



**School Improvement Plan  
2020-2021  
Community**

**To re-establish and strengthen the school community, further developing an improved understanding of health and well-being and how this impacts on children's development.**

<b>Strategic Aim</b>	<b>Key tasks</b>	<b>Accountabilities and timescales</b>	<b>Evaluation of aims/tasks and next steps</b>	<b>Desired impact</b>

<p>To reformulate and reinvigorate a set of shared school values that underpin the school community</p>	<p>Review of current school values</p> <ul style="list-style-type: none"> <li>◆ Pupil</li> <li>◆ Staff</li> <li>◆ Parents</li> </ul> <p>Establish those which are most pertinent</p> <p>Explore what may be missing</p> <p>Relaunch revised values</p> <p>Ensure they challenge inequality and racism</p>	<p>Autumn 1 (RH)</p>		<p>A memorable and pertinent set of school values are developed</p> <p>School values sit at the heart of the school community, underpinning all we do</p>
<p>To reaffirm pupil voice, ensuring pupil groups are purposeful and values led</p>	<p>Review pupil bodies, ensuring groups needed are guided by school priorities and values</p> <p>Establish defined leaders of each group</p> <p>Establish a clear remit for each group, defining the role they play in school decision making</p>	<p>Autumn 1 (RH)</p>		<p>Pupil bodies are purposeful and act to enable pupil voice in school decision making</p> <p>Children's understanding of democracy and the working of institution is improved</p>

	<p>Develop clear action plans to guide their work</p> <p>Ensure the profile of groups is raised, across, through school, assemblies, newsletter, twitter etc</p>			
To re-establish effective behaviour for learning, ensuring mind and body is engaged	<p>CPD- develop a shared understanding of the concept of behaviour dispositions</p> <p>Explore the cognitive science that sits behind behaviour and learning (Memory, attention span etc)</p> <p>Develop class codes that act to establish a shared pupil understanding and acts as an accountability measure</p> <p>Develop children's understanding of cognitive science</p> <p>Reintroduce mindfulness techniques</p>	Autumn 1 (SLT)		A shared understanding of what constitutes good behaviour for learning and improved focus ensures children return and quickly re-establish good learning behaviours
To strengthen parental engagement, rebuilding community links	<p>Explore the use of technology to ensure Parent pupil learning opportunities continue remotely</p> <p>Establish class virtual sharing assemblies</p>	Autumn 1 (RC/JL)		The partnership between home and school is further developed and works together to best support all children

	<p>Digital parental home learning support guides</p> <p>Map out community events across the year– performances –sharing assemblies - fairs – ensuring opportunities to strengthen relationships can happen (virtually or physically)</p> <p>Reformulate what parents evening looks like</p> <ul style="list-style-type: none"> <li>◆ What do parents want</li> <li>◆ What is possible in current circumstances</li> </ul>			
<p>To establish the mechanisms for teaching the concept of mental health and well-being,</p>	<p>CPD- what is mental health Explore concept of emotions (emotion coaching)</p> <p>CPD- race awareness and unconscious bias- ensuring staff have a greater understanding of their own bias and have the confidence and the tools to engage in dialogue with children around issues they may find sensitive</p> <p>Ensure children have access to texts and resources that are representative of all cultures</p>	<p>Autumn 2 (RG)</p>		<p>Pupils understand the concept of mental health</p> <p>Pupils have an enhanced confidence in who they are</p> <p>They understand emotional responses and have a rehearsed range of tools to enable them to use emotions positively</p>

	<p>Fully launch the new RHE curriculum, considering how the themes are entwined across the curriculum</p> <p>Ensure assemblies are used to reinforce positive role models across the community and explore current affairs with children</p> <p>Audit the role of CAMHS outreach and EPS in supporting staffs CPD</p>			
<p>To review and develop the teaching of physical well-being both within and across the wider curriculum.</p>	<p>Re-establish the purpose of directed exercise</p> <p>Create support document for teachers and directed exercise</p> <p>To continue to expose children to a range of sport and exercise to motivate and promote an enjoyment of physical activity</p> <p>Build on the healthy school's gold mark, ensuring we continue to strive to develop children and families understanding</p> <p>Walking bus launched</p> <p>Ensure children understand the positive effects of</p>	<p>Autumn 2 (RH)</p>		<p>Children engage more widely in exercise</p>

	exercise on the body and brain			
To further establish opportunities to widen children's awareness of possibilities beyond the world of school	<p>Identify key groups of disadvantaged pupils to target</p> <p>Establish a regular programme of visiting professionals to discuss their roles and how they got into their field</p> <p>Careers fair –Have a careers day – professionals create videos to share with children</p> <p>Establish links with higher education to broaden children's awareness of what is on offer</p>	Spring term (RH)		To raise the aspirations of children and our families