

The John Warner School



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QUALITY IMPROVEMENT PLAN

2018

JANUARY 3, 2018

THE JOHN WARNER SCHOOL
Stanstead Road, Hoddesdon, Herts, EN11 0QF

Vision and Values of The John Warner School

Vision

At The John Warner School we are **committed to excellence** in all that we do. We offer a well-rounded education to all of our students across the ability range and we aim to help them to discover and develop their own potential. We seek to equip them with the knowledge, technological capabilities, skills and character needed to face the modern world and to cultivate respect for and understanding of all members of their local community.

Values

Our values reflect what we believe in as an educational institution and the behaviours we expect to see demonstrated by all those associated with the school.

We value **ASPIRATION** which means we:

- Aim high in all that we do;
- Prepare to succeed in school and in life;
- Aim to create memories and futures together.

- Broaden our skills beyond the classroom;
- Promote community links through charity work.

We value **CREATIVITY** which means we:

- Believe that we are all creative;
- Love learning and thinking deeply;
- Acknowledge the importance of education for education's sake.

We value **RESPECT** which means we:

- Create a mutually respectful atmosphere;
- Have respect for ourselves, others and our surroundings;
- Form positive relationships in an environment that is free from prejudice, bullying and harassment.

We value **PARTICIPATION** which means we:

- Learn from each other to make a positive impact on our school, families and world;

We value **ENDEAVOUR** which means we:

- Believe hard work leads to success;
- Strive to achieve our targets, goals and ambitions;
- Develop resilience to thrive in an ever-changing world.



Vision 2022

The John Warner School has a clear commitment to excellence in all we do. While the 2018 Quality Improvement Plan details the improvements we wish to make in the immediate and short term, there is also a clear vision for how we see the school growing over the next five years.

In 2022, The John Warner School will be a school where:

- Students make **exceptional progress** in their educational studies and are equipped with the qualifications, skills, attitudes and attributes that will help them to thrive in the modern world;
- Students can access an **exciting, challenging and relevant curriculum** which not only builds the foundations of core skills and learning but offers a wide range of creative, artistic, technical and professional opportunities where students can discover and develop their own potential;
- Students are supported and guided by a **caring, committed and capable pastoral system** which upholds the high expectations of the school while meeting the needs of individuals and groups so that we can foster an environment of mutual respect, equality and understanding;
- The **well-being of all members of the school community** is a core consideration in decisions we make and support we offer in helping people realise a healthy balance between work, study, play and relaxation;
- We have a clear and agreed approach to and understanding of the characteristics of **truly great teaching, learning and assessment** which is continuously monitored and evaluated in a culture of professional development and challenge;
- Staff have the opportunity to enhance their practice and prospects through a **personalised, relevant and ongoing training programme** that acknowledges the importance of professional development regardless of experience or level and draws on the best practice from within the school and beyond;
- We have an **engaging, vibrant and pleasant learning environment** which is valued and used by the school and wider community and is equipped with up-to-date resources and facilities that combine practical functions with comfort and academic joy.

Key Priorities

Extensive self-evaluation over the course of the 2017 autumn term has indicated the following priority areas for school improvement in 2018.

1. CREATIVITY: Develop the provision of arts (Evidence – Artsmark self-evaluation toolkit) [{click here}](#)
2. ENDEAVOUR: Develop consistent and effective approaches to teaching, learning and assessment (Evidence – School evaluation of TLA and examination results) [{click here}](#)
3. ASPIRATION: Improve the performance of underperforming subject areas and groups of students (Evidence – School evaluation of examination results) [{click here}](#)
4. RESPECT: Develop the mental and emotional well-being of staff and students and promote a culture of positive behaviours and relationships (Evidence – School evaluation of PDBW, Well-Being Award for Schools) [{click here}](#)
5. PARTICIPATION: Involve all stakeholders in developing the learning environment (Evidence – School evaluation of PDBW) [{click here}](#)

Outcomes

Examination Targets for 2018

Measure	Target (September 2018)	Progress (October 2017)	Progress (December 2017)	Progress (February 2018)	Progress (April 2018)	Progress (May 2018)	Actual (August 2018)
Year 11 Progress 8 score	0.5	0.44	0.46				
Year 11 Attainment 8 score	50	50.41	50.64				
Year 11 EBacc achievement (5+)	25%	24%	23%				
Year 11 EBacc achievement (4+)	55%	56%	53%				
Year 11 EBacc entry	82%	82%	83%				
Year 11 Eng and Ma (5+)	45%	39%	48%				
Year 11 Progress 8 (Pupil Premium)	0.5	0.37	0.48				
Year 11 Attainment 8 (Pupil Premium)	45	45.88	46.6				
Year 11 EBacc achievement (5+) (PP)	20%	17%	17%				
Year 11 EBacc achievement (4+) (PP)	50%	51%	46%				
Year 11 EBacc entry (PP)	83%	83%	83%				
Year 11 Eng and Ma (5+) (PP)	40%	34%	41%				
Year 13 A Level APS/entry	35 (B-)	35.22 (B-)	34.5 (C+)				
Year 13 BTEC APS/entry	35 (Dist)	25.11 (Merit)	25.31 (Merit)				

1. CREATIVITY: Develop provision of the arts

Target	Actions	Lead	Milestones	Success Criteria	Progress	Monitoring
Students can access an exciting, challenging and relevant curriculum which not only builds the foundations of core skills and learning but offers a wide range of creative, artistic, technical and professional opportunities where students can discover and develop their own potential	Implement Artsmark Quality Principle 1: Striving for excellence and innovation	DAA, JMS, GIY	February 2018	Create an audit of arts provision		DJK and LGB
			April 2018	Complete a full audit of arts resources and accommodation		
			May 2018	Consideration of needs following audit		
			June 2018	Appointment of Associate Headteacher: Creativity and the Arts to champion and coordinate the provision of arts across the school		
			November 2018	Consideration of bid for improved arts provision		
	Implement Artsmark Quality Principle 2: Being authentic	DAA, JMS, GIY	February 2018	Continue to explore possibility for arts in the community (Hoddesdon underpasses)		DJK and LGB
			April 2018	Arts audit to consider links with local artists and arts providers		
			May 2018	Identification of gaps in local artistic partnerships		
			June 2018	New arts role to have a focus on developing new links and maintaining those already in existence		
			September 2018	Publication of school's partnership links		
	Implement Artsmark Quality Principle 3: Being exciting, inspiring and engaging	DAA, JMS, GIY	April 2018	Arts audit to consider resources currently deployed for the marketing of the arts		DJK and LGB
			May 2018	Identification of needs in relation to media and marketing of the arts		
			June 2018	New arts role to have a focus on media and marketing the arts		
			September 2018	Publication of arts calendar for the year 2018		
	Implement Artsmark Quality Principle 4: Ensuring a positive and inclusive experience	DAA, JMS, GIY	February 2018	Whole school production of 'Grease' to be promoted across the school and students to be involved in a variety of ways		DJK and LGB
			April 2018	Arts audit to consider levels of student participation in the arts		
May 2018			Suggestions made from the audit relating to the widening of participation in the arts			

Target	Actions	Lead	Milestones	Success Criteria	Progress	Monitoring
			June 2018	New arts role to have a focus on widening participation rates in the arts		DJK and LGB
			September 2018	Identification of whole school arts events across the year where participation can be maximised		
	Implement Artsmark Quality Principle 5: Actively involving children and young people	DAA, JMS, GIY	February 2018	Creation of JWS Arts Forum to include students, staff and governors to discuss the development of the arts across the school		
			April 2018	Arts audit to consider student leadership in the arts		
			May 2018	Suggestions from audit about the extension of arts leadership opportunities across the school		
			June 2018	New arts role to have a focus on student leadership		
			July 2018	Consideration of Arts Award for student arts leaders		
	Implement Artsmark Quality Principle 6: Enabling personal progression	DAA, JMS, GIY	April 2018	Arts audit to consider how arts events are signposted across the school		
			May 2018	Recommendations from audit about signposting arts provision and how it can link to wellbeing of staff and students		
			June 2018	New arts role to have a focus on signposting arts provision		
			September 2018	Clear methods in place for the signposting of arts events and opportunities		
	Implement Artsmark Quality Principle 7: Developing belonging and ownership	DAA, JMS, GIY	April 2018	Arts audit to consider the arts-related events currently taking place across the school year		
			May 2018	Recommendations from audit to be considered		
June 2018			New arts role to have a focus on arts events across the year			
September 2018			Publication of arts calendar for school year			

Target	Actions	Lead	Milestones	Success Criteria	Progress	Monitoring
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Governor review and comments

Discussed at Local Governing Body Meetings on 12/10/17 and 30/11/17

2. ENDEAVOUR: Develop consistent and effective approaches to teaching, learning and assessment

Target	Actions	Lead	Milestones	Success Criteria	Progress	Monitoring
We have a clear and agreed approach to and understanding of the characteristics of truly great teaching, learning and assessment which is continuously monitored and evaluated in a culture of professional development and challenge	Creation of a series of <i>JWS Explainers</i> on topics such as TLA, Curriculum, Homework, Values etc	JMS, DAA and all SLT	January 2018	Example JWS Explainer to be created on the Curriculum	Curriculum Explainer published on website 11/12/17	DJK and LGB
			February 2018	TLA Explainer to contain evidence of best practice in regards the 5 Es	SLT have begun research into the 5 Es for exemplar material in TLA Explainer 11/12/17 – SLT meeting 18/12/17 examined examples provided for each of the 5Es	
			April 2018	All JWS Explainers to be created and published on website – electronic and paper versions to be available		
			July 2018	Explainers to be referenced in Training Day activities		
	Respond to training needs of teaching staff	JMS, DAA, IWC	January 2018	Creation of training and research opportunities for staff engagement in TLA	TLA research groups established 15/12/17	DJK and LGB
			February 2018	Review needs from teachers' appraisals	Appraisal report from BlueSky has identified key areas for CPD 15/12/17: TLA – assessment and marking, standardisation, homework, revision and exam preparation, parent engagement, questioning, literacy and subject knowledge BfL – values, boys, mentoring, BfL policy CPD – examiner training, leadership opportunities, wellbeing Curriculum – SMSC provision KS4/5	
			March 2018	CPD Plan for 2018 published to staff including training days and twilight workshops	To be discussed 10/01/18	
			March 2018	Twilight Training to focus on ADHD, Mental Health and one other area	3 external providers – all staff to attend each session	
			July 2018	Training Day to clarify JWS approaches to TLA		
			September 2018	Training Day (03/09/18) to help staff setup for the start of term		
Creation of a JWS Journal which	JMS, DAA, IWC	November 2018	Training Day (05/11/18) to focus on developing Trust-wide issues	Paul Dix (author) has been secured as guest speaker	DJK and LGB	
		January 2018	Creation of training and research opportunities for staff engagement in TLA	TLA research groups established 15/12/17		

Target	Actions	Lead	Milestones	Success Criteria	Progress	Monitoring
	celebrates the TLA developments in the school year		January to April 2018	TLA groups to carry out research into aspects of TLA and write up findings for journal	Groups (8 staff) focusing on questioning, feedback and structuring learning	
			July 2018	Journal published for all staff at Training Day		
	Establish quiz-based activities to engage and motivate	JMS, DAA, IWC	February 2018	Expand use of quizzes and TWIG (Teaching With Immersive Gaming) to engage students in healthy competition in class	IWC has developed various quiz and TWIG examples which need to be shared with staff and trialled 15/12/17	DJK and LGB
			January to April 2018	Activities trialled in classes and written up as part of the JWS Journal		
			July 2018	Ideas shared with staff on Training Day		
	Development of in-house training opportunities	DAA, JMS, IWC	April 2018	Consideration of current training providers and qualifications with recommendations for next academic year	JMS, DAA, IWC and THA to meet and evaluate current provision	DJK and LGB
April to July 2018			Development of in-house training programmes for middle leaders, RQTs and new staff			

Governor review and comments

3. ASPIRATION: Improve the performance of underperforming subject areas and groups of students

Target	Actions	Lead	Milestones	Success Criteria	Progress	Monitoring
Students make exceptional progress in their educational studies and are equipped with the qualifications, skills, attitudes and attributes that will help them to thrive in the modern world	Creation of school improvement forum to focus on boys' achievement	DAA, JMS	September 2017	Launch of Project BAM (Boys Achieving More)	Completed 26/09/17	DJK and LGB
			October 2017	Share initial ideas at Twilight training and Trust training workshops	Twilight training 18/10/17 had Project BAM workshop as did Trust training on 30/10/17	
			November 2017	Follow up at school improvement forum	Completed 14/11/17	
	Embed whole school ethos ideas stemming from Project BAM	DAA, JMS	February-April 2018	Engagement of parents/carers with school values and teaching, learning and assessment approaches – JWS Explainers	JWS Explainer: Curriculum created 11/12/17	DJK and LGB
			September 2018	Introduction of a Loyalty Card scheme for participation		
			January-April 2018	Respect agenda (see below)		
			February 2018	Groundworks project to start with early involvement of disengaged boys		
	Embed teaching and learning strategies from Project BAM (see also Key Priority 3)	DAA, JMS, IWC	January 2018	Introduce SLANT across the school	SLANT posters provided for each classroom 15/12/17	DJK and LGB
			January 2018	Introduce reading and writing 'non-negotiables'	JSF giving examples in weekly staff briefing	
			February 2018	Develop clear examples of 'do now' tasks to engage students at the start of the lesson		
			February 2018	Expand use of Quizzes and TWIG (Teaching With Immersive Gaming) to engage students in healthy competition in class	IWC has developed various quiz and TWIG examples which need to be shared with staff and trialled 15/12/17	
	Embed classroom climate ideas from Project BAM	DAA, JMS, IWC	February 2018	Go4Schools to be used to record homework and Go4Schools app to be publicised when released	G4S now expected method of homework logging 15/12/17	DJK and LGB
	Embed target setting and monitoring ideas from Project BAM	JMS, DAA, IWC	February 2018	Embed new half-termly tracking and monitoring systems	Half term reports have been issued in October and December of 2017 15/12/17	DJK and LGB
September 2018			Extend mentoring opportunities across the school	Mentors established for Year 11 and students lower down in the school 15/12/17		
April 2018			Review new exercise books to identify best practice	Book scrutiny has identified good practice in the Mathematics Faculty with space at		

Target	Actions	Lead	Milestones	Success Criteria	Progress	Monitoring
					the bottom of the page for students' reflection 15/12/17	
	Faculty of Modern Foreign Languages: KS4 German	JMS, DAA, HJH, OJP		Assessment data needs to be used effectively by all staff to influence practice		DJK and LGB
			Marking of books needs to be more specific and target driven, showing clear evidence of dialogue. It is currently inconsistent			
			Homework setting and marking to be standardised and more rigorous. It is currently inconsistent			
	Faculty of Humanities: KS4 Geography, KS5 Politics	JMS, DAA, NET, OJP		Increase the volume of literacy used in lessons – introduction of spelling tests and the use of the schools literacy policy when marking books		DJK and LGB
			Embed skills of new KS4 and 5 curricular into teaching			
			Raise percentage of those making 3 and 4 levels of progress at KS4			
	Faculty of Art, Design and Technology: KS4 Art	JMS, DAA, PFJ		Need to improve and maintain motivation and morale within the team		DJK and LGB
			Need to maintain developments and improvements to the faculty, both physically and curriculum based, with the development and acquisition of new resources and classroom materials			
			Need to address the demands of the new KS4 and KS5 examinations and assessments			
			Need to undertake reforms to address underperformance			
	Faculty of Professional Studies: KS4 Computing, KS5 Economics	JMS, DAA, MJW		To support newer members of staff in regard to their quality of teaching, assessment of work and additional faculty procedures to deal with underperforming students		DJK and LGB
				To inspire and motivate existing members of staff to continuously improve the quality of lessons, the support of under-achieving pupils and increase attainment across all subjects		

Target	Actions	Lead	Milestones	Success Criteria	Progress	Monitoring
				To improve the communication between staff within the faculty to ensure faculty policies and procedures are followed (in regard to student progress).		
				To develop the consistency in monitoring of students' progress (especially at KS5) in order to identify issues with students failing to make adequate progress and have measures in place to address the students of concern		
	Faculty of English, Music and Drama: KS4 Drama, KS4 Music, KS5 English Literature	JMS, DAA, GIY		Continued use of revision sessions, but only for those at risk of underachievement, to try and avoid the feeling that it is just more class teaching		DJK and LGB
			More rigorous data tracking to ensure more accurate predictions of student attainment			
			Better use of standardisation and moderation to ensure that marking is accurate at KS4 and 5, facilitated through more structured planning and assessment tracking			
			Improve parental engagement with SEND and PPG students to ensure that sometimes unwilling students achieve their levels of progress as expected – achieved through termly meetings and increased engagement with HoY11, Danny Bidwell, and mentoring			
			Earlier identification of students in J Band (often boys) at risk of underperforming, leading to subsequent meeting(s) with parents			
			Focusing more explicitly on the teaching of spelling, punctuation and grammar, reflecting relative weakness in this area and the increased percentage of marks awarded for this, moving from 10% of the total marks to 25%			
			Promoting the role and value of reading and Oracy across the curriculum			
			Teach English Language through literature texts, reflecting teaching expertise in this area and high performance in examination over a			

Target	Actions	Lead	Milestones	Success Criteria	Progress	Monitoring
				prolonged period, continued once again in 2017 with the new linear exam system		
				As well as the regular mock examination, an extra mock examination will be set for both Language and Literature nearer the Easter break to measure what progress has been made so far		
				Increase the number of examiners within the Faculty, especially at A Level		
	Faculty of Science: KS5 Physics	JMS, DAA, MJB		Provide additional sessions of support to those students studying A Level physics after each assessment that have underachieved when compared to their target grades		DJK and LGB
	KS4 disadvantaged KS4 middle and low ability KS4 SEND	All SLT and HoF	Half termly throughout the year	Progress of specific groups to be focus of Quality Partner meetings which take place every half term following data drops and discussed at SLT/School Improvement Forum		DJK and LGB
	Conclude Stage 3 of the Careers Award	JMS, DAA, NJC	March 2018	Completion of file for sections 7 and 8		DJK and LGB
July 2018			Completion of external assessor visit to examine evidence			
September 2018			Careers Award successfully completed and celebrated			

Governor review and comments

Project BAM discussed at Local Governing Body Meetings on 12/10/17 and 30/11/17

4. RESPECT: Develop the mental and emotional well-being of staff and students and promote a culture of positive behaviours and relationships

Target	Actions	Lead	Milestones	Success Criteria	Progress	Monitoring
The well-being of all members of the school community is a core consideration in decisions we make and support we offer in helping people realise a healthy balance between work, study, play and relaxation	Commit to promoting and protecting emotional wellbeing and mental health	JMS, DAA, CMP, THA and RWC	January 2018	School priority identified in 2018 QIP and commitment to Well-Being Award for Schools (WAS)	Referenced in 2018 QIP and one of the key priorities for the school over the next 5 years	DJK and LGB
			January to April 2018	Respect agenda (see below)		
	Create a clear vision and strategy for promoting and protecting emotional wellbeing and mental health, which is communicated to all involved with the school	DAA, JMS, CMP, THA and RWC	January to April 2018	Respect agenda (see below)		DJK and LGB
			January 2018	Discussion of vision at staff well-being meeting (attended by JMS)		
			February 2018	Articulation of vision to all staff, students and stakeholders in the school		
			April 2018	Visible promotion of vision around the school site		
	Examine the positive culture which regards emotional wellbeing and mental health as the responsibility of all	DAA, JMS, CMP, THA and RWC	January to April 2018	Respect agenda (see below)		DJK and LGB
			April 2018	Responses to staff well-being committee and student council recommendations		
	Actively promote staff emotional wellbeing and mental health	DAA, JMS, CMP, THA and RWC	January to April 2018	Respect agenda (see below)		DJK and LGB
			January 2018	JMS to attend staff well-being committee meeting to discuss recommendations made in autumn term		
			February 2018	Clarity of consistent approach to sending flowers to sick/injured staff		
			February 2018	Consideration given to appointment of member of staff with responsibility for staff wellbeing		

Target	Actions	Lead	Milestones	Success Criteria	Progress	Monitoring
			March 2018	Consideration given to accommodation available to staff to differentiate between PPA work space and space for relaxation		
			March 2018	Consideration given to availability of support for staff involved with safeguarding issues		
			March 2018	Consideration given to recognition of long service		
			March 2018	Consideration given to providing staff with free breakfasts after a long evening (Open Evenings etc)		
			March 2018	Consideration of a buddy system for staff (secret buddy?)		
			March, July and December 2018	End of term staff recognition certificates		
	Prioritise professional learning and staff development on emotional wellbeing and mental health	DAA, JMS, CMP, THA and RWC	January to April 2018	Respect agenda (see below)		DJK and LGB
Ongoing			Commitment to Well-Being Award for Schools and associated opportunities for staff development			
March 2018			Identification of training needs (e.g. CAMHS) to develop skills for staff dealing with mental wellbeing issues			
July, September and November 2018			Well-being aspects for staff training days – pamper sessions etc			
	Show the school understands the different types of emotional and mental health needs across the school and has systems in place to respond appropriately	DAA, JMS, CMP, THA and RWC	January to April 2018	Respect agenda (see below)		DJK and LGB
January 2018			‘Respect’ group of students to continue to push equality issues around the school			
April 2018			Responses to staff well-being committee and student council recommendations			

Target	Actions	Lead	Milestones	Success Criteria	Progress	Monitoring
	Actively seek the ongoing participation of the whole-school community in our approach to emotional wellbeing and mental health	DAA, JMS, CMP, THA and RWC	January to April 2018 January 2018 April 2018	Respect agenda (see below) 'Respect' group of students to continue to push equality issues around the school Responses to staff well-being committee and student council recommendations		DJK and LGB
	Develop partnerships with other schools, agencies and available specialist services to support emotional wellbeing and mental health	DAA, JMS, CMP, THA and RWC	April 2018	Responses to staff well-being committee and student council recommendations		DJK and LGB
Students are supported and guided by a caring, committed and capable pastoral system which upholds the high expectations of the school while meeting the needs of individuals and groups so that we can foster an environment of mutual respect, equality and understanding	Evaluate impact of new Behaviour Policy	JMS, DAA, CMP, HoS	January 2018	Launch of 'Respect Agenda' (see below)		DJK and LGB
			February 2018	Review of new Behaviour Policy as part of Respect Agenda		
			April 2018	Recommendations of any modifications to Behaviour Policy, including student code of conduct		
			July 2018	Behaviour Policy shared at staff training day		
	Induction of Acting Assistant Headteacher to cover CMP maternity	JMS, DAA, CMP	January 2018	Interview process and appointment of Acting AHT		DJK and LGB
			February 2018	Induction and handover between CMP and new Acting AHT		
			April 2018	Acting AHT assumes full responsibility from CMP		
	Induction of new Deputy Heads of Sixth Form	JMS, DAA, SRC	January to April 2018	Induction of two new deputy heads of sixth form		

Target	Actions	Lead	Milestones	Success Criteria	Progress	Monitoring
	Review of pastoral structure in light of changes above	JMS, DAA, CMP	February 2018	Consideration of structure of pastoral system following appointments and relevant changes implemented		

Governor review and comments

5. PARTICIPATION: Involve all stakeholders in developing the learning environment

Target	Actions	Lead	Milestones	Success Criteria	Progress	Monitoring
We have an engaging, vibrant and pleasant learning environment which is valued and used by the school and wider community and is equipped with up-to-date resources and facilities that combine practical functions with comfort and academic joy	To develop a 'respect' agenda which involves contributions for all members of the school community	JMS, DAA, CMP, HoS	January 2018	Launch 'respect' agenda with staff		DJK and LGB
			January 2018	Introduce examples of deliberate practice to staff to generate consistent and visible approaches to respectful behaviours		
			February 2018	Consultation with staff about examples of deliberate practice relating to respect that can be circulated		
			February 2018	Consultation with student body		
			February 2018	Create respect survey for students on Survey Monkey		
			March 2018	Respect survey conducted with students		
			April 2018	JWS 'Explainer' on Respect		
			July 2018	Communication of main learning from 'respect' agenda at training day		
			October 2018	MAT Training Day – keynote from Paul Dix		
To examine the opportunity to develop the space behind the MFL building into a positive learning space	JMS, DAA, SCH	February 2018	Meeting with Groundwork staff, school council to begin discussions about feasibility of a project		DJK and LGB	
		March 2018	Plans for project, including work with ADTP Faculty			
To exploit opportunities to celebrate the arts across the school	JMS, DAA, GIY	February 2018	Consideration given to arts installations and sculptures around the school site		DJK and LGB	
		June 2018	Realisation of arts installations and sculptures around the school site			
To create a gender-neutral uniform policy	JMS, DAA, CMP, AMM	January 2018	Uniform working party to meet and discuss implications of new uniform policy		DJK and LGB	
		February 2018	Proposals for new policy presented to SLT and LGB			
		March 2018	New policy published for all parents/carers			
	JMS, DAA	March 2018	Feasibility of plastic recycling at the school		DJK and LGB	

Target	Actions	Lead	Milestones	Success Criteria	Progress	Monitoring
	To improve the green credentials of the school		March 2018	Feasibility of installing a wind turbine on the site		
March 2018			Feasibility of engaging in community project to improve the appearance of underpasses in Hoddesdon			
March 2018			Consideration of a 'litter-free site' initiative			

Governor review and comments
