area	Year 1	Year 2	Year 3
Quality of Education	<p>Recruit and develop a parent reader volunteer team (a clear training and induction programme to be in place).</p> <p>Subject Leaders to develop end of Unit Quizzes.</p> <p>Professional Development around adapting learning for all pupil needs – through research and development of curricular learning. This is to ensure that SEND pupils receive a broad and balanced curriculum.</p> <p>Developing the focus of monitoring to ensure all pupils are engaged at all in times in all aspects of school life e.g. disadvantaged accessing school clubs.</p> <p>Developing the role of subject leaders through cross consortium delivery group.</p> <p>Develop how the big picture is used to inspire learning and give an idea of finish points e.g: KS3 work.</p>	<p>Developing learning specific outside areas with resources e.g. outside science classroom and Personal Passport outcomes.</p> <p>Outdoor provision offering linked to Personal Passport such as den building.</p>	<p>Development of a practical area of the school for elements of DT, science, cooking and life skills (<i>see additional plan for school site</i>).</p> <p>Expansion of the hard-standing area to allow more all-weather space for the outside curriculum (<i>see additional plan for school site</i>).</p> <p>Children learning the skills each year, to an end outcome of cooking a 3-course meal (having grown some of the key ingredients) and serving to an audience.</p>
Leadership and Management	<p>Development of the art curriculum.</p> <p>Review and refresh marking and feedback policy.</p> <p>Working party to develop staff room and professional development area for staff.</p> <p>Development of subject leadership through organised induction, training and development.</p> <p>Open multiple avenues of communication and develop the social media presence (Instagram photos promoting the</p>	<p>The recruitment and development of the Local Governing Board.</p> <p>Staff to have use of a suitable staff room and professional area.</p> <p>Coaching for all team leaders to support and develop the wellbeing of others. Broaden pupil opportunities with tech and how this can enable learning in a variety of ways.</p>	<p>School to be led by designated Headteacher and own Governing Body, with delegated responsibility for all aspects of the school within the scheme of delegation.</p>



	<p>curriculum, Facebook to promote, share and communicate, Twitter for advertising and You Tube for sharing school video and school tour).</p> <p>Significant changes and upcoming events shared with staff - having a very large visual calendar of all the events, competitions and curriculum trips and visits throughout the year.</p> <p>A package of wellbeing, leadership and professional development to be branded and delivered to staff.</p> <p>All middle and senior leaders to have a clear route map to professional development.</p> <p>Identify potential stakeholders who would contribute positively to a Local Governing Board.</p> <p>Begin investigating an update to the Chromebooks used by pupils.</p> <p>Development of PE and Games professional development for all staff.</p>		
Personal Development	<p>A yearly PD focus – starting with ‘A year of Friendship’ e.g. Play Leaders and Class tutorials and assemblies.</p> <p>Preparing pupils as Global Citizens through making links with other schools and areas in the world.</p> <p>Development of Personal Passports to have a clear sequence of life and cultural experiences e.g. use of public transport and wellbeing through ‘The Happy Tank’ and TPP.</p> <p>Develop weekly sessions for staff to develop pupil personal development.</p>	<p>Carers days with local business to prepare children for their futures.</p> <p>Reintroduce team building activity week (pupils and staff).</p>	<p>Evaluate how prepared our Year 6 children feel about leaving the school and review our PD programme.</p>



	<p>Develop club offering to ensure all areas are covered related to Personal Passport.</p> <p>Clear progression of Personal Passport skills, which are mapped out.</p> <p>Embed cultural visits into Personal Passports e.g. theatre trips, art galleries and museums</p> <p>Personal Passport to form the progression document of cultural experiences in place as the children work through the school.</p>		
Behaviour and attitudes	<p>Develop a plan for lunchtime provision.</p> <p>Engage with a Behaviour Hub.</p> <p>A clear system in the form of a flow chart for escalation of any child not meeting the school's expectations for behaviour, uniform and attendance.</p> <p>Ensure school expectations are shared with parents in a user friendly, positive manner e.g. YouTube, Twitter and other avenues. 5 Tweets to share expectations.</p> <p>Staff to be offered a free lunch to sit with the children and develop and support behaviour in the lunch hall.</p> <p>Develop Professional Development programme around Being Ready, Respectful and Safe. Use Iris as part of this.</p> <p>Termly 'School Community Tidy' day.</p>	<p>Work towards the criteria of the school becoming a Behaviour Hub.</p> <p>Every child is made a Respect Ambassador and new arrivals are inducted.</p>	<p>To become a Behaviour Developing Hub.</p> <p>Restorative conversations being held by older peers, to support inductions to become Respect ambassadors.</p>
KS1->KS2	<p>Embed transition plans to ensure all pupils are ready for KS2.</p>		



	<p>Produce promotional material to address for parents considering moving their children between key stages.</p> <p>Host open events for parents of pupils joining Year 3.</p>		
SEND/ Disadvantage	<p>For staff to receive specific training on a range of SEND and be clear in how to identify and refer as needed using a flow chart procedure.</p> <p>Develop sensory and gym trail base.</p>	<p>To train a current member of staff to complete their SENDCO training, while working under the Exec SENDCO.</p>	<p>To obtain the Inclusion Quality Mark by the end of Year 3.</p>
SMSC	<p>To tackle diversity through quality texts that teachers read to children every day and for these to be shared in assemblies.</p> <p>Further develop 'I can See Me' range and engagement in this.</p> <p>Personal Passport to form the progression document of cultural experiences in place as the children work through the school.</p>	<p>Widen the club offer, so that every member of staff delivers a club- this should be diverse.</p> <p>Range of clubs on offer is led through discussion with PPG and SEND children.</p>	<p>A calm, spiritual area to be developed within the school grounds.</p>