



Dean Field Community Primary School

SCHOOL IMPROVEMENT PLAN

September 2020-21

Introduction

The SIP will address the main findings of the Ofsted report from January 2017 and analysis of priorities by the Senior Leadership team and the Head teacher, this includes priorities that have arisen during the school closure period caused by Covid -19. This SIP is written in collaboration with all stakeholders and takes into account the views of parents, pupils and staff.

At Dean Field Community Primary School, we believe that every child matters. There is driving determination to ensure that pupils and adults in the school reach their full potential. Our ethos is a simple one 'Learning without Limits.'

We aim to feel great about our learning, to work hard to reach high standards for the best possible start in life. We aim to create well behaved and motivated children. We aim to broaden our horizons through an exciting and engaging creative curriculum. We aim to make good progress, become great thinkers, have confidence in our own abilities and be enterprising.

Our Aims:

- To have a committed staff who inspire and motivate individual children to achieve their highest standards.
- To broaden pupils' horizons through an exciting and engaging creative curriculum.
- To make good progress especially in English and Maths.
- To provide a stimulating, challenging and creative learning environment.
- To maintain high expectations for our children's performance.
- To develop a healthy lifestyle for both body and mind.
- To be proud of our school and promote an ethos and environment in which children enjoy learning.
- To develop enthusiastic, independent and confident learners.
- To develop pupils who feel valued as an individual and as a member of the school community.
- To understand the need to treat others as equals regardless of sex, race or religion.
- To develop our children's' sporting and artistic talent.

DEAN FIELD'S STRENGTHS



During the SIP Event, staff and governors identified many strengths and these have been put together.

QUALITY OF EDUCATION

WHAT SUCCESS WILL LOOK LIKE:

- All pupils are making at least the expected amount of progress in the core subjects
- Pupils will not be disadvantaged because of the school closure period in summer 2020
- Standards at the end of EYFS, KS1 & KS2 are at least in line with the national average for all groups
- The percentage of pupils achieving greater depth at KS1 & KS2 increases
- Teaching in all areas of the curriculum is strong and pupils make progress in all areas of the curriculum

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2020	Milestone 2 April 2021	Milestone 3 July 2021	Monitoring and Evaluation (impact)
To ensure all pupils make at least expected progress from their starting points at EYFS/KS1 in writing .	<p>FP to review progress from last KS assessment point in EYFS/KS and give teachers prior attainment grids.</p> <p>Teachers to carry out GAP analysis to hand over to next year's class teacher in summer term 2020.</p> <p>Pupils highlighted in pupil progress meetings and impact of support reviewed and adapted where necessary – teachers.</p> <p>Half termly moderation in Upper and Lower School – teachers across trust/DHTs.</p> <p>Termly cross – trust moderation between year groups - teachers across trust.</p> <p>Moderation of year 5 and 6 by SC SLE for writing.</p> <p>Must Knows created for SPAG – KH</p> <p>Staff meeting and resources for extending and challenging greater</p>	<p>Teacher/TA release time to deliver intervention</p> <p>Teacher release/staff meeting time to carry out moderation.</p> <p>Teacher release/staff meeting time to conduct pupil progress meetings.</p> <p>SPAG revision guides for Y6</p>	<p>Baseline of writing in week 1 autumn completed.</p> <p>Target Tracker GAP analysis used from spring term 2020 to identify gaps to plug in autumn 1.</p> <p>TA for writing to be submitted on TT in October and December.</p> <p>Pupil progress meetings at October and December to track pupils from previous year spring term data - teachers to identify pupils who are not making expected progress and plan interventions.</p> <p>All teachers to be given prior attainment grids to track pupils</p>	<p>Interventions in place for pupils not making required progress in writing.</p> <p>Pupil progress meetings at Feb half term (where necessary) and Easter.</p> <p>Pupils identified in Autumn term to have caught up.</p> <p>Writing moderation to show accurate assessments in both key stages with a focus on greater depth writers.</p> <p>Majority of pupils are making expected progress.</p> <p>Gaps identified due to school</p>	<p>The majority of 'non Sen' pupils to have made expected progress in writing across the year.</p> <p>Trust moderation to verify data.</p> <p>Progress across key stages to have increased.</p> <p>A higher percentage of expected and greater depth writers at the end of ks1 and 2.</p>	<p>Pupil data (FP)</p> <p>Termly report to governors</p> <p>Lower and Upper School AHT moderation.</p> <p>Trust SLT moderation.</p>

	depth writers – KH and teachers.		from either EYFS or KS1. Majority of pupils are making expected progress.	close closed.		
To ensure all pupils and all groups make at least expected progress from their starting points at EYFS/KS1 in maths	<p>FP to review progress from last KS assessment point in EYFS/KS and give teachers prior attainment grids.</p> <p>Teachers to carry out GAP analysis to hand over to next year's class teacher in summer term 2020.</p> <p>Pupils highlighted in pupil progress meetings and impact of support reviewed and adapted where necessary- class teachers.</p> <p>All teachers to use a mastery approach when teaching maths.</p> <p>Same Day Intervention daily teaching to take place in years 3, 4,5 for maths – FO and class teachers.</p> <p>FO/FP to monitor progress of pupils each term and support teachers to identify greater depth pupils.</p> <p>FO to introduce number stacks via staff meeting and monitor use.</p>	<p>Teacher/TA release time to deliver intervention</p> <p>Teacher release/staff meeting time to carry out moderation.</p> <p>Teacher release/staff meeting time to conduct pupil progress meetings.</p> <p>Number Stacks</p>	<p>All teachers to have the GAP analysis from previous class teacher.</p> <p>NFER baseline tests in week 1 autumn term (previous year's summer term test.) Interventions planned from these.</p> <p>Pupil progress meetings at October and December to track pupils from previous year's spring data.</p> <p>Teachers to identify pupils who are not making expected progress and plan interventions.</p> <p>Teachers to be using number stacks.</p> <p>GDS pupils to have been identified and provision in place.</p> <p>Maths deep dive to have taken place and actions disseminated to teachers.</p>	<p>Interventions in place for pupils not making required progress in maths.</p> <p>Pupil progress meetings at Feb half term (where necessary) and Easter.</p> <p>Pupils identified in Autumn term to have caught up.</p> <p>Maths deep dive feedback monitoring.</p> <p>Number stacks to be having an impact.</p>	<p>The majority of 'non Sen' pupils to have made expected progress in maths across the year.</p> <p>Trust moderation to verify data.</p> <p>Increase in number of pupils achieving gds at the end of ks1/2.</p>	<p>Use of IRIS to monitor the teaching of SDI.</p> <p>Pupil data (FP/FO)</p> <p>Termly report to governors</p> <p>Lower and Upper School AHT moderation.</p> <p>Trust SLT moderation.</p> <p>Maths Deep Dives – FO/FP/SEO</p>
To ensure all pupils and all groups make at least expected progress	FP to review progress from last KS assessment point in EYFS/KS and give teachers prior attainment grids.	<p>Accelerated Reader subscription renewal cost.</p> <p>Cost of NFER tests.</p>	Reading records show all pupils are reading to an adult at least once a week.	Improvement in reading comprehension scores.	The majority of pupils in Y6 who achieved expected in reading at ks1 to achieve	UH – monitor use of AR and use of data. Observe reading viper sessions/carry

<p>from their starting points at EYFS/KS1 in reading</p>	<p>Teachers to carry out GAP analysis to hand over to next year's class teacher in summer term 2020.</p> <p>Teachers to continue to use reading vipers to explicitly teach comprehension skills.</p> <p>Termly NFER reading tests to be taken. – yrs 2 – 6 – teachers.</p> <p>Continue to use Accelerated Reader across school and TAs to analyse its impact and ensure ALL pupils are making progress.</p> <p>Year 6 reading comprehension group for targeted pupils – FP/KL</p> <p>Use of reading Vipers in KS1/2.</p>	<p>Half termly pupil progress meetings.</p> <p>Parent workshops to support reading.</p> <p>Cost of Accelerated Reader subscription.</p>	<p>Pupil progress meetings to identify children who are not making progress and interventions put in place.</p> <p>Classes display AR data to track pupils.</p> <p>Reading deep dive to have taken place and actions disseminated to teachers.</p> <p>UH to ensure GDS pupils are identified and challenged.</p>	<p>Accelerated Reader data to show pupils ZPD range and reading ages have improved.</p> <p>Improvement in % of pupils at ARE in reading on TT.</p> <p>UH to monitor GDS pupils in years 2/6.</p> <p>Prior attainment grids updated.</p>	<p>expected at the end of ks2.</p> <p>The percentage of pupils who are working at age related expectations in reading in year 2 to be in line with the national average.</p> <p>Increased % of pupils working at GDS across the school from previous year.</p>	<p>out deep dive.</p> <p>Targeted interventions based on pupils mock SAT scores.</p> <p>Tracking data - FP</p> <p>Learning walks in reading sessions – SLT/UH</p>
<p>To ensure the majority of pupils meet the expected standard in the Year 1 phonics check and results are in line with national.</p> <p>Ensure robust teaching of phonics takes place in year 2 to ensure the lost learning in the summer term 2020 is made up.</p>	<p>Deliver phonics through RWInc from Nursery upwards – KF</p> <p>Phonics interventions delivered to pupils 'new' and falling behind in Year 1 – KF.</p> <p>Regular communication between home and school regarding phonics/reading – EYFS/KS1 teachers.</p> <p>Phonics workshops for parents to attend – KF.</p> <p>Phonics after school clubs – KF</p>	<p>Collect data in half termly via RWI tracker – KF</p> <p>Year 2 pupils to be tested half termly starting in September – KF</p> <p>KF to monitor children and set up booster groups.</p> <p>Phonics club to take place, targeting specific children with invitation for parents to support.</p>	<p>Practice Phonics Check administered</p> <p>Pupils needing further intervention identified</p> <p>Regular testing of year 2 pupils to ensure they are on track to pass at the end of ks1.</p> <p>Monitor teaching of phonics in Nursery</p> <p>Pupils who should have taken the test at the end of year 2 take it before October half term in year 3.</p>	<p>Phonics Check showing majority of non-SEN pupils on track to meet expected standard.</p> <p>Regular testing of year 2 pupils to ensure they are on track to pass.</p> <p>Monitor teaching of phonics in Nursery</p>	<p>Percentage of pupils at the expected standard in phonics at the end of year 1 in line with the national average.</p> <p>Majority of pupils retaking the phonics test in year 2 to pass or show a significant improvement in test score from year 1.</p> <p>Parents informed of their child's score and next steps</p>	<p>KF tracking data on termly basis via RWI tracker</p> <p>Phonics Check outcomes</p>
<p>To increase the percentage of pupils achieving Greater Depth in reading, writing and maths at the</p>	<p>Ensure pupils working at greater depth are clearly identified in each class and carefully tracked using Target Tracker. Class teachers/FP</p> <p>All teachers to attend Trust 'teaching</p>	<p>Staff meeting time x2</p> <p>Pupil progress meetings</p> <p>Time to meet year group teachers within the trust to</p>	<p>Pupils who were working at GDS in their previous year to be on track and still working at GDS.</p>	<p>Data to show GDS making at least expected progress.</p> <p>Pupils not making</p>	<p>% of GDS at end of ks1 and ks2 to have increased from 2020 internal/2019 external data.</p>	<p>Book scrutinies to include focus on GDS in all subjects.</p> <p>FP data monitoring</p>

<p>end of KS1 and 2.</p>	<p>from the top' training (Autumn 2020) SB</p> <p>Greater Depth reading, maths and writing group/interventions years 2 and 6. EC/KL</p> <p>A greater focus on supporting children to achieve Exceeding in EYFS for Reading, Writing and Maths. KF</p>	<p>moderate gds judgments.</p>	<p>Pupil progress meetings to identify any pupils falling behind and interventions in place for them.</p> <p>All teachers to know GDS children and provision in place for them.</p>	<p>expected progress to have interventions in place.</p> <p>Accurate data predictions for year 2 and 6 for % of GDS.</p>	<p>% of pupils working at GDS across all year groups to have increased.</p>	<p>half termly.</p> <p>SC – writing KF – eyfs FO – maths UH – reading</p>
<p>To continue to improve whole school times table knowledge through our subscription to 'Times table Rockstars'</p> <p>To ensure children in Year 4 are adequately prepared for the times tables check</p>	<p>All classes to do a TTRS baselines in September. Class teachers</p> <p>Raise the profile of TTRS through the weekly/monthly leaderboards announced in Gold Book assembly/newsletters/whole school display. FO</p> <p>TAs to be trained to access TTRS to analyse results and plan interventions. FO</p> <p>UH to ensure Year 4 have a schedule programme to prepare them for June 2021.</p>	<p>Meeting for FO to train TAs.</p> <p>All class teachers to show and encourage children.</p> <p>Subscription cost</p> <p>Year 4 TA/SA training for times table check.</p>	<p>All year groups to have completed a baseline.</p> <p>Specific targeted support put in place particularly in year 4 to prepare for TT test.</p>	<p>All year groups to be accessing TTRS at least 3 times a week.</p> <p>FO report back on progress made in individual year groups and what interventions are in place.</p>	<p>Data to show an increase in the use of TTRS.</p> <p>Data to show an increase in pupils' knowledge of times tables.</p> <p>Successful completion of year 4 times table test.</p>	<p>Times table fluency will improve throughout school.</p> <p>When children repeat baseline test their scores will have improved.</p>
<p>To embed BSquared tracking and assessment tool into school to show progress made by SEND pupils</p>	<p>Follow up on the implementation of BSquared to assess key SEN children and children who are working significantly below ARE. SB</p> <p>Ensure effective training in place for teachers and support assistants in the use of BSquared SB</p>	<p>BSquared training costs</p> <p>Training time for key members of teaching staff</p> <p>Training time for all members of teaching staff</p>	<p>BSquared to be rolled out with key children (SEND pupils not showing to make progress on tracker and pupils with EHCs.</p> <p>Training for key members of teaching staff.</p> <p>The use of BSquared to be monitored and tracked use of system.</p> <p>Monitor and assess the progress made by</p>	<p>Roll out BSquared through the school.</p> <p>Training for all members of teaching staff.</p> <p>Monitor and assess the progress made by those children who are on BSquared</p>	<p>Monitor and assess the progress made by those children who are on BSquared</p>	<p>SB to monitor and analyse the use of BSquared</p> <p>BSquared data</p> <p>FP/SB to monitor progress of SEND pupils through data analysis and pupil progress meetings.</p>

			those children who are on BSquared			
To implement the reviewed curriculum skills progression 2020-2021	Reviewed skills progression documents ready for September 2020 – subject leaders across the trust/KF	Updated skills progression to be saved and printed KF	Updated version to reflect gaps in learning from school close up and running and being used by all teachers.	Subject managers to start to think about review for 2021-2022 and adapt to the needs of our curriculum.	Look to full review and reprint for next year if needed	KF to ensure skills progression document is updated regularly throughout the year and subject leaders refer to it during deep dives.
To continue to ensure teachers are effectively assessing the foundation subjects .	Continue to assess Science using TT after each unit. History, geography, art and DT, MFL to be assessed on TT using the statements at the end of each half term/ongoing – class teachers/KF HM to assess computing on TT. NA to assess PE using REAL PE – KF to oversee Must Know quizzes to be done at the end of a unit. Gaps in learning identified to recap.	Staff meeting time. Disaggregated time/additional release time to be used to upload assessments to TT each half term.	All teachers use TT to assess the objectives taught in the Autumn Term. All children put into groups for foundation subjects on TT to make assessments less time consuming. Objectives not covered or that need going over to be identified and planned into the spring term.	All teachers use TT to assess the objectives taught in the Spring Term. Objectives not covered or that need going over to be identified and planned into the Summer Term. The use of skills progression documents has begun to be embedded.	Teachers to have accurate judgements for all children in the foundation subjects. Teachers to use TT to show the effective teaching of the NC objectives e.g % of pupils who have met expected standard in subjects taught. Teachers to use skills progression documents to show progression across the year.	KF to monitor assessments on TT half termly. KF to monitor use of skills progression documents.
To ensure that culture capital is being evidenced across all subjects	Time allocated once per term at the start of a staff meeting for Teachers to add to the contributions for each subject to the school cultural Capital collation document – subject leaders Pink Book / website to be updated with pictures and descriptions for each subject / area KF	Disaggregated time 1 hour per term (3 hours) KF to pull together and send out so Subject leads can update their folders KF to update book and website area termly	Collate information for Autumn term and send out-KF and subject leads Update website area and book KF and subject leads	Collate information for Spring term and send out-KF and subject leads Update website area and book KF and subject leads	Collate information for Summer term and send out- KF and subject leads Update website area and book KF and subject leads	KF to monitor evidence and collate. Subject leaders to ensure they're aware of the impact of culture capital on their subject.

To complete deep dives into different subjects, ensure consistency and development as well as creating a common language across subjects	<p>Deep dives / shallow paddles into these subjects: 4 per term 1 of these to be completed with school effectiveness officer termly.</p> <p>Writing, Reading, Maths, PE, Music, French, Computing , PHSE, Geography, History, Art</p> <p>Subject leaders</p>	SLT and / or varying subject leaders to carry these out either over a day for larger subjects or an afternoon for smaller subjects in the form of a shallow paddle	Review situation after covid 19 with a view to carrying out at least a reading, maths, history and science deep dive in the autumn term.	PE Computing Writing Geography	Art PHSE French Music	KF to ensure subject leaders are prepared for deep dives and follow up on findings.
To ensure the school continues to maintain a 'blended learning' approach in the event of further localised or national lockdown	<p>Seesaw to continue to be used to share pupil's learning in school.</p> <p>Home learning/homework/catchup posted on Seesaw</p>	<p>Cost of Seesaw subscription.</p> <p>Cost of Accelerated Reader</p>	<p>Ensure 95+% of parents are signed up for seesaw and are regularly accessing for notifications and updates/key letters.</p> <p>Teachers prepared with activities in case of lockdown.</p> <p>Zoom training/policy for teachers so this is another option.</p>	<p>Continue to monitor parents access of Seesaw. Pastoral manager to contact those who are not on it.</p> <p>Teachers prepared with activities in case of lockdown.</p>	<p>Continue to monitor parents access of Seesaw. Pastoral manager to contact those who are not on it.</p> <p>Teachers prepared with activities in case of lockdown.</p>	<p>Teachers are ready to engage/teach using Seesaw.</p>

BEHAVIOUR AND ATTITUDES

WHAT WILL SUCCESS LOOK LIKE:

- The pupils continue to maintain high standards of learning behaviour as reflected in the Rights Respecting ethos
- Children are able to show enjoyment, resilience, effort and confidence in applying skills to unfamiliar contexts and tackling challenges and solving problems
- Attendance is at least in line with national average and persistence absence continues to drop
- Pupils are able to keep themselves safe online

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2020	Milestone 2 April 2021	Milestone 3 July 2021	Monitoring and Evaluation (impact)
<p>To continue work towards embedding the Rights Respecting ethos and achieve the RRSA.</p>	<p>Hold elections for a rights respecting school council UH</p> <p>All topics to have human right/ SMSC links on topic webs. Class teachers</p> <p>All classes to have human rights poster in classroom that children can see. Class teachers</p> <p>Teachers to refer to human rights when reinforcing high standards of behaviour. Class teachers</p> <p>All classrooms to have a human right of the week displayed which is then shared on Seesaw for parents Class teachers</p>	<p>RRSA Fee: £200</p>	<p>An established rights respecting school council that meet regularly to discuss achieving silver.</p> <p>Some children across school will be able to discuss human rights and give a few examples.</p> <p>Parents will be aware of RRSA and know how we are working towards achieving silver. .</p> <p>Some parents will be involved in a RRSA launch run by Family Learning</p> <p>The rights will be visible in each classroom.</p>	<p>Receive silver for RRSA.</p> <p>Most children across school will be able to discuss human rights and give a range of examples.</p> <p>Create an action place to receive the silver award</p>	<p>RAG rate the schools position according to the RRS gold strands so we are aware of what we need to work on in the next academic year.</p>	<p>UH to conduct pupil interviews to ensure they are secure with the RRSA agenda.</p> <p>The school achieves the RRSA.</p>

<p>To continue to ensure attendance is at least 96%</p> <p>To continue to reduce the number of children considered as persistent absentees</p> <p>Ensure all pupils return to school in September following the school closure period.</p>	<p>First day call, home visits, attendance discussed in all parents' meetings</p> <p>Clearer procedures for term time holidays sent out at beginning of term</p> <p>Target specific children through interventions</p> <p>Weekly monitoring of absence</p> <p>Attendance panel with SLT</p> <p>Referrals made to EWO for persistent lateness Fines for extreme cases of P.A/failure to adhere to school policies (90% or below)</p> <p>Assemblies to promote the importance of attendance and impact on learning</p> <p>Rewards: class and individual</p> <p>Further raise focus on attendance, through regular communication with parents and carers via newsletter, general letters on concerned areas. (lates, holidays during term time etc) Pastoral Manager/Office staff</p> <p>Communicate with parents in the last week of the holidays about the reopening of school FP</p>	<p>Rewards: £250</p>	<p>Attendance for the majority of target pupils showing improvement</p> <p>Pastoral manager updates reports for ALL groups at the end of each half term.</p>	<p>School attendance on track to be in line with national average</p> <p>Pastoral manager updates reports for ALL groups at the end of each half term.</p>	<p>Overall attendance is in line/above the national average</p> <p>% of PA is lower than last year</p> <p>Improved attendance for target pupils</p>	<p>Termly reports to governors</p> <p>FP to monitor whole school attendance</p> <p>Tracking folder</p> <p>Attendance file showing referrals/fines</p>
<p>To continue to ensure pupils can keep themselves safe online using social media and internet safety</p>	<p>Deliver workshops/assembly on internet safety and 'cyber bullying' HM</p> <p>Regular information sent out to parents via newsletter/Seesaw.</p>	<p>Resources -£200</p>	<p>Pupil survey – use as baseline</p>	<p>Workshops/assemblies</p> <p>Pupils will know how to get help if they need it in relation to online behaviour</p>	<p>Pupils will know how to keep themselves safe online</p> <p>Pupils will know</p>	<p>Termly report to governors</p> <p>Evidence file including newsletter messages/letters</p>

	HM Parents workshop as part of Parents week – HM				how to get help if they need it in relation to online behaviour Staff and parents will feel more empowered to support and help children in keeping safe online School council to conduct another pupil survey	Pupil survey
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PERSONAL DEVELOPMENT

WHAT WILL SUCCESS LOOK LIKE:

- Pupils benefit from participation in a wide range of activities outside school including sports, community and trust activities
- Pupils are given opportunities to develop their interest and talents
- Pupils are aware of how to keep healthy physically
- Pupils have an awareness of wellbeing and are able to understand the concept of mental health

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2020	Milestone 2 April 2021	Milestone 3 July 2021	Monitoring and Evaluation (impact)
To ensure the new SRE guidance is integrated into the curriculum	UH and LS to work closely with all stakeholders at school and the local community to create an overview of how the relationships curriculum will be taught, including being healthy.	Jigsaw scheme	Lessons embedded into the curriculum	Children can discuss their learning in PSHE	Children apply knowledge and skills from PSHE lessons to every day occurrences at school	Lesson observations Pupil interviews
Pupils continue to contribute to school life and promote pupil voice	Whole school election for Rights Respecting School Council – UH School council involved in SIP priorities e.g ‘mini inspections’ – UH Pupil surveys carried out throughout the year – UH/LS School council involved in planning whole school events – UH/LS	School council budget -£300	Pupil questionnaires completed and action plan drawn on what we could improve in school	Actions carried out in areas identified by RR school council	Pupil voice contributes to school life	Pupil questionnaires
To support pupil health and wellbeing in school	A wellbeing council will be set up with a representative from each year group to discuss what provisions for pupils wellbeing they would like to see in school. Mental Health workshop to be held for parents to raise awareness around positive	Resources for workshop Cost of training	Wellbeing Council set up – meetings once a half term. Wellbeing board in school. Pupil wellbeing survey conducted.	Actions carried out in areas identified by wellbeing council. Parents workshop organised around mental health awareness.	Pupil voice contributes to school life	Pupil questionnaires

	<p>Mental Health.UH/LS</p> <p>Weekly wellbeing lessons taught across the school</p> <p>Mental health workshop/drop in for parents – LS</p> <p>EHNA summative results used to identify specific support need in cohorts NA/LJ</p>		<p>Website updated with wellbeing resources for both pupils and parents plus updates in the newsletter. LS/FP</p>			
<p>Promote health and wellbeing across all key stages.</p>	<p>To ensure that children have a developing understanding of how to keep healthy. NA/LJ/class teachers</p> <p>To ensure that parents have a developing understanding of how to keep healthy. NA/LJ/class teachers</p> <p>To increase the amount and variety of active after school and lunchtime clubs NA/LS</p> <p>To encourage pupils on packed lunch to bring a health lunchbox to school – through workshops/regular newsletter items NA/LJ</p> <p>Lunchtime Supervisors monitoring lunches- target children with poor choices to help them improve DE</p>	<p>Assemblies on well-being, healthy lunch boxes, fitness, mental health, awareness of external factors.</p> <p>External visitors, ie. Better Living.</p> <p>Parent workshops.</p> <p>After school clubs.</p> <p>Sporting events.</p> <p>Daily fruit and milk.</p> <p>Bagel scheme.</p> <p>Tooth brushing scheme.</p>	<p>After school clubs established.</p> <p>Daily fruit and milk.</p> <p>Bagel scheme.</p> <p>Tooth brushing scheme in EYFS</p>	<p>Promote involvement in external activities / competitions.</p> <p>Reduction of unhealthy lunch boxes.</p>	<p>Sports Day</p> <p>Increased participation in North Halifax sporting events.</p>	<p>Pupil voice.</p> <p>Feedback from parents.</p> <p>Lunchtime supervisors to monitor lunch boxes.</p> <p>Surveys.</p>
<p>Ensure that PSHE is taught across all key stages.</p>	<p>To ensure that the PSHCE curriculum is being covered in all year groups. Class teachers</p>	<p>NC for PSHCE</p> <p>PSHCE curriculum intent.</p>	<p>PSHCE lessons to be taught regularly.</p>	<p>PSHCE to have a growing profile in school.</p>	<p>NC coverage will have been taught in all year groups.</p>	<p>Learning walks.</p> <p>Deep dives.</p>

	<p>PSHE lead to work alongside Pastoral team. UH</p> <p>Ensure that teaching staff understand the NC coverage for PSHCE. UH</p> <p>Ensure that the well-being of all pupils is positive and a focus. Class teachers</p> <p>Embed Must Knows for PHSE - UH</p>	<p>Assemblies/Big Picture News</p> <p>Pupil well-being board.</p> <p>Lego Therapy</p> <p>External visitors, ie. NSPCC</p>	<p>Planning in the relevant folder.</p> <p>Use of Seesaw to record and evidence learning.</p> <p>Class assemblies.</p> <p>Well-being board is easily identifiable and used by pupils.</p> <p>Teaching staff to be aware of expectations.</p>	<p>Staff in school to be developing in confidence.</p>	<p>Teachers will be more confident.</p> <p>Pupil well-being will have improved and this will impact on progress and achievement.</p>	<p>Pupil voice.</p>
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LEADERSHIP AND MANAGEMENT

WHAT WILL SUCCESS LOOK LIKE:

- The school has a strong but distributed leadership team
- Parents are well engaged with the school and support their child's learning
- Governors continue to challenge school leaders and hold them to account
- Staff have a healthy work life balance

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2020	Milestone 2 April 2021	Milestone 3 July 2021	Monitoring (impact)
To continue to encourage parents to be more involved and more willing to feedback on what is happening on school	<p>Parents' Weeks (KF)</p> <p>Regular workshops for parents to increase curriculum knowledge</p> <p>Pastoral Team available at beginning and end of day.</p> <p>FS/Whole school parental involvement action plan (KF)</p> <p>Termly Parents' Forums – FP/SLT</p> <p>Parent sessions for early years, parents to develop sensory play (FR)</p> <p>Seesaw to send messages home/ communicate with parents and share work.</p>	<p>Team Leaders/Subject managers – KF to monitor</p> <p>Rewards/Events budget - £1000</p> <p>Seesaw subscription</p>	<p>Resources for parents :£1000</p> <p>Increased number of parents able to join their child during the parents' weeks</p> <p>Plan in new workshops with family learning</p> <p>95% of parents have access to Seesaw via the app</p> <p>All year groups have shared work on Seesaw</p> <p>Year groups to post homework questions on Seesaw regularly</p> <p>Virtual family learning events.</p>	<p>Improvement in amount/quality of responses from parents on children's posts on Seesaw</p> <p>At least two family learning events to take place this term.</p>	<p>Parents are contributing to the SIP.</p> <p>Parents attending regularly.</p> <p>The school continues to receive positive feedback in surveys.</p> <p>At least two family learning events to take place this term.</p>	<p>Parents' survey</p> <p>Programme of events</p> <p>Evaluation of Foundats Foundation Stage parental involvement</p>

<p>To continue to promote staff wellbeing through achieving an appropriate work life balance</p>	<p>PPA can be taken at home</p> <p>Regular staff events</p> <p>Subsidised meals</p> <p>Access to learning/CPD across the trust</p> <p>Joint planning/shared resources across the trust</p> <p>Onsite HR support – JL</p> <p>Free Refreshments and biscuits</p> <p>Teachers given additional 10% release time</p> <p>Staff wellbeing champion appointed</p> <p>Counselling sessions available to staff each term</p> <p>Mental Health first Aiders</p>	<p>Cost of subsidising school meals.</p> <p>Cost of refreshments.</p> <p>Mental Health first aid training</p>	<p>Monitoring and maintaining of wellbeing.</p> <p>Improvement of staff wellbeing.</p>	<p>Monitoring and maintaining of wellbeing.</p> <p>Improvement of staff wellbeing.</p>	<p>Improved staff wellbeing – questionnaire to be complete</p> <p>Better and more effective communication through use of WHATSAPP/email</p>	<p>SLT to monitor termly.</p> <p>Termly supervision meetings for EYFS staff – KF</p> <p>Use of EAP</p>
<p>To continue to drive the school forward by building capacity at all levels of leadership</p>	<p>Continue to provide early career stage teachers with an additional 10% release time</p> <p>Subject manager external CPD</p> <p>Subject leadership spread across the trust</p> <p>Deputy Head completing the Leading Teachers Mastery and NPQSL course through Ambition Leadership</p> <p>2 middle leaders completing NPQML</p> <p>½ termly mentoring for subject leaders from SLT</p>	<p>Early career stage teachers to be provided with activities to complete during release time with a focus on whole school improvement.</p> <p>Relevant subject manager training.</p> <p>All subject managers have a buddy at Beech Hill to work with.</p>	<p>Early release time teachers to be using time correctly. This to be having a positive impact on whole school improvement.</p> <p>Subject managers to be collaborating with parallel colleagues.</p> <p>NPQSL/ML projects to be under way.</p> <p>Curriculum deep dives underway and informing future practice.</p>	<p>Strengthened SLT who impacting on standards at DF</p> <p>Effective middle managers</p>	<p>SLT and middle managers effectively reporting standards in teaching and learning and attainment to governors.</p> <p>SLT and middle managers contributing towards SIP 2022.</p>	<p>Performance management.</p> <p>Standards Tracker.</p> <p>Coaching sessions.</p> <p>Use of IRIS.</p> <p>Monitoring extra release time records.</p> <p>Quality of teaching and learning.</p> <p>Learning walks</p> <p>Book scrutinies.</p>

	Regular coaching sessions from the HT for the DHT					
To continue to ensure Governors are equipped with the skills and knowledge of the school to provide rigorous challenge to the leadership team	<p>Governors given file with key documents- SIP,SEF, ,Leadership structure, key information from NGA (SH)</p> <p>Termly reports from leaders focus on impact against SIP priorities (subject leaders) KF/FP</p> <p>Govs meeting with managers and involved in enquiry walks – SLT DM/FP</p> <p>Governors to submit feedback to the chair and headteacher after each visit</p>	<p>Termly update at Govs meeting-Chair/Headteacher</p> <p>Subscription to the Key for Governors</p> <p>Calderdale Governors traded subscription</p> <p>Clerking service</p>	<p>Safeguarding report to governors delivered by FP</p> <p>Standards report discussed at governors meeting in Autumn term</p> <p>SIP approved and ratified by governors at AGM</p> <p>Autumn term report focuses on impact of actions in place</p>	<p>ASP/ISDR training completed</p> <p>Clerk ensuring minutes show challenge questions around attainment and progress of pupils across the school</p>	<p>Governors able to answer questions regarding the school's attainment and progress and are able to clearly identify what actions have been put in place to address any issues.</p>	<p>Training records</p> <p>Governors minutes</p> <p>Head teachers report</p>