



John Mason School

OPPORTUNITY | RESPECT | DETERMINATION

Performing Arts STRATEGIC PLAN 2024-25
September 2024 update

Introduction

OUR 5 GOALS

To improve the life chances of ALL the learners we serve at JMS we will:

1. *Embed Leadership Teams – ensure effective communication to ensure a common understanding of how we will work together to achieve our collective vision based on shared values.*
2. *Grow capability and capacity – embed systems and structures.*
3. *Share our Curriculum Intent – communicate what students learn, why they learn it and how their learning is sequenced.*
4. *Improve Teaching and learning – ensure classroom practice is consistent and builds on our best.*
5. *Teach and celebrate positive attitudes – instil self believe, independence and an investment in self.*

***5 Goals referenced in blue throughout SIP**

OFSTED JANUARY 2019 AREAS FOR IMPROVEMENT*:

- Ensure that the quality of teaching, learning and assessment across the school is consistently strong so that:
 - all pupils with SEND make progress that is similar to others with similar starting points
 - pupils achieve as well in all subjects as they do in those where teaching is strongest
 - the difference in rates of progress between disadvantaged pupils and others in the schools continues to diminish.
- Review the curriculum for pupils in key stage 3 to ensure that it provides pupils with opportunities to fully develop their knowledge, skills and understanding across a wide range of subjects before they choose their GCSE options.

Abingdon Learning Trust – Essential elements of Highly Effective Schools

The ALT School Improvement Strategy has identified five essential elements of highly effective schools:

1. Vision, Culture and leadership
2. Our Curriculum
3. Our teaching
4. Developing effective learners
5. Securing continuous improvement

**5 Elements referenced in purple throughout SIP*

Priority 1 – Increase numbers for PA exam courses				
Key strands	Implementation			Impact
Key strands	Actions (Lead) <i>What we will do</i>	KPIs (Timescale) <i>What we will see</i>	Resource <i>How we will know</i>	Impact <i>At review points</i>
Increase numbers opting for GCSE Drama (Goal 2)	<ul style="list-style-type: none"> Carefully plan what SoL happens for Y9 from Sept - Oct and Nov - Dec when students make initial choices, focus on fun, engagement and inclusion. Offer the design route to students - make this clear at options evening. Structure the Y7-8 curriculum to offer both practical and design Drama lessons. 	<ul style="list-style-type: none"> Lessons would demonstrate a high level of engagement from students. Students engaging in design tasks in Drama lessons. Learning walks showing lessons where students are showing engagement and understanding for the design element of Drama. 	<ul style="list-style-type: none"> Curriculum Plan Learning Walks Student Voice 	<ul style="list-style-type: none">
Improve results at GCSE Drama (Goal 4)	<ul style="list-style-type: none"> Change exam board to Eduqas. Plan curriculum to allocate time more effectively, so it reflects the weighting of the component. 	<ul style="list-style-type: none"> Change in the curriculum and SoLs Lessons with clear intent and impact, deadlines set to ensure coursework elements met and progression onto other Components. Positive student feedback 	<ul style="list-style-type: none"> Proposal document sent to previous line manager and deputy head. Letter to parents confirming change in exam board. Curriculum Map Student voice 	<ul style="list-style-type: none">
Increase numbers opting for GCSE Music	<ul style="list-style-type: none"> Promotion of extra-curricular activities to increase 	<ul style="list-style-type: none"> Extra-curricular activities have high interest and uptake 	<ul style="list-style-type: none"> Extra-curricular timetable 	

(Goal 2)	<p>engagement/awareness of Music.</p> <ul style="list-style-type: none"> • Targeted conversations with students who would be strong candidates. • Plenty of information available with examples of the GCSE course during options evening. 	<ul style="list-style-type: none"> • Students are positive towards GCSE Music as an option • Parents and students engaging with SS at Options Evening. 	<ul style="list-style-type: none"> • Lists identifying candidates for GCSE Music • Options evening display 	
Increase numbers opting for A Level Drama (Goal 2)	<ul style="list-style-type: none"> • Switch to Eduqas • Increase contact and engagement with Year 11 Drama students Fitzharrys. • Successful school production 	<ul style="list-style-type: none"> • Lesson content changed to the new A Level spec. • Invitations to year 11 GCSE Drama students for JMS school production, LF to also see Fitzharry's school production. 	<ul style="list-style-type: none"> • Curriculum map • Invitations to Fitzharrys students, positive postcards sent to cast of Fitzharry's production after LF has seen it. 	
Increase numbers opting for A Level Music (Goal 2)	<ul style="list-style-type: none"> • Increase contact and engagement with Year 11 Drama students Fitzharrys. • Successful school production 	<ul style="list-style-type: none"> • Invitations to year 11 GCSE Drama students for JMS school production, LF to also see Fitzharry's school production. 	<ul style="list-style-type: none"> • Invitations to Fitzharrys students, positive postcards sent to cast of Fitzharry's production after LF has seen it. 	
Improve results at A Level Music (Goal 4)	<ul style="list-style-type: none"> • Plan curriculum to allocate time more effectively, so it reflects the weighting of the component. • Plan shared lessons to ensure appropriate level of challenge and support for year 12 and 13 students. 	<ul style="list-style-type: none"> • Lessons engaging students and appropriately dedicating time according to the requirements. • Curriculum planning taking into account support strategies for year 12 whilst ensuring greater analytical depth and breadth of Music for year 13. 	<ul style="list-style-type: none"> • Lesson plan • Curriculum map • Student voice 	

Priority 2 – Embed the curriculum and extra-curricular opportunities				
Key strands	Implementation			Impact
Key strands	Actions (Lead)	KPIs (Timescale)	Resource	Impact
All SoLs to be completed and reviewed with resources (Goal 4)	<ul style="list-style-type: none"> • SoLs to be planned and written. • Resources to be created. • SoLs to be reviewed at the end of delivery of each. 	<ul style="list-style-type: none"> • Full curriculum resources. • Positive student engagement and feedback. 	<ul style="list-style-type: none"> • SoLs on Shared Drive • Student voice 	
All SoLs to have clear assessments (Goal 4)	<ul style="list-style-type: none"> • Assessments and assessment criteria written for all Key Stages at relevant data points. 	<ul style="list-style-type: none"> • Assessment tasks and assessment criteria to be shared with relevant teaching staff and students. 	<ul style="list-style-type: none"> • Assessment task • Assessment criteria • Assessment audit • Assessment data 	
Develop the range of extra-curricular opportunities on offer within Performing Arts (Goal 5)	<ul style="list-style-type: none"> • Promote, organise and run JMS Orchestra. • Promote, organise and run JMS choir. • Promote and delegate running of JMS Big Band to BG. • Promote, organise and run Winter and Spring Music concerts. • Promote, organise and run the school musical production. • Network with other departments in the school such as Visual 	<ul style="list-style-type: none"> • JMS Orchestra, Choir & Big Band rehearsals positively attended. • All clubs on a relevant timetable. • JMS School production showing positive engagement in 	<ul style="list-style-type: none"> • Extra-curricular timetable • Lunch time rehearsals • After school rehearsal • Registers of clubs (where required) 	

	Arts to organise the set painting for the school production.	performance and production roles.		
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Priority 3 – Improve teaching and learning in A Level courses and therefore outcomes				
Key strands	Implementation			Impact
Key strands	Actions (Lead)	KPIs (Timescale)	Resource	Impact
Plan and structure year 12 and 13 curriculum to maximise reduced teaching time	<ul style="list-style-type: none"> Review curriculum plans within faculty for each term. Set clear deadlines for component completion. 	<ul style="list-style-type: none"> Curriculum maps completed and reviewed. 	<ul style="list-style-type: none"> Curriculum maps 	
Gaining engagement and confidence with students	<ul style="list-style-type: none"> Regular communication with students about how their learning in lessons fit into the overall picture of the qualification. Peer lesson observations to identify student understanding of the course and ensure high quality delivery. 	<ul style="list-style-type: none"> Time built into lesson planning for cognitive reflection. SS, JOT and LF observing one another and providing constructive feedback. 	<ul style="list-style-type: none"> Lesson plans Observations 	
Development of knowledge for teaching staff with new specifications and courses	<ul style="list-style-type: none"> Where available, teaching staff to attend CPD sessions either in-person or online. Research to see if there are collaborations available to network with other departments who do the same specification. 	<ul style="list-style-type: none"> CPD courses researched and booked onto. Greater confidence in teaching and networking opportunities have happened. 	<ul style="list-style-type: none"> CPD courses External school visits 	

Priority 4 –

Key strands	Implementation			Impact
Key strands	Actions (Lead)	KPIs (Timescale)	Resource	Impact

Priority 5 –

Key strands	Implementation			Impact
Key strands	Actions (Lead)	KPIs (Timescale)	Resource	Impact