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**S C H O O L I M P R O V E M E N T P L A N N I N G**

**Academic Year 2022 2023**

**Our Mission Soundbites**

Early Development Life-long Learning Equal Opportunities Equal Access Inclusive Nurturing

Aim High Achieve Well Self-confidence Resilience Positive Values Cooperation

Community Team Work Love of Learning Exciting Challenging Inspirational

Independent Creative Thinkers

**Our Pupil Values**

**N**urture **E**njoyment **V**alues **I**ndependence **L**earning **L**ove

**R**elationships **D**iscovery

**Our Foundation**

**T**ogether **E**veryone **A**chieves **M**ore

**N E V I L L R O A D I N F A N T R A I N B O W O F S C H O O L I M P R O V E M E N T**

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| **Strategic Leadership** | | | **Operational Management** | **Curriculum** | **Quality of Teaching** | | **Behaviour** | **Environment** | **Wellbeing** |
| **RWM**  **SCHIP**  **SEF**  **Policy Development**  **Governance**  **Ofsted & Inspection**  **Partnership Working**  **Finance** | | | **RWM**  **Subject Leadership**  **Appraisal**  **CPD**  **Partnership**  **SEND**  **Teaching Assistants**  **Volunteers** | **RWM**  **Curriculum Overview**  **Termly Planning**  **Subject Development**  **Teaching & Learning**  **Curriculum Creativity**  **Data Outcomes**  **Outdoor Learning**  **GTMA** | **RWM**  **Teaching & Learning**  **Data Outcomes**  **Monitoring & Evaluation**  **SEND**  **GTMA**  **Teaching Assistants** | | **Behaviour Approach**  **Restorative Justice**  **Play Buddies** | **Learning Environment**  **Outdoor Environment**  **School Building**  **Premises** | **Pupil Wellbeing**  **Staff Wellbeing**  **Child Protection**  **Pupil Premium**  **School Council**  **SEND** |
| **OFSTED INSPECTION – JUNE 2022** | | | | | | | | | | |
| Key Improvement Areas | 1 | Leader should ensure that, in subjects in the wider curriculum, teachers are clear about the knowledge and vocabulary that pupils should learn and the order in which this content should be delivered | | | | | | | | |
| 2 | Leaders should ensure that staff benefit from appropriate support to deliver new curriculums effectively | | | | | | | | |
| 3 | Leaders should develop progress checking systems so that they give them an accurate understanding of how well pupils are achieving in all of the foundation subjects as they move through the school | | | | | | | | |
| **AREAS OF POSITIVITY** | | | | | | **AREAS FOR IMPROVEMENT** | | | | |
| * Pupils enjoy attending school. * Teachers expect pupils to work hard in lessons, concentrate and do well. * Pupil behaviour * Pupils have happy, smiling faces clearly enjoying their learning * Relationships between staff and pupils are respectful * Self-evaluation * Governance * Behaviour Management * Reading is a priority * Teachers explain new learning well * The needs of pupils with SEND are identified quickly * Staff work well as a team and morale is high. Senior leaders are mindful of staff’s workload and well-being. | | | | | | * Clarity around progressive curriculum knowledge for al pupils and subjects * Clarity around progressive vocabulary for all pupils and subjects * Subject leaders to deliver cpd on subject specific pedagogy * Introduce and embed foundation subject assessment | | | | |

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| **Key Areas for Improvement** | | | |
| 1. Leaders should ensure that, in these subjects, teachers are clear about the knowledge and vocabulary that pupils should learn and the order in which this content should be delivered. (Foundation subjects) | | | |
| 1. Leaders should ensure that staff benefit from appropriate support to deliver these new curriculums effectively. (Monitoring / cpd etc.) | | | |
| 1. Leaders should develop these systems so that they give them an accurate understanding of how well pupils are achieving in all of the foundation subjects as they move through the school. (Foundation subject assessment) | | | |
| **Key Areas for Improvement** | | | |
| **Key Area** | **Action** | **By When?** | **Who?** |
| 2 | Ensure subject leaders are equipped to articulate a subject-specific vision, embed expectations (knowledge and skills) and drive improvements | Aut ‘22 | SLs |
| 1 | Further develop the foundation curriculum medium term plans so skills and knowledge are interwoven and planned sequentially towards key end-points | Termly | SLs |
| 2 | Facilitate all subject leaders with opportunities to monitor and evaluate the efficacy of their subject through work scrutiny, lesson visits, pupil conferencing, data analysis (Curriculum Dig) | Termly Cycle | JW ES |
| 1 | Review medium term planning for progressive sequencing, knowledge, skills, vocabulary and clear pedagogical choices | Termly | SLs |
| 1 | Ensure teachers and subject leaders receive sufficient time to plan units of work throughout the curriculum | Termly | SLs CTs |
| 1 | Introduce amalgamated long term plans and curriculum letters (Topic Tasters) | Sept ‘22 | JW ES |
| 1 | Ensure teachers / year group teams receive sufficient time to plan Topic Tasters | Termly | SLs CTs |
| 2 | Ensure all subject leaders have opportunities to shape their subject through profession development and staff training | Termly | JW ES |
| 3 | Support all subject leaders in the subject self-evaluation process | Aut ‘22 | JW ES |
| 3 | Provide additional professional development for subject leaders on how to manage the subject leader year using the documentation to support actions | Aut ‘22 | JW ES |
| 3 | Ensure the Subject Leader Toolkit is utilised to full effect | Aut ‘22 | JW ES |
| 3 | Provide professional development time for foundation subject assessment systems | Aut ‘22 | JW ES |
| 3 | Ensure all teachers are familiar with and making use of foundation subject assessment procedures | Aut ‘22 | JW ES |

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| **Additional Improvement Areas** | | | |
| **Area** | **Action** | **When?** | **Who?** |
| Child Protection & Safeguarding | To ensure termly training is embedded on various aspects of safeguarding and children protection | Termly | JW ES |
| Anti-bullying | To develop children’s knowledge and understanding of bullying | Termly  ABW | ES |
| The wider curriculum | To increase children’s additional experiences through trips and visits | Termly | CTs |
| To further develop extra-curricular provision after school | Sept ‘22 | ES |
| To develop support for key charities | Sept ‘22 | JW |
| Teaching children to keep safe | To ensure there are planned opportunities to teach children how to keep themselves safe | Termly | CTs |
| To prepare a document that showcases the ways in which we teach children to keep safe | Aut ‘22 | JW |

***Actions below in bold relate to Ofsted key areas for improvement***

**Priority 1: Strategic Leadership**

SMT Link: Jonathan Whitfield

Governing Body Strategic Link: FGB

Ultimate Aim:

* All leaders and managers across the school have an uncompromising drive in their pursuit of excellence.
* All leaders and managers across the school are highly ambitious of themselves and others and actively seek to remove any barriers to success
* All leaders and managers have a deep and accurate understanding of the school and work in partnership with all stakeholders
* All leaders and managers across the school ensure the effective and efficient deployment of financial and other resources

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| **Priority 1: Strategic Leadership** | | | | | |
| **Action** | | **Lead** | **Resources**  **incl. any budget** | **By Date** | **RAG** |
| Reading | To prepare a subject specific vision for expectations and improvements | ES RL | LRT | A2 |  |
| **To ensure there is clear guidance for Guided reading across the school inked to expectations** | RL | A1 |  |
| To continue to work in partnership with other schools on the development of reading | RL | ONGOING |  |
| **To embed the Reading Umbrella** | RL | A1 |  |
| Writing | To prepare a subject specific vision for expectations and improvements | JW NF | LRT | A2 |  |
| To continue to work in partnership with other schools on the development of writing | NF | ONGOING |  |
| **To ensure there is clear guidance for Publishing writing across the school linked to expectations** | NF | A1 |  |
| **To embed the Writing Umbrella** | NF | A1 |  |
| Maths | To prepare a subject specific vision for expectations and improvements | JW KW | LRT | A2 |  |
| To continue to work in partnership with other schools on the development of maths | KW | ONGOING |  |
| **To implement a whole-school approach to maths mastery** | KW | A1 |  |
| **To embed the Maths Umbrella** | KW | A1 |  |
| SEF | To collate all available information regarding school performance | JW | LRT | A1 |  |
| To evaluate the quality of teaching and learning in Nursery / Early Years / Key Stage 1 | JW ES | TERMLY |  |
| To evaluate the curriculum in Nursery / Early Years / Key Stage 1 | JW ES | A1 |  |
| To evaluate the behaviour and attitudes in Nursery / Early Years / Key Stage 1 | JW ES | A2 |  |
| To evaluate the quality of outcomes across the school | JW | TERMLY |  |
| To consult with all key stakeholders regarding whole-school performance (evaluation) | JW | A2 |  |
| To share self-evaluation with all key stakeholders | JW | A1 |  |
| Policy | To update statutory policies | JW | LRT | ONGOING |  |
| To ensure all statutory policies are in place and have been updated accordingly | JW | ONGOING |  |
| To publish statutory and non-statutory policies on the school website | CA | ONGOING |  |
| To ensure staff are aware of key policies (Via shared drive) | JW | ONGOING |  |
| Inspection | To undertake an accurate self-evaluation | JW ES | LRT | A1 |  |
| To ensure staff and governors understand the school self-evaluation | JW | A1 |  |
| To ensure the school self-evaluation is published | CA | A1 |  |
| To ensure all staff / governors are aware of the Post Ofsted Action Plan and their subsequent roles therein | JW | A1 |  |
| Partnership | To galvanize existing partnerships that benefit the school into greater planned school improvement activities | JW |  | ONGOING |  |
| To develop a strategic plan for joint working with the junior school | JW | LRT | A1 |  |
| Finance | To work closely with the SBM to ensure: value for money / positive financial situation / future security | JW |  | ONGOING |  |
| To consider all spending | JW |  | ONGOING |  |
| To work alongside governors to ensure that the finance picture is shared, transparent and robust | JW |  | ONGOING |  |
| To ensure there is a consistent and robust system for setting the budget and agreeing subject bids | JW |  | ONGOING |  |
| Governance | To work with governors on overarching strategic aims | JW | GOV MTG | A2 |  |
| To develop a governor monitoring and evaluation plan | JW | A1 |  |
| To work in partnership with governors to develop their strategic role | JW | ONGOING |  |
| To work in partnership with governors to develop support & challenge | JW | ONGOING |  |
| Disadvantaged Pupils | To create a renewed strategic approach for disadvantaged pupils | ES | LRT | A1 |  |
| To ensure leadership of PP / Disadvantaged strategy is effective and impactful | ES | ONGOING |  |
| SEND | To support introduction and rapid embedding of a new SENCo | JW | LRT | A1 A2 |  |
| To update and implement new school-wide approach to SEND | JW CS | A2 |  |

**Priority 2: Operational Management**

SMT Link: Jonathan Whitfield

Governing Body Strategic Link: FGB

Ultimate Aim:

* All leaders and managers across the school have an uncompromising drive in their pursuit of excellence.
* All leaders and managers across the school are highly ambitious of themselves and others and actively seek to remove any barriers to success
* All leaders and managers have a deep and accurate understanding of the school and work in partnership with all stakeholders
* All leaders and managers across the school ensure the effective and efficient deployment of financial and other resources

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| **Priority 2: Operational Management** | | | | | |
| **Action** | | **Lead** | **Resources**  **incl. budget** | **By Date** | **RAG** |
| Reading | To audit resources, training and environments to match expectations | RL | LRT | A2 |  |
| To complete subject-specific action plan for both strategic and operational improvements | SP1 |  |
| To submit a needs-based and school improvement link subject budget bid | SP1 |  |
| **To deliver cpd for teachers and TAs** | TA training week  SDM | ONGOING |  |
| To consider and implement strategies for greater parental engagement | PARENT COUNCIL | SP2 |  |
| Writing | To audit resources, training and environments to match expectations | NF | LRT | A2 |  |
| To complete subject-specific action plan for both strategic and operational improvements | SP1 |  |
| To submit a needs-based and school improvement link subject budget bid | SP1 |  |
| **To deliver cpd for teachers and TAs** | TA training week  SDM | ONGOING |  |
| To consider and implement strategies for greater parental engagement | PARENT COUNCIL | SP2 |  |
| Maths | To audit resources, training and environments to match expectations | KW | LRT | A2 |  |
| To complete subject-specific action plan for both strategic and operational improvements | SP1 |  |
| To submit a needs-based and school improvement link subject budget bid | SP1 |  |
| **To deliver cpd for teachers and TAs** | TA training week  SDM | ONGOING |  |
| To consider and implement strategies for greater parental engagement | PARENT COUNCIL | SP2 |  |
| Phase Leadership | To ensure a UPS member of staff is able to adopt the day-to-day management of a phase | JW ES | SLT / SMT MTG | A1 |  |
| To develop the role of ‘Year Group Leader’ enabling staff to meet UPS requirements | ONGOING |  |
| To facilitate year group leader operational management conversations with HT / DHT | ONGOING |  |
| Subject Leadership | To audit resources, training and environments to match expectations | SUBJECT LEADS | LRT | A2 |  |
| To complete subject-specific action plan for both strategic and operational improvements | SP1 |  |
| To submit a needs-based and school improvement link subject budget bid | SP1 |  |
| **To deliver cpd for teachers and TAs** | TA training week  SDM | ONGOING |  |
| To consider and implement strategies for greater parental engagement | PARENT COUNCIL | SP2 |  |
| Appraisal & CPD | To update associated policies – pay / pm / appraisal | JW | LRT | A1 |  |
| To create a considered plan for all cpd | JW ES | A2 |  |
| To ensure all staff are accessing National College for cpd opportunities | ES | ONGOING |  |
| To ensure governors are fully aware of performance management and appraisal procedures | JW | A2 |  |
| To provide governors with an accurate, insightful and robust pay recommendations report | JW | SU2 |  |
| SEND | To review and amend individualised SEND profiles | CTS CS |  | TERMLY |  |
| To ensure the day-to-day running of the school is inclusive of all SEND children | CS | LRT | ONGOING |  |
| To develop the role of SENCO to include greater line management of TAs | JW ES CS | ONGOING |  |
| Disadvantaged Pupils | To write PP allocation of funding plan | ES | LRT | A1 |  |
| To review PP allocation of funding plan for impact | SU2 |  |
| To become the single point of reference and advice for parents, staff and governors re: PP | ONGOING |  |
| To undertake regular PP ‘check-in’ conversations | ONGOING |  |
| To implement 10 As document\* | A1 |  |
| To recruit additional volunteers specifically for pupil outcome improvements | ONGOING |  |

\*10 As based on research of indicators of performance and is especially useful for targeting progress improvements for disadvantaged pupils 🡪 Attendance / Attitudes / Assumptions / Additional / Avid Reader / Attachment / Acquisitions / Aspiration / Advice / Acceptance

**Priority 3: Curriculum**

SMT Link: Jonathan Whitfield

Governing Body Strategic Link: FGB

Ultimate Aim:

* Teachers provide exceptional learning opportunities that enable all children to make significant and sustained gains
* Teaching is insightful, skilled, facilitative, accurate and inclusive of all
* The curriculum is broad, balanced, creative, motivating, inclusive, challenging and in line with national requirements

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| **Priority 3: Curriculum** | | | | | |
| **Action** | | **Lead** | **Resources**  **incl. budget** | **By Date** | **RAG** |
| Reading | **To embed the Reading Umbrella** | RL | LRT  SDM | A1 |  |
| **To embed the text focus for each year group and term** | A1 |  |
| To review guided reading alongside ongoing assessment grid | SP1 |  |
| To investigate and implement whole-class guided reading opportunities | SP1 |  |
| Writing | **To embed the Writing Umbrella** | NF | LRT  SDM | A1 |  |
| **To embed the writing process throughout the school supported by the writing umbrella** | A1 |  |
| To look at guided writing within writing sequence alongside ongoing assessment grid | SP1 |  |
| To review published writing throughout the school | TERMLY |  |
| To audit writing plans for ‘real-purpose’ writing | TERMLY |  |
| To monitor handwriting across the school | ONGOING |  |
| Maths | **To embed the Maths Umbrella** | KW | LRT  SDM | A1 |  |
| **To embed mental maths starters across the school** | A1 |  |
| To consider the maths curriculum for mastery opportunities | A2 |  |
| To ensure that all maths planning has elements of deeper using & applying / mastery | SP1 |  |
| To monitor progression in models & images / jottings across the school | SP2 |  |
| Curriculum | To embed the curriculum intent / implementation / impact | SUBJECT LEADS | LRT | ONGOING |  |
| To embed stunning starts / marvellous middle / fantastic finishes | SUBJECT LEADS | ONGOING |  |
| To ensure the school website is fully updated with the adapted curriculum | CA |  | A2 |  |
| **To review the foundation curriculum – coverage / key progression statements / end points / assessment** | JW | LRT | A2 |  |
| To embed the new EYFS curriculum | ES | ONGOING |  |
| Topic Tasters | **To introduce Topic Tasters with key knowledge, vocabulary and coverage** | JW | SDM | A1 |  |
| **To ensure Topic Tasters are displayed within the learning environment and shared with parents** | CTs |  | ONGOING |  |
| Subject Planning | **To introduce half termly subject specific plans** | JW | SDM | A1 |  |
| **To create half termly plans for all topics within each subject** | CTs |  | ONGOING |  |
| Teaching & Learning | To fully evaluate the quality of T&L through formal observation | SMT | SMT MTG | TERMLY |  |
| To introduce Retrieval Practice across the school | ES | SDM | A2 |  |
| To re-introduce Growth Mind-set across the school | JW | SDM | A2 |  |
| To ensure that CPD / Staff Meetings reflect outcomes from formal observations | JW ES | SLT MTG | TERMLY |  |
| Outcomes | To set targets for pupil outcomes at YR / Y1/ Y2 (GLD / Phonics / SATS & TA) | JW GOVS | GOV MTG | A |  |
| **To embed the assessment system enabling monitoring and tracking** | JW | LRT | ONGOING |  |
| To analyse termly data harvest information and responding through action planning | JW | TERMLY |  |
| **To embed foundation curriculum assessment system** | JW | ONGOING |  |
| Outdoor Learning | To audit outdoor learning provision | NF | LRT | SP |  |
| To enhance physical environment for outdoor learning through cpd / resourcing | NF | SP |  |
| To further develop the environmental area / allotment area | NF | SP |  |
| To ensure outdoor learning is a prominent aspect of termly planning | NF | ONGOING |  |
| GTMA | To review curriculum opportunities for gifted / talented and more able | CT | LRT | A1 |  |
| To collate a register of GTMA pupils | CT | A1 |  |
| To introduce GTMA profiles for enhancing opportunity | CT | A1 |  |

\*III 🡪 Intent Implementation Impact

**Priority 4: Quality of Teaching**

SMT Link: Emma Stoddart

Governing Body Strategic Link: FGB

Ultimate Aim:

* Teachers provide exceptional learning opportunities that enable all children to make significant and sustained gains
* Teaching is insightful, skilled, facilitative, accurate and inclusive of all
* The curriculum is broad, balanced, creative, motivating, inclusive, challenging an in line with national requirements
* Children make substantial and sustained progress in all areas throughout their time at school from differing starting points
* Children achieve their potential reaching standards that are both expected and above that seen nationally

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| **Priority 4: Quality of Teaching** | | | | | |
| **Action** | | **Lead** | **Resources**  **incl. budget** | **By Date** | **RAG** |
| Reading | To review quality of guided reading teaching 🡪 teachers and teaching assistants | JW RL | LRT | SP2 |  |
| To review quality of reading interventions | RL | SP2 |  |
| To train TAs in support for reading | TA training week | A1 |  |
| Writing | To review quality of published writing 🡪 teaching process and outcomes | JW NF | LRT | TERMLY |  |
| To review quality of writing interventions | NF | SP1 |  |
| To train TAs in support for writing | TA training week | A1 |  |
| Maths | To review quality of mastery of maths 🡪 teachers and teaching assistants | JW KW | LRT | SP2 |  |
| **To consider additional strategies / approaches to support maths mastery** | KW | A2 |  |
| To review quality of maths interventions | SP1 |  |
| To train TAs in support for maths | TA training week | A1 |  |
| Outcomes | To use performance management to determine a secure link between T&L quality and outcomes | JW ES | SLT MTG | TERMLY |  |
| To develop a suite of cpd opportunities to enhance pupil outcomes | JW ES | TERMLY |  |
| To monitor and triangulate pupil outcomes through observation, book scrutiny and pupil voice | SMT | SMT MTG | ONGOING |  |
| Monitoring & Evaluation | To embed a suite of planned monitoring and evaluation activities | JW ES | SLT MTG | A1 |  |
| To ensure governors are involved in their own monitoring and evaluation | JW | GOV MTG | ONGOING |  |
| To focus formal observations on quality of T&L | SMT | SMT MTG | TERMLY |  |
| To share outcomes of formal observations in shaping CPD / Staff meetings | SMT | TERMLY |  |
| To report to governors on outcomes of monitoring and evaluation | JW | GOV MTG | TERMLY |  |
| SEND | To evaluate the quality of teaching provision for SEND pupils (CTs and TAs) | JW CS | LRT | SP1 |  |
| To collate and analyse available data, sharing as necessary (staff / Govs / SENCO) | JW | TERMLY |  |
| To use available SEND data to plan future improvement areas | JW CS | TERMLY |  |
| To develop cpd for enhancing the quality of T&L for SEND and specific ‘conditions’ | CS | TA training week | A1  ONGOING |  |
| GTMA | To evaluate the quality of teaching provision for GTMA pupils | JW CT | LRT | A |  |
| To collate and analyse available data, sharing as necessary (staff / Govs / GTMA lead) | JW | TERMLY |  |
| To use available GTMA data to plan future improvement areas | JW CT | TERMLY |  |
| To ensure girls attaining high in EY are specifically targeted to convert to GD at end of KS1 | CT RL | A / SU |  |
| Teaching Assistants | To implement a regular review of interventions and TA-led activities | CS | LRT | TERMLY |  |
| To introduce and embed Teaching Assistant performance management | JW ES CS | A1 |  |
| To evaluate the quality of TA-led interventions and group work | CS ES | TERMLY |  |
| To implement cpd and training regarding developing and improving TA-led interventions and group work | CS | TA training week | A1 / ONGOING |  |

**Priority 5: Behaviour**

SMT Link: Emma Stoddart

Governing Body Strategic Link:

Ultimate Aim: FGB

* Children understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education and for their adult life
* Children work hard with the school to keep safe in the real world and online, maintain a healthy lifestyle and prevent all forms of bullying
* Children value their education and rarely miss a day at school
* Children’s spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society
* Children have high personal aspirations, are forward-looking and empowered to take responsibility for shaping their own future learning experiences
* Children acquire skills that will enable them to succeed on their life-long journey

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| **Priority 5: Behaviour** | | | | | |
| **Action** | | **Lead** | **Resources**  **incl. budget** | **By Date** | **RAG** |
| Policy | To review behaviour policy | ES | LRT | A2 |  |
| To further develop tracking and reporting procedures | A2 |  |
| To introduce RJ Rangers | SDM  ASSEMBLY | A2 |  |
| To review impact of RJ Rangers on behaviour | LRT | TERMLY |  |

**Priority 6: Environment**

SMT Link: Jonathan Whitfield

Governing Body Strategic Link: FGB

Ultimate Aim:

* All leaders and managers across the school ensure the effective and efficient deployment of financial and other resources

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| **Priority 6: Environment** | | | | | |
| **Action** | | **Lead** | **Resources**  **incl. budget** | **By Date** | **RAG** |
| Learning environment | To share expectations regarding the learning environment | JW | SDM | A2 |  |
| To audit each area of the school where learning is to take place | JW ES RL NF CS | SMT MTG | A1 |  |
| To ensure resources are adequate for creating exciting and motivating places of learning | RL NF CS | ONGOING |  |
| To evaluate the quality of displays ensuring children’s work is celebrated throughout the school | JW ES | SLT MTG | ONGOING |  |
| To implement ‘Non-Negotiables’ for all learning environments | JW | SDM | A2 |  |
| Outdoor | To review all outdoor learning provision | NF | LRT | A1 |  |
| To invest in necessary additional equipment | JW NF | ONGOING |  |
| To ensure outdoor learning is a prominent aspect of termly planning | NF | TERMLY |  |
| Premises / Buildings | To undertake an audit of available outdoor spaces | JW GOVS | GOV MTG | A1 |  |
| To audit windows and doors (UPVC replacement scheme) | GOVS | A1 |  |
| To embed the 3-yr premises plan and integrate in to governor mtgs | JW GOVS | ONGOING |  |

**Priority 7: Wellbeing**

SMT Link: Emma Stoddart

Governing Body Strategic Link: FGB

Ultimate Aim:

* Children understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education and for their adult life
* Children work hard with the school to keep safe in the real world and online, maintain a healthy lifestyle and prevent all forms of bullying
* Children value their education and rarely miss a day at school
* Children’s spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society

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| **Priority 7: Wellbeing** | | | | | |
| **Action** | | **Lead** | **Resources**  **incl. budget** | **By Date** | **RAG** |
| Pupils | To ensure that policy and practice prioritises and promotes wellbeing for pupils | JW | LRT | ONGOING |  |
| To create a list of vulnerable children in need of regular / daily checking | ES | ONGOING |  |
| To ensure that planning takes account of wellbeing when determining learning activities | ES | ONGOING |  |
| To undertake pupil voice activities specifically related to wellbeing | ES | SP |  |
| To undertake an annual pupil questionnaire | ES | SP2 |  |
| Staff | To ensure that policy and practice prioritises and promotes wellbeing for staff | JW | LRT | ONGOING |  |
| To implement a staff wellbeing group | JW | A1 |  |
| To undertake an annual staff questionnaire | GOVS |  | SP2 |  |
| To introduce staff wellbeing activities throughout the year | WELLBEING GRP | MTG TIME  BUDGET | ONGOING |  |
| Parents | To set up the Parent Council | JW ES CS | LRT | A2 |  |
| To undertake an annual parent questionnaire | GOVS |  | SP2 |  |
| Child Protection | To ensure that policy and practice prioritises and promotes wellbeing for pupils – specifically CP plans | ES | LRT | ONGOING |  |
| To audit all CP policies and procedures | ES | LRT | A1 |  |
| To train all staff in using CPOMS | JW ES | TA training week  SDM | A1 A2 |  |
| To ensure that all staff are committed to using CPOMS as a means of safeguarding our children | JW ES | LRT | A1 |  |
| To reinvigorate CP and safeguarding procedures | ES | A1 |  |
| SEND | To ensure that policy and practice prioritises and promotes wellbeing for SEND pupils | CS | LRT | A1 |  |
| To implement specific activities to promote the wellbeing of SEND pupils | CS | ONGOING |  |

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| **Termly Evaluation** | | |
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