

Kobi Nazrul  
- PRIMARY SCHOOL -

SCHOOL

DEVELOPMENT  
PLAN



GEOGRAPHY

SOLAR SYSTEM

ART AND DESIGN

SCIENCE

Section	Page	School Development Plan	Postholder	Responsibility
		Contents page		
<b>Intro</b>		<b>Vision and Values</b>		
		School Goals 2018 -2019 and Long Term Goals		
		Purpose, context, timescales		
		Signposting		
		Attainment and Achievement Targets		
		Pupil Voice		
		Stakeholder Voice		
<b>1</b>		<b>Outcomes for Learners</b>		
		<b>School Development Priority Plan (updated termly)</b>	<b>Belinda King/Cath Burns/Paul Mills</b>	<b>Senior Leaders</b>
		Assessment	Belinda King / Cath Burns	HT / DHT
		Inclusion	Paul Mills	AHT Inclusion
		Foundation Stage	Amanda Thompson	EYFS Leader
<b>2</b>		<b>Quality of Teaching, Learning and Assessment</b>		
		The Foundation Curriculum	James Allen	Curriculum Leader
		English	Trinity John	English Leader/KS1 Phase Leader
		Mathematics	Cath Burns / Becky Last	Maths Leaders
		ICT	Anthony Bales	ICT Leader
		Science	Aleha Begum	Science Leader
		Healthy Schools (PE / PSHE)	Becky Last	Healthy Schools Leader
<b>3</b>		<b>Personal Development, Behaviour and Welfare</b>		
		Attendance and Welfare	Cath Burns	DHT
		Behaviour and Personal Development	Belinda King	HT
<b>4</b>		<b>Effectiveness of Leadership and Management</b>		

### Our School Vision

## **Creating opportunities, building aspirations, inspiring success**

Kobi Nazrul is a place where school is an experience; we are rich in opportunities which support children to; find their talents, develop confidence and independence or build friendships and relationships. Our work is principle-centred allowing adults and children to develop their own style and therefore be their best. High standards in maths and English are non-negotiable and these skills are applied to our wider curriculum. We work together in a happy, safe and stimulating setting but our learning goes well beyond the walls of the classroom or school building – something our families really value. By maintaining high expectations of ourselves and each other, our children will be equipped to see barriers as challenges and contribute positively in the wider community, now and in the future with curiosity, resilience and determination.

	Leadership and Management	Belinda King	HT
	Parental Engagement	Paul Mills	AHT

Our values were developed with careful consideration of the needs of our children. They reflect the way we want our children to grow and develop and they shine through our school experience. We use them explicitly, particularly when reflecting on our learning.

## SCHOOL DEVELOPMENT PLAN OVERVIEW

2020-2021		
School Goal 1: Quality of Education	School Goal 2: Quality of Education Including Early Years	School Goal 3: Effective Leadership and Management/ Personal Development, Behaviour and Attitudes

<p><b>Analysis of the impact of Covid-19 on children's learning is used effectively to:</b></p> <ul style="list-style-type: none"> <li>- <b>nurture the positives</b></li> <li>- <b>plan and prioritise gaps</b></li> </ul> <p><u>This means children will:</u></p> <ul style="list-style-type: none"> <li>- draw upon and develop their oracy skills to support their learning</li> <li>- re-establish good learning routines</li> <li>- have opportunities to celebrate their learning throughout lockdown</li> <li>- demonstrate good behaviour for learning</li> </ul> <p><u>This means all adults will:</u></p> <ul style="list-style-type: none"> <li>- Use learning through lock down evidence alongside children's return to plan for children's needs effectively</li> <li>- Use evidence gathered to develop their own practice and that of each other</li> <li>- Be planned and prepared should there be another lock down or for shielding children</li> <li>-</li> </ul>	<p><b>To develop the coherence and quality of the wider curriculum through the planning, teaching and learning of key concepts</b></p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> <li>- children develop their knowledge, skills and understanding (particularly of key concepts) across subjects, at a good pace, over their time at Kobi Nazrul</li> <li>- have opportunities to commit knowledge and skills to their long term memories through the deliberate revisiting of concepts and topics</li> <li>- enjoy and fully participate in the life of the school, making a positive contribution to the school community</li> </ul> <p><u>This means all adults will:</u></p> <ul style="list-style-type: none"> <li>- review planning to ensure an incremental approach to key concepts.</li> <li>- quality assessment supports effective planning to ensure there is good progression for all subjects over time from Nursery to Y6 <ul style="list-style-type: none"> <li>- monitoring and evaluation is purposeful</li> </ul> </li> <li>- work with children, parents/carers, staff, partnership schools and outside agencies to ensure that additional learning needs are understood and effectively supported</li> <li>- senior and middle leaders make strategic whole school planning decisions to provide opportunity to 'stretch' children's learning</li> </ul>	<p><b>Children have a healthy attitude towards themselves and others; particularly in light of Covid-19</b></p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> <li>- have an honest understanding of themselves (strengths and needs) and can share this where appropriate to support their development</li> <li>- develop strategies and problem solve so that they can be resilient within their learning, development and life</li> <li>- develop social and emotional awareness of themselves and others</li> <li>- know the impact we have on the environment and vice versa and support positive change</li> <li>- understand and celebrate differences</li> </ul> <p><u>This means adults:</u></p> <ul style="list-style-type: none"> <li>- explain their teaching in-situ (why they are making certain choices so that children can respond appropriately)</li> <li>- plan lessons taking into account, the children's varied needs and how best to accommodate them</li> <li>- are open and reflective about their own learning</li> <li>- adults develop their expertise based on current need</li> <li>- plan and deliver a PSHE curriculum which is both explicit and woven into the curriculum and daily life of the school</li> <li>- families have an honest understanding of strengths and needs within the family, know the impact of this on their children and how to access support</li> </ul>
<p><b>THE VISION FOR EACH GOAL:</b></p>		

<ul style="list-style-type: none"> <li>- Children have a high quality education whether it be in school or learning remotely</li> </ul>	<ul style="list-style-type: none"> <li>- Children are excited to come to Kobi Nazrul because we offer outstanding holistic curriculum and support so all children can access their learning during lessons...and determine some of it!</li> <li>- Children build on their knowledge better by linking learning across terms and years with key concepts</li> </ul>	<ul style="list-style-type: none"> <li>- Our children understand the impact of good health and well-being (physical, mental, emotional, social, environmental and spiritual) therefore, they make healthy choices for themselves</li> <li>- Our children have a more knowledgeable understanding of the opportunities available as they grow. This helps them to be ambitious for themselves</li> <li>- Our children can talk about the impact the pandemic has had on them and as a school we can strategically provide support at all levels</li> </ul>
<b>Key Performance Indicators</b>		
<b>Autumn</b> <ul style="list-style-type: none"> <li>• Remote / hybrid teaching and learning plan in place</li> </ul>	<ul style="list-style-type: none"> <li>- Appointment of an Associate Assistant Headteacher to lead on the curriculum concepts</li> </ul>	<ul style="list-style-type: none"> <li>- Individual , group, class and whole school well-being needs will have been identified</li> <li>- Whole school 'return to school' well-being INSET training delivered and begun implementation</li> </ul>
<b>Spring</b> <ul style="list-style-type: none"> <li>• Catch up / intervention / support programmes are in place for identified children</li> </ul>	<ul style="list-style-type: none"> <li>- A specific plan will be devised with external expert(s) and in place for implementation</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring shows that children learning remotely due to shielding / isolation are well equipped to manage home learning. Eg: good routines, communication with parents etc</li> </ul>
<b>Summer</b> <ul style="list-style-type: none"> <li>• Internal data shows accelerated progress of children from their autumn term baseline</li> </ul>	<ul style="list-style-type: none"> <li>- The key concepts for our curriculum have been used to renew the cycle B summer term curriculum planning</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>

	<b>2021-2022</b>		<b>2022-2023</b>
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PRIORITY 1	What this means:	PRIORITY 1	What this means:
<b>Community</b>	<ul style="list-style-type: none"> <li>- Our children thrive in the early years and are ready for their next stage of development</li> <li>- Outdoor learning is enticing and complements our indoor provision.</li> <li>- We live in the city, so we are really creative with our outdoor space to make sure our children have great learning experiences.</li> </ul>	<b>Oracy</b>	<ul style="list-style-type: none"> <li>- This was a school goal for 2015 – 2018 and now is a very important thread underpinning our entire curriculum.</li> <li>- We want to focus on preparing children for the world beyond Kobi Nazrul now and in the future using strong practice in oracy</li> </ul>
PRIORITY 2	What this means:		
<b>Innovation</b>	<ul style="list-style-type: none"> <li>- We don't want to keep up with the rest of the world, we want to lead it.</li> <li>- We think in many ways, often ahead and enjoy the challenge of change for the better</li> <li>- We use technology to create, invent and communicate effectively. We won't be left behind</li> </ul>	<b>Broadening Horizons</b>	<ul style="list-style-type: none"> <li>- It's a big wide world out there, full of opportunity. We want to expose our children to it and teach them how to access it or make the most of it</li> <li>- We want children to develop curiosities and interests beyond their local surroundings</li> </ul>

## Context for the School Development Plan (SDP) 2020 – 2023

The focus for this plan stems from, and is a continuation of 4 years of very meticulous and incremental development of our instructional programme beginning first with basic skills and then the wider curriculum. It is still and will always be evolving and is the product of collaborative efforts; all staff, children can talk about school development in their own way but what you will hear is, a shared understanding of our progress, what we are trying to achieve and more importantly, the principles that underpin what we do. They are our drivers.

We begin with the disposition that all staff are excellent practitioners and we trust them to use our instructional models in a way that allows them to teach as best they can. We think it is vital that we try new ways of teaching and take the learning from it to better develop themselves and each other. Honest, professional collaboration is at the heart of our evolving practice, making the focus for development around shared research and evaluation – not monitoring and scrutiny.

The starting point for this plan was developed throughout the previous academic year as work began on previous school goals. The plan is developed rather organically and its focus has been developing throughout the previous year and is derived from the daily and strategic inner workings of our school. For example, leadership and management meetings as well as our very strong but well-focused (and not exhaustive) research and evidence into our own practice.

However, it is important to recognise that the strength of school development at Kobi Nazrul comes from the culture of professional conversations between all stakeholders. A great example of this is our professional development for staff. It is wide-ranging in nature, however the type which has the most significant impact (and is valued the most) is the professional dialogue between staff; evident every day. Our staff want the best for themselves and for each other so that they can best support our children. And our leaders care for, grow and develop teachers so they can best do this for the children they teach.

At Kobi Nazrul, everyone teaches – whether it be in a formal role of the classroom teacher, peers teaching each other or assistant teacher or less formal such as the premises manager sharing his building and construction skills in the Early Years – we all teach - making the most of everyone’s talents! We also all learn and this year we are developing this further through the use of individual and group research

Our strong and robust data for English and maths is evident because these subjects are at the heart of the wider curriculum. We believe each subject can support the learning of another and therefore plan according to the vision of our school and provide a principle-centred approach to the different aspects of school life and to our children’s learning experiences.

In February 2016 Kobi Nazrul Primary School came out of special measures and has now been deemed a ‘good’ school, according to Ofsted, for 3 years. However, we have moved well beyond that and whilst acknowledging that there will always be school aspects that can be improved, whilst also managing unexpected change, our self-evaluation we think we are outstanding according to our own self-evaluation and the new EIF.

The school has a very focused governing body which provides high levels of challenge and support. It was formally constituted in September 2017. (When the school went into special measures in June 2014 an Interim Executive Board (IEB) was put in place to support the leadership of the school. This is no longer necessary and the school now has a normal governance structure where we are fortunate enough to have kept 3 members of the Interim Executive Board.) This provides a consistent approach to school leadership and the opportunity to establish a clear purpose and functioning roles of the governing body. This has been refreshing for the school but also allowed us to continue the fantastic work of the IEB, who modelled outstanding governance to the governing body through the transition period.

This plan sets out the strategic direction for school development work for a period of three years 2019 – 2022, with a very specific focus on the first year. The plan will be reviewed in April and October of each year to align with changing priorities and to ensure consistency with financial planning. Objectives within each area have been prioritised for action in Year 1, 2 or Year 3.



	School Goal 1	School Goal 2	School Goal 3
<b>2015-2016</b>	To raise achievement in reading, writing & maths by increasing the proportion of good/better teaching.	To develop the environment to support children's learning and development	To improve leadership and management at all levels
<b>2016-2017</b>	<p>Reading, writing and communication skills are improved through oracy</p> <p><u>This means children will:</u></p> <ul style="list-style-type: none"> <li>- develop skills in presentation and performance</li> <li>- be more confident to share and support an opinion</li> <li>- have the interpersonal skills to adapt to different social and cultural settings</li> </ul> <p><u>This means all adults will:</u></p> <ul style="list-style-type: none"> <li>- model correct grammar and correct errors</li> </ul> <p>model and expect excellent manners We all greet each other warmly and sincerely</p>	<p>To raise achievement through an inspiring curriculum which is underpinned by a relentless focus on basic skills in English and maths</p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> <li>- enjoy learning and become more ambitious for themselves</li> <li>- explore interests and develop their talents</li> <li>- have some ownership over their learning</li> </ul> <p><u>This means adults:</u></p> <ul style="list-style-type: none"> <li>- ___plan for children first; accountability is for checking</li> <li>- teachers love teaching</li> </ul>	<p>Great practice throughout the school is shared through mentoring and coaching</p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> <li>- receive high quality teaching every day</li> <li>- children, staff and parents will be better at their work or in their learning</li> <li>- we all reflect on our own learning and practice to always aim even higher</li> </ul> <p><u>This means adults:</u></p> <ul style="list-style-type: none"> <li>- _model themselves as learners</li> </ul> <p>work collaboratively; together we are stronger</p>
<b>2017-2018</b>	<p>Oracy skills are used to develop <b>critical thinking</b> across all aspects of the curriculum</p> <p><u>This means children will:</u></p> <ul style="list-style-type: none"> <li>- use questions to gain a deeper understanding of their learning</li> <li>- use questions to challenge each other's thinking or views</li> <li>- be able to use different points of view to develop their own opinions</li> </ul> <p><u>This means all adults will:</u></p> <ul style="list-style-type: none"> <li>- Model good questioning</li> <li>- Use learning partners to facilitate explanation, reasoning to enhance understanding</li> <li>- Use questions to develop children's thinking</li> </ul>	<p>To raise achievement through an <b>inclusive</b> curriculum which is underpinned by a continuing focus on basic skills and knowledge</p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> <li>- are valued equally whatever the differences in their abilities or behaviours</li> <li>- enjoy and fully participate in the life of the school, making a positive contribution to the school community</li> <li>- will become more independent and confident in their learning</li> </ul> <p><u>This means all adults will:</u></p> <ul style="list-style-type: none"> <li>- have high expectations of all children, meet individual needs and provide opportunities for all children to make at least good progress</li> <li>- work with children, parents/carers, staff, partnership schools and outside agencies to ensure that additional learning needs are understood and effectively supported</li> </ul>	<p>To develop teaching practice across the school and <b>partnership schools</b> through mentoring and coaching</p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> <li>- receive high quality teaching every day</li> <li>- will make at least good progress in their learning</li> <li>- will receive a more consistent and cohesive approach to learning</li> <li>- understand that we are all learners and that this should continue through life</li> </ul> <p><u>This means adults:</u></p> <ul style="list-style-type: none"> <li>- The quality of teaching continues to improve</li> <li>- Have a shared and more consistent approach to teaching and learning</li> <li>- Use evidence to willingly identify and seek support around areas of teaching and learning they wish to develop</li> </ul>

<b>2018-2019</b>	<p><b>To deepen understanding of the whole curriculum through the consistent application of reading skills</b></p> <p><u>This means children will:</u></p> <ul style="list-style-type: none"> <li>- children understand the different purposes for reading and choose appropriate skills to facilitate critical thinking</li> <li>- use questions to challenge each other's thinking or views</li> <li>- be able to use different points of view to develop their own opinions</li> <li>- use their critical thinking skills they have developed when reading across the curriculum</li> <li>- children read to learn; to become rich in language and knowledge</li> </ul> <p><u>This means all adults will:</u></p> <ul style="list-style-type: none"> <li>- Model good questioning</li> <li>- Use learning partners to facilitate explanation, reasoning to enhance understanding</li> <li>- Use questions to develop children's thinking</li> <li>- Use evidence gathered to develop their own practice and that of each other</li> <li>-</li> </ul>	<p><b>Children are challenged in all aspects of their curriculum through strategic planning <u>at</u> all levels</b></p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> <li>- use their skills of independence to further develop their own learning and confidence</li> <li>- have opportunities to negotiate what their learning looks like or what their outcome may look like</li> <li>- are valued equally whatever the differences in their abilities, behaviours or needs</li> <li>- enjoy and fully participate in the life of the school, making a positive contribution to the school community</li> </ul> <p><u>This means all adults will:</u></p> <ul style="list-style-type: none"> <li>- have high expectations of all children, meet individual needs and provide opportunities for all children to make at least good progress</li> <li>- work with children, parents/carers, staff, partnership schools and outside agencies to ensure that additional learning needs are understood and effectively supported</li> <li>- senior and middle leaders make strategic whole school planning decisions to provide opportunity to 'stretch' children's learning</li> <li>- class teachers and support staff plan lessons / units of work or interventions etc</li> </ul>	<p><b>Children further their aspirations and ability to drive their own learning, through for example, enterprise and technology opportunities</b></p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> <li>- use their skills of independence to further develop their own learning and confidence</li> <li>- have opportunities to negotiate what their learning looks like or what their outcome may look like</li> <li>- independently support peers with their learning</li> <li>- reflect on their achievements and those who inspire us</li> <li>- understand that we are all learners and that this should continue through life</li> <li>- show resilience within their learning and development</li> </ul> <p><u>This means adults:</u></p> <ul style="list-style-type: none"> <li>- contextualise learning so children know the value of their learning</li> <li>- plan opportunities for self-directed learning for individuals and groups</li> <li>- negotiate learning with children but without compromising the intended learning <ul style="list-style-type: none"> <li>- continue to further their practice</li> </ul> </li> <li>- have a shared and more consistent approach to teaching and learning</li> <li>-</li> </ul>
<b>2019-2020</b>	<p><b>Children use their reading skills to develop their writing (readers as writers)</b></p> <p><u>This means children will:</u></p> <ul style="list-style-type: none"> <li>- Listen to adults read so they can consider the author's writing techniques develop their authorial voice</li> <li>- Listen to adults read so they can focus on specific reading skills</li> </ul> <p>children read to learn; to become rich in language and knowledge</p> <ul style="list-style-type: none"> <li>- use questions to challenge each other's thinking or views about authorial choices</li> </ul>	<p><b>Children make at least good progress across all stages and subjects:</b></p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> <li>- Children develop their knowledge and skills across all subjects, at a good pace, over their time at Kobi Nazrul</li> <li>- Understand why adults are teaching in particular ways and ask why if unsure so that they can respond as learners</li> </ul>	<p><b>Children have a healthy attitude towards themselves and others</b></p> <p><u>This means children:</u></p> <ul style="list-style-type: none"> <li>- have an honest understanding of themselves (strengths and needs) and can share this where appropriate to support their development</li> <li>- develop strategies and problem solve so that they can be resilient within their learning, development and life <ul style="list-style-type: none"> <li>- develop social and emotional awareness of themselves and others</li> </ul> </li> </ul>

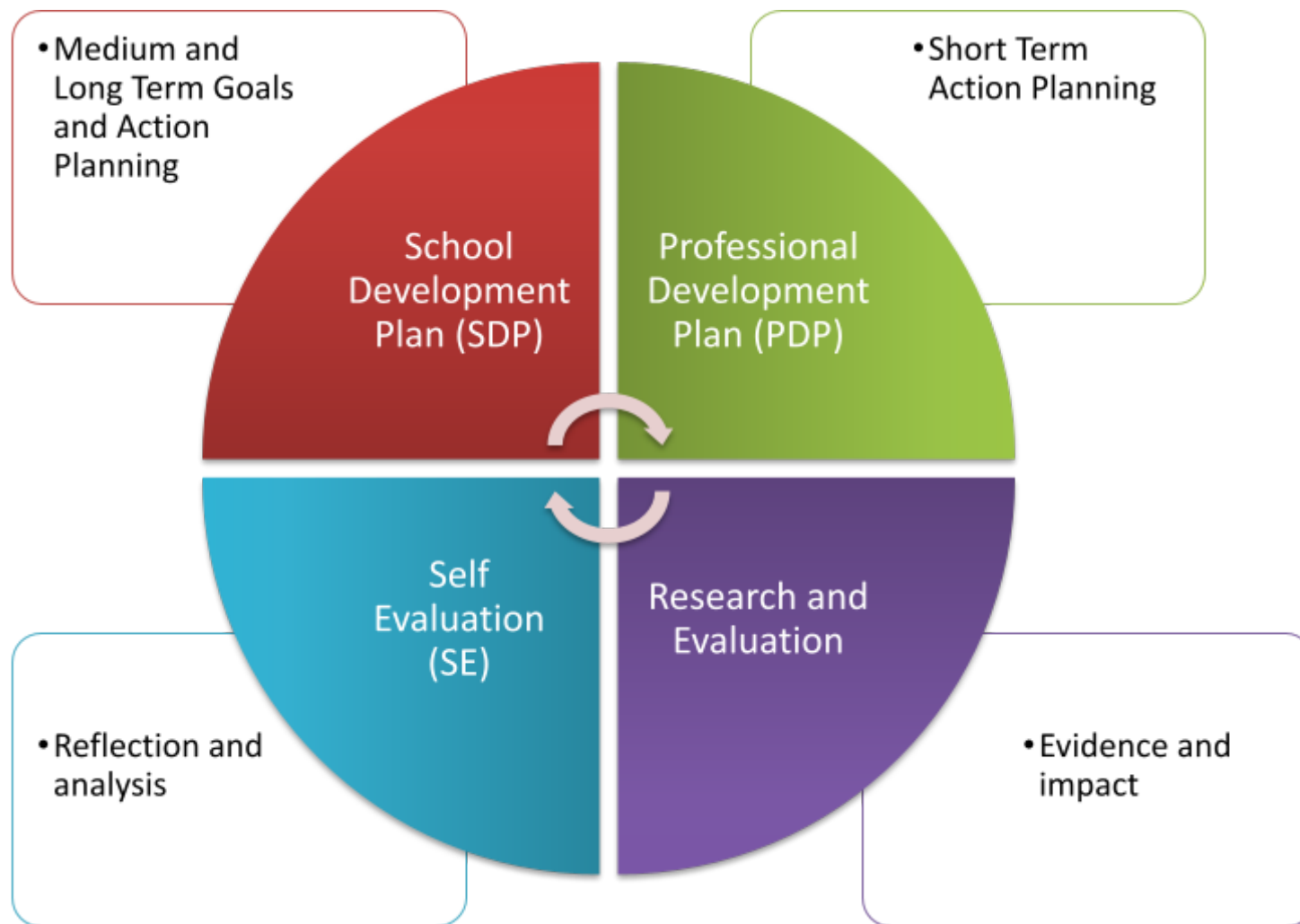
	<ul style="list-style-type: none"> <li>- be able to use different points of view to develop and sustain their own opinions</li> <li>- use their critical thinking skills when reading across the curriculum to inform writing <ul style="list-style-type: none"> <li>- Use evidence gathered to develop their own practice and that of each other</li> </ul> </li> </ul> <p><u>This means all adults will:</u></p> <ul style="list-style-type: none"> <li>- Read to children and explicitly unpick texts at depth so that they understand authorial choices</li> <li>- Question critically to develop children's thinking <ul style="list-style-type: none"> <li>- Use evidence gathered to develop their own practice and that of each other</li> </ul> </li> <li>- Facilitate quality learning partners to support, critique and develop each other's writing</li> </ul>	<ul style="list-style-type: none"> <li>- use their skills of independence to further develop their own learning and confidence</li> <li>- have opportunities to commit knowledge and skills to their long term memories through the deliberate revisiting of concepts and topics</li> <li>- are valued equally whatever the differences in their abilities, behaviours or needs</li> <li>- enjoy and fully participate in the life of the school, making a positive contribution to the school community</li> </ul> <p><u>This means all adults will:</u></p> <ul style="list-style-type: none"> <li>- Quality assessment supports effective planning to ensure there is good progression for all subjects over time from Nursery to Y6 <ul style="list-style-type: none"> <li>- Monitoring and evaluation is purposeful</li> </ul> </li> <li>- Have high expectations of all children, meet individual needs and provide opportunities for all children to make at least good progress</li> <li>- work with children, parents/carers, staff, partnership schools and outside agencies to ensure that additional learning needs are understood and effectively supported</li> <li>- senior and middle leaders make strategic whole school planning decisions to provide opportunity to 'stretch' children's learning</li> </ul>	<ul style="list-style-type: none"> <li>- know the impact we have on the environment and vice versa and support positive change <ul style="list-style-type: none"> <li>- understand and celebrate differences</li> </ul> </li> </ul> <p><u>This means adults:</u></p> <ul style="list-style-type: none"> <li>- explain their teaching in-situ (why they are making certain choices so that children can respond appropriately)</li> <li>- plan lessons taking into account, the children's varied needs and how best to accommodate them</li> <li>- are open and reflective about their own learning</li> <li>- adults develop their expertise based on current need</li> <li>- plan and deliver a PSHE curriculum which is both explicit and woven into the curriculum and daily life of the school</li> <li>- families have an honest understanding of strengths and needs within the family, know the impact of this on their children and how to access support</li> </ul>
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## Process:

- Review of the current SDP/Action Plan – identifying progress on all the key issues for action and the impact on standards of teaching and learning.
- Formulation of a termly Professional Development Plan
- School self-review documentation - validated through monitoring and visits from governors and/or other external sources
- Review of curriculum monitoring feedback
- Review of resources
- Classroom observation information through performance development and teaching and learning review days
- Questionnaire responses and from staff, pupils and parents/carers and feedback from parent voice events
- Analysis of Analyse School Performance, ASP or other governmental data
- Analysis of the Early Years Foundation Stage Data/Learning Journals/Baseline Assessments

- National Priorities – Review of maths and English Curriculum in line with the revised frameworks
- Targets set for Reception, Key Stage 1 and 2
- Teachers’ performance development objectives
- Assistant Teachers’ performance development objectives
- Outcomes from Pupil Progress Meetings
- Outcomes from SEN / Inclusion Reviews

## **The Review AND Planning Process:**



## Historical Attainment and 2020 Targets

## EYFS and KS1

EYFS At least expected	2017	2018	2019	2020	Targets 2019	2019 National	2019 Local
No. of children	30	28	30		30	N/A	N/A
Reading	70%	71%	67%	N/A	63%	77%	75%
Writing	70%	71%	67%	N/A	63%	74%	73%
Number	77%	71%	77%	N/A	63%	78%	76%
GLD	70%	71%	67%	N/A	63%	72%	70%

Year 1	2018	2019	2020	Targets 2021	2019 National	2019 Local
Phonics	93%	79% (22/28)			82%	84%
Y2 phonics retake ( ) = number of chn	100%	100%				

KS1	2018		2019		2020	Targets 2021		National 2018		Local 2019			
No. chn	23		30			30		N/A		N/A			
Subject	Expected+	W@GD	Expected+	W@GD		Expected+	W@GD	Expected+	W@GD	Expected+	W@GD		
Reading	70% (16)	22% (5)	77%	20%	N/A	78% (22)	28% (8)	75%	26%	75%	25%		
Writing	74% (17)	17% (4)	73%	13%	N/A	75% (21)	18% (5)	69%	16%	72%	18%		
Maths	78% (18)	26% (6)	77%	23%	N/A	75% (21)	21% (6)	76%	27%	77%	24%		
Combined	65% (15)	9% (2)	70%	13%	N/A			65%	12%	67%	13%		
					N/A								
KS2	2016		2017		2018		2019	Targets 2020		National 2019		Local 2019	
No. chn	29		23		30 (2 disapplied)			28 (1 disapplied)=27 Nahiyah?					
Subject	Expected +	W@GD	Expected +	W@GD	Expected +	W@GD		Expected +	W@GD	Expected +	W@GD	Expected +	W@GD
Reading	76%	14%	57%	13%	89%	29%	N/A			75%	27%	79%	30%
Writing	86%	7%	70%	17%	86%	25%	N/A			78%	20%	82%	24%
GPS	86%	24%	78%	26%	93%	61%	N/A			77%		84%	
Maths	90%	31%	57%	13%	82%	29%	N/A			75%	27%	82%	30%



Combined	72%	3%	48%	4%	79%	14%	N/A			64%	10%	71%	12%
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## TARGET SETTING AND TRACKING 2020-21:

	Year 1						Year 2						Year 3					
Children	29						30						30					
ARE	B/line 2020	Target 2020		Autumn	Spring	Summer 2020	B/line 2020	Target 2020		Autumn	Spring	Summer 2020	B/line 2020	Target 2020		Autumn	Spring	Summer 2020
%at least (OT) or above (+)	% OT+	EXP+	GD	% OT+ %+	% OT+ %+	% OT %+	% OT+	EXP+	GD	%OT %+	% OT %+	% OT %+	% OT+	EXP+	GD	%OT %+	% OT %+	% OT %+
Reading																		
Writing																		
Maths																		

	Year 4						Year 5						Year 6					
Children	30						21						28					
ARE	B/line 2020	Target 2020		Autumn	Spring	Summer 2020	B/line 2020	Target 2020		Autumn	Spring	Summer 2020	B/line 2020	Target 2020		Autumn	Spring	Summer 2020
%at least (OT) or above (+)	% OT+	EXP+	GD	%OT %+	% OT %+	% OT %+	% OT+	EXP+	GD	%OT %+	% OT %+	% OT %+	% OT+	EXP+	GD	%OT %+	% OT %+	% OT %+
Reading																		
Writing																		
Maths																		
Comb.																		

**Feedback from Ofsted Inspector (informally through LA support work) for Kobi Nazrul**

What have we learned from the pandemic?

<b>Stakeholder Staff – (to include teachers, teaching assistants, business and IT managers; premises</b>	<b>Questions</b> Given the challenges schools have faced in implementing safety measures, what have been your main frustrations/issues, how have you overcome them?  <i>One of the biggest challenges was setting up the risk assessment itself. The guidance from the DfE was changing daily and left us very confused. Staff valued being asked to contribute to the RA. They felt that every detail was scrutinised and every ‘what if?’ was looked at. Staff felt that their concerns were taken seriously and that the RA was produced in collaboration and their voices were reflected.</i>
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manager,  
lunchtime  
staff)

*Another challenge has been 'managing expectations' – particularly parents who have expectations from the media and about realistically how much is possible.*

*Teachers find supporting the children with their learning and facilitating peer learning a challenge in the 'bubble' and 'socially distanced' environment. It doesn't feel natural.*

*Handwashing – this is taking up too much time 20 seconds each x 15 children is longer than an episode of Newsround.*

*Walking around the school is proving difficult to socially distance. Lots has been done to assist, such as sectioning the playground; separate lunchtimes; staggered drop offs and pick ups.*

*Lunchtimes – a really small 1 form entry school has meant that the lunch hall has become a corridor.*

*One member of staff spoke of their own personal anxiety around working 1-1 with an autistic child – they are concerned and frightened for when the bubble grows.*

*Staff feel they have learnt about themselves and others in terms of how 'rule-bound' they all are. Some staff feel uneasy when other staff bend the rules, but also acknowledge we all take risks when safe to do so. The example here was going the wrong way around the one way system. The wider concern expressed here was that this could create a spiraling lack of abiding by the rules.*

**What do you feel are the main barriers for pupils/staff that could return, but are currently working/learning from home?**

*Parent power and word of mouth appear to be both the biggest barriers and facilitators in whether children attend school. Parents will communicate to others over their fears thus preventing families from returning their children, but will also communicate safety and thus encourage others. Pupil numbers in school are increasing overall.*

*Other barriers include lack of English acquisition amongst parents. They see 2 metre spaces in supermarkets and adults in masks and can't understand why then it would be safe to return to school.*

*Mixed messages are also hampering the effort in pupils returning to school. Parents talk to each other across schools and can't understand why one school has deemed it safe to open and another has deemed it not. There needs to be a consistent message.*

*Some staff have suggested that pupils themselves could be the barrier to returning and may be fearful of what they understand from the television.*

*Many children travel via public transport – this is thought to be a barrier to attendance.*

*Many children live in multi-generational families – so the fear is very much that the children will bring the infection home to elderly family members.*

<p><i>The food voucher scheme may have become a victim of its own success. Families need the voucher and can make good use of it to feed the family. They will lose this when their child returns to school.</i></p> <p><i>Staff members that have been unable to return are either shielding for themselves or a family member or caring for a young child. Some staff are still very anxious about returning due to their own health risks.</i></p> <p><i>Things that have had a positive impact on pupils returning include; ensuring Whatsapp messages go to all parents regardless if their children are attending or not – this gives the clear message that school is very much up and running and there is a degree of normality. Pupils making video messages about their first day back. PE lessons, drumming and yoga which could all be conducted outside – parents and pupils found this less risky than being inside the building.</i></p> <p><i>The staff on the call were very positive about being back in school – citing mental health and normal life as positives. There is still some apprehension from those staff members shielding, but they feel that the school is doing everything they can to mitigate risk.</i></p>
<p><i>How do you feel about the removal of social distancing in schools in September?</i></p> <p><i>This was a hard question to answer as staff feel that it is virtually impossible to know how to feel about something that is two months away – given how fast everything is changing. Opinion was split. Some felt that this would mean more infection and therefore it would cause more anxiety; some felt that social distancing wasn't really possible now, so therefore it wouldn't make any difference come September. Some would feel ok being closer to the children. September is too far away to know how they would really feel. Schools – staff really would want an input in the removal of social distancing, but this is unlikely to happen. Some staff love the idea of no social distancing as that works for schools – but it conflicts with the science and infections. "We're not socially distancing now – it doesn't really make a difference." Some confidence around having own evidence in place by then – following risk assessment – "if we have no cases – more confidence". TA – "I feel safer now – late start helps – the school has been so supportive working with us and our situations - I wouldn't feel comfortable with all this changing in September".</i></p>
<p><i>How has your IT stood up? Are there practices you will keep post-Covid?</i></p> <p><i>"I could have a new career as a trainer on zoom." Staff feel that the technology has really helped with working from home and meeting with parents – can still have contact with parents. Staff would like to keep this if not possible to go in person. Have found interacting with children on zoom useful. Class blog – interacting with friends and teacher – would like to keep this going. Build on the blog part – skill set. Blog system on the website – messages to the class teacher. Face to face and the ability for children to talk to each other whilst working from home has been really invaluable. To summarise – the IT has stood up and the systems in place have enabled staff to access planning remotely. There are practices (such as zoom meetings and the blog) that staff would want to keep and develop further.</i></p>
<p><i>What would you do/like to do differently should lockdown happen again?</i></p> <p><i>Encourage home learning from the beginning – set the expectations from the start. Zoom lessons – start these from the beginning. Increase the number of 'live' sessions from once a week to twice a week. Newsletter to be used to encourage home learning further. Zoom meetings – attendance has been low – lessons to learn – engage pupils from the start and really set those expectations. Supporting children with emotional difficulties – regret not being more proactive – vs reactive to their needs this time.</i></p>

*If lockdown happens again staff would want to be more proactive in supporting pupils with emotional difficulties – particularly as the current situation has enabled a really in depth understanding of individual families and their circumstances. Perhaps taking the blog concept and developing a well-being blog. Staff are increasingly aware of the ‘hidden vulnerables’ and want to be proactive in supporting here.*

Other Notes?

*Getting children back – food vouchers for families – reluctant to give that up.*

*Admin – data returns – Is this statutory? Need guidance. – Attendance coding – MIS or not? – LA is relying on the DFE. Rolling pupils on to next year – when/how?*

Initials	Name	Role	Initials	Name	Role
BK	Belinda King	Headteacher	AT	Amanda Thompson	Reception class teacher / EY leader
CB	Cath Burns	Deputy Headteacher	AB	Aleha Begum	Nursery class teacher / Science lead / Volunteer lead
PM	Paul Mills	AHT - Inclusion Leader (0.6 FTE)	DR	Debra Wilson	Inclusion Assistant
TJ	Trinity John	Year 3 class teacher + Year 1 & 2 phase leader + English	JA	James Allan	Curriculum Leader + Y4 class teacher
SB	Shamima Begum	Y1 class teacher	BL	Becky Last	Y2 class teacher + maths and healthy schools leader
AB	Anthony Bales	Y5 class teacher + computing leader	SN	Simon Neville	Year 6 CT (Acc. Reader support)

#### **Glossary of personnel:**

Other abbreviations: AT= assistant teachers, NN = nursery nurses, CT=class teachers, GB=Governing Body, PPM = Pupil Progress Meetings, ILP=Individual Learning Plan PLs=Phase Leaders, SLT=Senior Leadership team, MLs = Middle Leaders

### **School Goal 1**

**Analysis of the impact of Covid-19 on children’s learning is used effectively to:**

- nurture the positives**
- plan and prioritise gaps**

This means children will:

- draw upon and develop their oracy skills to support their learning

- re-establish good learning routines
- have opportunities to celebrate their learning throughout lockdown
- demonstrate good behaviour for learning

This means all adults will:

- Use learning through lock down evidence alongside children's return to plan for children's needs effectively
- Use evidence gathered to develop their own practice and that of each other
- Be planned and prepared should there be another lock down or for shielding children
- 

Objective/Success Criteria	Actions to be taken	Who	When	Cost	Progress + Impact
<b>1.1 A remote learning plan supports all children who need to learn at home</b> <ul style="list-style-type: none"> <li>- All children engage in home learning</li> <li>- There is a tailored home learning plan for classes / groups / individuals</li> <li>- Parents have clarity of expectation and support children with home learning</li> <li>- School adults know expectations and plan high quality remote learning</li> </ul>	<ul style="list-style-type: none"> <li>• INSET day to review lessons from lockdown (including external meeting notes)</li> </ul>	Belinda	1/9/20	£0	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>• LMT meetings to identify expectations for remote learning, then phase staff meetings to establish differences for each phase</li> </ul>	BK / LMT / CTs	Au1	£0	
	<ul style="list-style-type: none"> <li>• Phonics group to set up, resource and plan for live phonics teaching</li> </ul>	Senior ATs	Au1	£0	
	<ul style="list-style-type: none"> <li>• Resourcing and additional systems set up for remote learning. Eg:               <ul style="list-style-type: none"> <li>- Zoom absence calls</li> <li>- Vulnerable family calls</li> <li>- School dinner</li> </ul> </li> </ul>	CTs LMT led	Au/Sp/Su	£0	
	<ul style="list-style-type: none"> <li>•</li> </ul>				
<b>1.2 ICT development allows access to remote learning for all</b> <ul style="list-style-type: none"> <li>- Staff can confidently support remote learning</li> <li>- Children successfully participate in home learning when the need arises</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase 70 tablets so that children have access to suitable technology for home learning</li> </ul>	AB	Au1	£7,000	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>• Google classroom training for all: split support staff into experts / resources etc</li> </ul>	AB	Au1	£0	
	<ul style="list-style-type: none"> <li>• Google classroom training for parents</li> </ul>	CB	Au	£0	
	<ul style="list-style-type: none"> <li>• Identify and plan for families where technology will be a barrier (include on master plan for phases)</li> </ul>	CTs	Au1	£0	

<b>1. Renewing our oracy skills supports children in being able to fully participate in learning after a long period away from school</b>  <ul style="list-style-type: none"> <li>- Children speak confidently</li> <li>- Children speak in full sentences much more quickly</li> <li>- P4C is used successfully as a tool to support teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Plan covid-safe performances to develop children's confidence</li> </ul>	LMT	Au1	£0	
	<ul style="list-style-type: none"> <li>• Plan usual performances for each year group. Work with music teacher to plan into the music curriculum</li> </ul>	JA/P	Au1	£0	
	<ul style="list-style-type: none"> <li>• INSET twilight – emotional literacy</li> </ul>	TJ	Au2	£0	
	<ul style="list-style-type: none"> <li>• Review how P4C is used across the curriculum</li> <li>•</li> </ul>	TJ/BK	Au 2/Sp1	£0	
	<ul style="list-style-type: none"> <li>• All nursery children to complete a WELLCOME assessment by Christmas</li> </ul>	CTs	Au	£0	
	<ul style="list-style-type: none"> <li>• Teaching and learning: Train all staff to model full sentences: repeat child's sentence in full sentences, count the words and ask the child to do it themselves</li> </ul>	Nurs.	Au/Sp/Su	£0	
	<ul style="list-style-type: none"> <li>• All Nursery children from January to receive a oracy based pack for parents to work with children at home</li> </ul>	AB	Sp1	£0	
<b>1.4 Accurate assessment (both formative and summative) allows teachers to plan lessons which build in their current knowledge, skills and understanding</b>  <ul style="list-style-type: none"> <li>- Planning is adjusted to ensure children are prepared for assessments</li> <li>- Planning is adjusted in light of assessments</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a baseline assessment when we feel children are ready (plan wk 3) due to lost summer assessments. Feed into planning</li> </ul>				
	<ul style="list-style-type: none"> <li>• Upgrade tracker to accommodate baseline assessments</li> </ul>	AA	Au1	£0	
	<ul style="list-style-type: none"> <li>• Adjust PPM schedule and parent meeting schedule to accommodate what was lost in lockdown</li> </ul>	BK/CB	Au2	£0	
	<ul style="list-style-type: none"> <li>• Move parent meetings to zoom and sign up to google forms</li> </ul>	BK/AA	Au2	£0	



	<ul style="list-style-type: none"> <li>● <b>PPMs:</b> <ul style="list-style-type: none"> <li>- Adjust format to reflect monitoring schedule which aims to identify learning needs based on what was missed during lockdown</li> <li>- Support staff begin to contribute to these (either prior to or join meeting) as per standard PD target</li> <li>- Use PPM to factor in catch-up plan in line with government guidance and financial plans</li> <li>- Ensure year 4 understand the arrangements for the multiplication checking exercise</li> </ul> </li> </ul>	BK	Au1	£0	
	<ul style="list-style-type: none"> <li>● <b>National testing arrangements</b> <ul style="list-style-type: none"> <li>● Year 2 to ensure children are ready for their autumn term phonics assessment</li> <li>● Senior leaders to work out how to manage KS2 SATs with Eid</li> </ul> </li> </ul>	SS	Au1	£0	
<b>1.5 Adapted short, medium and long term plans ensures we teach what the children need</b>  - children make good progress in their learning	<ul style="list-style-type: none"> <li>● Use transitional planning document developed in the summer term to adapt learning and spaces ready for autumn</li> </ul>	CB	Au2	£0	
	<ul style="list-style-type: none"> <li>● Establishing weeks plan to acknowledge new ways of working at school and why we do things. Shared through classes, assemblies etc</li> </ul>	JA	Au2	£0	
	<ul style="list-style-type: none"> <li>● Subject leaders to identify missed learning (particularly in maths) and work with class teachers to either prioritise, delete or identify opportunities to blend learning.</li> <li>● Subject leaders use the post holder plans to ensure this comes back</li> </ul>	CB	Au	£0	
	<ul style="list-style-type: none"> <li>● Areas not taught this year are identified by the current teacher with subject leader and form the basis for handover meetings</li> <li>● Support staff should identify the same with regards to interventions</li> </ul>	Bk/CB	Sp	£0	
		CTs	Au	£0	
<b>KEY MILESTONES:</b>		CTs	Au1/CTs	£0	
		LMT/CTs	Au	£0	
		CTs	Su	£0	
		NNs/ATs	Su	£0	
		● Data shows children using Accelerated Reader are making accelerated progress – end of spring 2			

- Where areas have been identified as a concern, good or better progress is made – end of each term
- Data shows lower attaining children are making better progress
- Observation and conversation with teachers show children have excellent learning behaviours

## School Goal 2:

### To develop the coherence and quality of the wider curriculum through the planning, teaching and learning of key concepts

#### This means children:

- children develop their knowledge, skills and understanding (particularly of key concepts) across subjects, at a good pace, over their time at Kobi Nazrul
- have opportunities to commit knowledge and skills to their long term memories through the deliberate revisiting of concepts and topics
- enjoy and fully participate in the life of the school, making a positive contribution to the school community

#### This means all adults will:

- review planning to ensure an incremental approach to key concepts.
- quality assessment supports effective planning to ensure there is good progression for all subjects over time from Nursery to Y6
- monitoring and evaluation is purposeful
- work with children, parents/carers, staff, partnership schools and outside agencies to ensure that additional learning needs are understood and effectively supported
- senior and middle leaders make strategic whole school planning decisions to provide opportunity to 'stretch' children's learning

Objective/Success Criteria	Actions to be taken	Who	When	Cost	Progress + Impact
<b>2.1 Key concepts are developed and implemented across the curriculum to provide coherence</b>  - these are used to review what is being taught at medium term planning level  - the key concepts chosen reflect our school values and purpose of our curriculum  - children are able to make links across topics and subjects	<ul style="list-style-type: none"> <li>• Appoint internally an Associate AHT to lead the development of this</li> </ul>	BK / SLT / Govs	Au	£0	•
	<ul style="list-style-type: none"> <li>• Re-engage with Vicky Pendry for curriculum support (use of spring term INSET day and possibly twilights).</li> <li>• Following on from INSET Assoc. AHT and subject leaders to broke</li> </ul>	Ass. AHT / CTs	Sp Su	£TBC	
	<ul style="list-style-type: none"> <li>• Establish key concepts through consultation with staff, parents, children</li> </ul>	Assoc AHT / LMT	Sp1	£0	
	<ul style="list-style-type: none"> <li>• Subject leaders review long term plans to identify where these concepts are taught successfully and where they can be</li> </ul>	LMT	Au/Sp/ Su	£0	
	<ul style="list-style-type: none"> <li>• Medium term planning is adapted and slimmed to ensure appropriate key concepts are taught in depth</li> </ul>	CTs	Au/Sp/ Su	£0	

	<ul style="list-style-type: none"><li>● Subject leaders to look at the sequencing of planning for each concept to check that learning is well sequenced, appropriate and feedback where it can be improved</li></ul>	LMT	Sp/Su	£0	<ul style="list-style-type: none"><li>●</li></ul>
	<ul style="list-style-type: none"><li>● Key vocabulary for each concept to be identified for each phase group</li></ul>	CTs	Sp/Su	£0	
	<ul style="list-style-type: none"><li>● MTP is reviewed with subject leader / Assoc. AHT to check there is clear progression within the sequencing of lessons / units across throughout year / phase groups</li></ul>	Assoc. AHT / MLs		TBC	
	<ul style="list-style-type: none"><li>● EYFS</li></ul>				
<b>2.2 Pupil outcomes, within and beyond lessons, show the implementation and development of a key concept</b>  - Medium term planning ( within a term) shows a sequential development of a keep concept  - over time, children can talk knowledgeably about the concepts we think are most important for them to understand  - children are better able to link their learning across subjects together	<ul style="list-style-type: none"><li>● Showcase some of the learning around key concepts</li><li>● Plan or implement a concept book to record highlights of the sequence across the curriculum</li></ul>	AB	Su	TBC	<ul style="list-style-type: none"><li>●</li></ul>
	<ul style="list-style-type: none"><li>● Showcase the progression of a concept across the school</li></ul>	CTs	Su2	£200	
	<ul style="list-style-type: none"><li>● Class assemblies are planned around key concepts to highlight learning</li></ul>	CTs	Su	£0	
	<ul style="list-style-type: none"><li>●</li></ul>				
<b>KEY MILESTONES:</b>	<ul style="list-style-type: none"><li>● Associate AHT appointed – before end Autumn 2</li><li>● Detailed strategic implementation plan – end Spring 1</li><li>● Key concepts identified with a rationale – end Spring 2</li><li>● CPD to support teachers with MTP – Summer 1</li><li>● One term of MTP is reviewed in light of the concepts – Summer 2</li></ul>				

## School Goal 3:

### Children have a healthy attitude towards themselves and others; particularly in light of Covid-19

#### This means children:

- have an honest understanding of themselves (strengths and needs) and can share this where appropriate to support their development
- develop strategies and problem solve so that they can be resilient within their learning, development and life
- develop social and emotional awareness of themselves and others
- know the impact we have on the environment and vice versa and support positive change
- understand and celebrate differences

#### This means adults:

- explain their teaching in-situ (why they are making certain choices so that children can respond appropriately)
- plan lessons taking into account, the children's varied needs and how best to accommodate them
- are open and reflective about their own learning
- adults develop their expertise based on current need
- plan and deliver a PSHE curriculum which is both explicit and woven into the curriculum and daily life of the school

families have an honest understanding of strengths and needs within the family, know the impact of this on their children and how to access support

Objective	Actions to be taken	Who	When	Cost	Progress + Impact
<b>3.1 Whole school planning (including Covid specific) ensures that Children return to school safe, happy and engaged in their learning</b>  - Children enjoy learning, feel safe and happy at school because new routines and systems (in-line with the school's risk assessment)	<ul style="list-style-type: none"> <li>● Risk assessment developed by senior leaders and shared with all staff</li> <li>● Assemblies to support a happy and safe return</li> <li>● Green/red zone training for all staff and re-establish across the school</li> <li>● Circle time training for staff (INSET day)</li> <li>● TH Ed. Wellbeing Service – training in identifying difficulties children are experiencing and how to open up conversations</li> <li>● THEWS well-being audit across the school for children, staff and parents.</li> </ul> - Follow up analysis session with THEWS - Use alongside CORC surveys	CB  BK  PM/FM  PM / DW PM/SMcD  SMcD	Au1/2  Ongoing  Au1  Sept 1 September  Au1  Au2 Au/Sp Au2	£0  £0  £0  £0 £0  £0  £0 £0 £0	•

<p>- Staff are better equipped to fulfil the duties asked of them in the risk assessment</p>	<ul style="list-style-type: none"> <li>● Emotional literacy INSET training for staff</li> <li>● THEWS – workshops for parents in supporting them with behaviour at home</li> <li>● Develop caseload with identified families</li> <li>● Staff well-being staff meeting (revisiting of available resources)</li> <li>● Renew learning mentor caseload / work in light of post lockdown</li> <li>● Plan earlier, online parent / carer meetings to re-establish home / school relationships early on in the year</li> <li>● Work with CTs to adapt planning and provision at key transition points. (Eg: year 1)</li> </ul>	<p>TJ SMcD</p> <p>PM PM</p> <p>DW</p> <p>BK</p> <p>SLT/Cts</p>	<p>Au1/2</p> <p>Au2 Au2</p> <p>Ongoing</p> <p>Au1</p> <p>Au1</p>	<p>£0 £0</p> <p>£0 £0</p> <p>£0</p> <p>£0</p> <p>£0</p>	
<p><b>3.2 Children know themselves and others and can talk empathetically or respectfully about their strengths and needs</b></p> <p>- observation shows children listen and speak to others with empathy or respect</p> <p>- children can state how they have accessed support to develop themselves</p> <p>- children can explain why they are making choices in their learning</p> <p>- Children understand that people have different viewpoints</p> <p>- Children know we are all unique and can respond respectfully to different situations</p>	<ul style="list-style-type: none"> <li>● Engage in LA pilot scheme for Trailblazer mental health project with CAMHS <ul style="list-style-type: none"> <li>- Planning meeting to action evidence from the reports</li> <li>-</li> </ul> </li> </ul>	<p>PM / DW / FM / CAMHS</p>	<p>Au/Sp/Su</p>	<p>Free funded</p>	<ul style="list-style-type: none"> <li>●</li> </ul>
	<ul style="list-style-type: none"> <li>● Engage in the Well-being project (CORC) linked with the Anna Freud Centre <ul style="list-style-type: none"> <li>- Use analysis of baseline survey responses from last year</li> <li>- Engage in the support offered by the project and establish provision</li> <li>- Look at how it can link effectively with the Trailblazer project and establish / renew provision in light of this</li> <li>- Use staff surveys to identify how we can strengthen what we do at school to support staff well-being</li> </ul> </li> </ul>				<ul style="list-style-type: none"> <li>●</li> </ul>
	<ul style="list-style-type: none"> <li>● Redevelopment of RSE curriculum in line with national guidelines <ul style="list-style-type: none"> <li>- Engage a parent working group</li> <li>- Look through LA support</li> <li>- Redevelop the RSE policy</li> <li>- Parent workshops for all year groups to introduce</li> </ul> </li> </ul>	<p>BK/BL/CTs</p>	<p>Sp</p> <p>Su</p>	<p>£0</p>	<ul style="list-style-type: none"> <li>●</li> </ul>

	<ul style="list-style-type: none"> <li>• Re-establish the self-sign up 15 min surgery for children with our ELSA trained learning mentor</li> </ul>	DW	Au2	£0	•
	<ul style="list-style-type: none"> <li>• Use of philosophy for children sessions to support children's understanding of themselves and others (through PSHE)</li> </ul>	CTs	Sp	£0	•
	<ul style="list-style-type: none"> <li>• Green/red zone training for all staff</li> </ul>	PM / ext	11/9	£0	•
	<ul style="list-style-type: none"> <li>• Building resilience: Parent / children workshops: introduction of vocab and concepts of mental health for both children and parents. (Linking how the brain works and how to control when you are stress / brain dysregulated)</li> <li>• Plan follow up workshops: particularly after specific need is identified</li> </ul>	PM / DW	16/9 and beyond	£0	
	<ul style="list-style-type: none"> <li>• Also see links to Healthy Schools / PE action plan. CTs to make explicit through teaching the links between mental and physical health</li> <li>• Assemblies planned to support this understanding</li> </ul>	BL  BK/PM/CB /TJ	All year	£0	
	<ul style="list-style-type: none"> <li>• Develop a transition plan for individuals               <ul style="list-style-type: none"> <li>- Identify pupils and appropriate support</li> <li>- Identify support available at the key transition points</li> </ul> </li> </ul>				•
<b>KEY MILESTONES</b>	<ul style="list-style-type: none"> <li>• Baseline analysis completed: end of Autumn 2 / Jan</li> <li>• There is a non-static family offer: Sp1</li> <li>• Pupil voice shows children have developed a better understanding of themselves and strategies to support (analysis of end of year CORC surveys) : End of summer 1</li> </ul>				

**Total cost of plan:**

**NB:**

- By RAG rating actions, it is important to understand that we feel that action has been achieved successfully for the year – not that it is 'done'. We define school improvement as ongoing and is layered year on year.
- Actions with AU/Sp/Su against them will be carefully planned into the professional development plan during the leadership and management strategy days.
- Action plans from senior and middle leaders also form part of our school development plan.

