

2018 - 2019

School Development Plan





WELLESBOURNE PRIMARY AND NURSERY SCHOOL

Living to Learn, Learning to Live

2018 - 2019

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SCHOOL VISION STATEMENT

“Living to Learn, Learning to Live”

SCHOOL MISSION STATEMENT

Wellesbourne Primary and Nursery School aspires to provide the highest quality of learning experiences in a safe, caring environment, valuing diversity and preparing learners for an ever changing world.

We aim to create a community which promotes learning as an exciting, independent and lifelong activity and broadens children’s horizons and aspirations.

SCHOOL AIMS

Wellesbourne Primary and Nursery School aims to:

- Encourage independence and confidence
- Encourage respect for others and personal self-esteem
- Provide balanced child centred programmes that are well resourced and value children’s prior knowledge
- To recognise and value children’s progress
- To ensure consistency and continuity of learning programmes throughout the school
- To provide a safe physical and emotional environment that reflects the cultural diversity of the school
- To challenge children to become responsible for their learning
- To respect the rights, and value the contribution of parents, children and staff through effective communication
- To promote pride in oneself, school and culture

Area for whole school development

KEY ACTIONS 2017- 2018

Summary of progress from previous key actions (2017 – 2018)	
Key Actions	Progress
Improve the impact of leadership and management.	Pupil Premium children effectively monitored throughout the year – no trend for underperforming in this group. Monitoring identifies a concern for reading comprehension – majority of children decode well but comprehension needs to be addressed on the next SDP.
Raise standards and accelerate progress in writing, including all groups of children, by improving the quality of teaching, including in Early Years.	Writing throughout the school shows a marked improvement. Greater opportunity for extended writing has increased writing stamina and development of spelling has encouraged more effective use of vocabulary
Develop the delivery of foundation subjects to ensure a stimulating and exciting curriculum.	Introduction of new assessment system has enabled more robust tracking and supported planning to ensure all skills are being taught at appropriate age. This to be further developed so that subject lead have better access to information and are better placed to support colleagues.
Continue to develop strategies that improve attendance to enable the school to reach its target of 100%.	Attendance remains steady at 94%. However, this will be an action in next SDP. Brainstorming has produced several new strategies which will be introduced in 2018, to try to break through the 94% threshold school has maintained for several years now.

Summary of strengths and areas for development

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Strengths
Robust monitoring and evaluation systems are applied rigorously through the year.
Senior Leaders / Phase Leaders are knowledgeable and share their knowledge and expertise effectively.
All staff have a secure knowledge of all groups of children and high expectations for their performance.
Areas for development
To continue to embed systems that are used to inform school's self-evaluation and identification of future areas for development
To develop distributed leadership to ensure high expectations, high quality leadership and high standards
To continue to develop high levels of governance to provide appropriate support and challenge

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Strengths
The phonics provision throughout the school is of a consistently high standard.
Teachers plan lessons very effectively and content is progressive and demands more of pupils.
The marking policy is used very effectively to present targeted feedback that ensures greater progress.
Areas for development
To continue to improve the quality and effectiveness of teaching so as to develop children's higher level reading skills
To improve the teaching of and provision for vulnerable groups, including those eligible for pupil premium and SEND
To improve the teaching of and provision for more able children across the school

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Strengths

Behaviour is robustly monitored and analysed, findings are acted upon.

Mentor screening and SMSC grid ensures children / areas for concern are identified quickly and support put in place.

Whole school values are imbedded throughout the school and are increasingly linked to the curriculum.

Areas for development

To offer a broad and balanced curriculum which promotes personal development of pupils, developing creativity and healthy lifestyle

To promote self-responsibility, respect and tolerance for others as part of pupils PSHE

To promote the personal development and well-being of pupils through work in school with individuals, families and outside agencies

OUTCOMES FOR CHILDREN

Strengths

End of Key Stage 2 attainment in line with, or better than National.

Reading, writing and mathematics combined attainment better than National.

Year 1 phonics screening check percentage higher than National.

Areas for development

To continue to improve levels of attainment in reading so that school is higher than National

To continue to improve levels of attainment in writing so that school remains higher than National

To continue to develop the teaching of phonics so that school remains higher than National

EFFECTIVENESS OF EARLY YEARS PROVISION

Strengths

EYFS has received the Early Years Quality Mark.

Robust systems for recording assessment and gathering evidence (including contributions from parents).

Quality provision and an outstanding environment that promotes independence.

Areas for development

To continue to engage parents and carers in their children's learning in school and at home

To provide a highly stimulating environment with an organization of the curriculum that provides rich, varied and imaginative experiences

To ensure that children are highly motivated and eager to join in, demonstrating curiosity, imagination and concentration

OVERALL EFFECTIVENESS

Strengths

Children in the school make good progress from lower than national starting points.

Very effective mathematics teaching promotes mastery and develops percentage of children achieving greater depth.

Secure systems that promote safeguarding and encourage self-awareness and risk assessment.

Areas for development

To develop the child as a rounded individual with consideration to attainment and emotional health and wellbeing

To develop a curriculum that ensures the child is school ready for the beginning of the year or phase he/she will be entering

To develop pride, aspirations and self-esteem so that each child achieves their full potential

Key areas for improvement – Action Plans and ongoing impact

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

To continue to embed systems that are used to inform school's self-evaluation and identification of future areas for development within the foundation subjects

TASK	MILESTONES	TIMESCALE /RESOURCES /LEAD	COST	IMPACT/COMMENTS/ EVALUATION	SUCCESS CRITERIA	MONITOR
Consult whole staff for honest self-evaluation of leadership and management and suggestions to further develop and improve	<ul style="list-style-type: none"> • September INSET • September SLT • October Governors approval • January SLT • Ongoing evaluation • April SLT / Staff review • September INSET 	Mixed phase and staff role meeting.	INSET time		Self-evaluation completed and plans established for robust development	HT
Use Appraisal cycle to lead professional development that encourages, challenges and supports teachers' improvement	<ul style="list-style-type: none"> • October – target setting meeting • January – review of targets • April – review of targets • October – final review and recommendations to governors 	Cover for meetings	Supply		Whole School targets matched the needs of the individual and the SDP	HT / Governors
To develop distributed leadership to ensure high expectations, high quality leadership and high standards	<ul style="list-style-type: none"> • July / September Subject leaders evaluate action plans and write new ones • Autumn Term and then termly – subject leaders attend relevant authority subject leader group • October – history subject lead to plan and deliver twilight re technical vocabulary 	Cover and resources as appropriate to event	Supply		Subject leaders have better understanding of how their subject is delivered in different schools in the authority. Subject Leads	HT / DHT

	<ul style="list-style-type: none"> Autumn – geography subject lead to research and produce dictionary of technical vocabulary Autumn – EAL Lead to liaise with EMTAS to deliver training re working with EAL and parents workshop January – geography subject lead to plan and deliver curriculum meeting re technical vocabulary Computing, Spanish, Art and Craft, Design Technology, Music, RE and PE Leads to plan for an event day to celebrate the subject throughout the year 				begin to form support network within the subject	
To develop foundation subjects / and science subject leaders subject knowledge	<ul style="list-style-type: none"> Subject leaders attend appropriate subject training course Subject leaders evaluate courses and feedback any useful and practical tips at curriculum meetings 	Access Ednet regularly to find appropriate courses Use Learning Network support Develop links with SW (LA Lead)	Course cost Supply		Courses attended and staff able to access subject leads to use their subject knowledge and appropriate resources as signposted by subject leads	HT / DHT
To ensure robust monitoring of foundation subjects / science	<ul style="list-style-type: none"> September – skills assessment documents put on line. Class list alongside these to enable subject lead to identify children. More able identified in green Termly – subject leads given management time to monitor assessment of subject Subject leads to take part in book scrutiny of History , Geography, Science, RE 	Access to teachers drive and management time	Cover		All year groups using skills assessment document and subject leads can begin to identify any gaps	HT / DHT
To continue to develop high	<ul style="list-style-type: none"> October – discuss governor recruitment 	SLA with LA re training and	£1500		Strong governing body	HT LSIP

levels of governance to provide appropriate support and challenge	<ul style="list-style-type: none"> October – allocate governor responsibilities, review delegation and governor groups Termly – provide governors with dates of governor training April renew SLA for governor training and clerking 	clerking			supports and challenges HT and SLT	
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QUALITY OF TEACHING, LEARNING AND ASSESSMENT

To continue to improve the quality and effectiveness of teaching so as to develop children's higher level reading skills

TASK	MILESTONES	TIMESCALE /RESOURCES /LEAD	COST	IMPACT/COMMENTS/ EVALUATION	SUCCESS CRITERIA	MONITOR
Ensure Guided Reading is done regularly and involves TAs as well as teachers.	<ul style="list-style-type: none"> Training given to TAs early September 2018 to enable them to complete necessary record and targets. 	Early Sept 2018. CH and NR to train TAs.	N/A		Targets and records successfully completed and children benefiting from focussed and well assessed targets	HT / Governors
Phase 3 to trial Guided Reading one day per week involving teacher and all TAs from phase.	<ul style="list-style-type: none"> September 2018: teachers work out timetable and proceed. Review Dec 2018. 	From Sept 2018. Review at the end of Autumn Term 2018.	N/A		Timetables in place Reading Response journals show accelerated learning and good levels of understanding	DHT / Reading Lead
In light of success of whole school book, canvas staff for suggestions and let children decide.	<ul style="list-style-type: none"> Canvas staff September 2018. Decide on novel for EYFS, KS 1 and KS 2. CH to produce timetable. Review Autumn Half Term 2018. 	Sept 2108. CH to provide copies of book. Review Oct 2018.	£200		Whole school book continues to be a success, children enthusiastic	DHT / Reading Lead

					and engaged in reading	
Ensure whole school writes and shares play script as a result of unfamiliarity with genre.	<ul style="list-style-type: none"> Sept 2018. - Staff to plan and deliver lessons linked to Oliver Jeffers as an author. Children adapt a known story as a playscript. 	Copies of Oliver Jeffers Book	£200		Writing monitoring (28.09) shows high quality playscripts and increased understanding of the genre	Writing Lead / DHT
Ensure any gaps in Home Reader Scheme are identified.	<ul style="list-style-type: none"> Sept 2018, Jan 2019, April 2019 - Remind TAs and teachers to report to reading lead any gaps. Replenish Home Readers . 	TA Time Replace books	£1000		All children are working at appropriate band Parents support their children at home	Reading Lead / HT
Benchmark children twice per year, (Yrs 1, 3, 4, 5, 6) Three times per year (Yr 2.)	<ul style="list-style-type: none"> Benchmark children in September 2018 and assign reading books at the correct level. Benchmark again in February 2019 and check for progress. If children have remained the same or fallen behind, inform parents. Year 2 teachers complete Benchmarking 3 times per year. 	Benchmarking Kit TA time	£500		All children are working at appropriate band	Reading Lead / HT
Introduce NFER tests as they are similar in layout and difficulty as SATS tests.	<ul style="list-style-type: none"> September 2018 - Purchase Test for Y1 – Y6 Test in December 2018, March 2019 and July 2019. 	Tests	£2000		Test enable standardised tracking and national comparisons	Reading Lead / Assessment Lead
Ensure children are progressing in comprehension as well as word recognition throughout the	<ul style="list-style-type: none"> TAs and teachers to check if Home Reader record has been signed by an adult. TAs and teachers to ask children questions from back cover of book or from questions prepared on Primary 	Ongoing throughout 2018-2019.	N/A		Reading fluency and frequency increases	Reading Lead / DHT

Home Reading Scheme.	<ul style="list-style-type: none"> Resources to test children's comprehension of book. If found to be inadequate, book will be re-issued to child. 					
Develop children's reading for inference and deduction	<ul style="list-style-type: none"> Fortnightly - comprehension exercises carried out Weekly - Directed questioning during guided reading Written response to comprehension questions modelled Reading Response books monitored 	Comprehension Books in place from last year	N/A		Inference and deduction skills show clear improvement	Reading Lead / DHT
To continue to develop writing throughout the school						
Extend pupils' skills and progress in writing to achieve at least 75% at expected standard in each year group	<ul style="list-style-type: none"> Use data from previous year to identify children who were working at expectations / greater depth and use this to inform planning and ensure progression. 	September 18 Pupil Progress Meetings October 18 DHT/Writing Lead All teachers	N/A		Children will sustain progress from year to year. 75% of each year group will be assessed at the expected standard.	DHT
Identify a "target group" for teaching and learning in writing, to ensure adequate progress is made	<ul style="list-style-type: none"> Identify children who were working towards in the previous year and plan opportunities/support for them to make accelerated progress in order to be working at expectations at the end of the 2018/19 academic year. 	September 18 Pupil Progress Meetings October 18 DHT/Writing Lead All teachers	N/A		Children identified as at the top end of "working towards" in the previous year will be assessed at the expected standard in July 2019	DHT
Ensure that activities in writing are closely matched to the needs of the most able pupils,	<ul style="list-style-type: none"> Ensure children who were assessed at greater depth in the previous year are suitably challenged to maintain this assessment, by planning opportunities with breadth and depth to allow them to apply their skills 	September 18 Pupil Progress Meetings October 18 DHT/Writing Lead	N/A		Children who were assessed at GD in the previous year will be assessed at	DHT

including the most able disadvantaged pupils	independently.	All teachers			GD in July 2019	
Plan writing opportunities in Topic, RE and Science	<ul style="list-style-type: none"> Writing Lead will liaise with History, Geography, RE and Science leaders to confirm opportunities for writing in these subjects, without detracting from the skills needed specifically for each subject. 	Autumn 18 Writing, History, RE, Geography, Science Leads	N/A		Children will be assessed GD if writing in topic books matches their skills displayed in English books.	DHT / HT
Encourage children to become more independent writers	<ul style="list-style-type: none"> Writing Lead to deliver staff meeting on feedback in writing, identifying when feedback in writing is most effective and how it can be provided. Teachers to plan for opportunities for children to apply their skills independently. Teachers to develop children's understanding of peer and self-assessment, using success criteria to pinpoint specific feedback. Writing Lead to monitor application of peer assessment 	<p>Writing Lead</p> <p>All teachers to attend staff meeting and follow up with using peer assessment regularly in lessons</p>	N/A		Children will self or peer assess writing regularly (evident with red pen in books). Children will be confident using success criteria to give specific feedback to each other. Children will make good or better progress due to their deepened understanding of the technical skills of writing.	DHT / HT
Provide more opportunities for pupils to write at length	<ul style="list-style-type: none"> Teachers to plan by choosing a class text (written or visual) and considering the writing outcomes for each unit of work. Teachers to then plan a sequence of lessons based around the text, to teach the skills required for the genre of writing the children will complete as their extended piece towards the end of the unit. 	All teachers Writing Lead to monitor in lesson observations / book monitoring / planning monitoring (as necessary)	N/A		Children will write at least twice a week. Children will produce an extended piece of writing per unit of work in English. Children will	DHT / HT

					write at least one extended piece in Topic lessons per unit.	
Ensure new-to-year teachers' subject knowledge is secure	<ul style="list-style-type: none"> • Writing Lead to offer support for new-to-year teachers with planning and assessment. • Teachers to ensure they are up to date with changes to the curriculum since 2014 and that they are teaching the relevant skills for their year group. • Teachers to choose texts appropriate for their year group. • Teachers to have high expectations from the start of the year for their children. 	Autumn 18 Writing Lead New-to-year teachers	N/A		Teachers will be confident to teach the appropriate curriculum for their year group	DHT
To promote writing for pleasure across the school	<ul style="list-style-type: none"> • Writing Lead to promote writing through competitions, events, projects TBC throughout the year. 	Ongoing Writing Lead	N/A		Children will enjoy writing and will share their enjoyment of writing with each other.	SLT
To monitor writing across the school to ensure targets are being met	<ul style="list-style-type: none"> • Writing Lead to robustly monitor books/lessons/planning (as necessary) in all phases, including EYFS, to ensure all members of staff are adhering to relevant policies relating to writing. • Termly moderation meetings to be held to ensure standards are being met and children are on track to make expected or accelerated progress 	Autumn 18 Ongoing Writing Lead / SLT All staff			Feedback will be given to staff re: books. Writing Lead will ensure actions are carried out with further monitoring. New writing policy will be submitted to governors for ratification.	SLT

To introduce initiatives to promote the development and use of vocabulary across the school	<ul style="list-style-type: none"> • Writing Lead to research initiatives (local and national) related to building a “word-rich” environment. • All subject leads to produce a “dictionary” of words relating to their subject, for each phase, for children and staff to use regularly. • To create a team of “Communication Champions” consisting of staff, children and parents 	Autumn 18 Ongoing Writing Lead Subject Leads Volunteers				
To continue to develop mathematics throughout the school						
To continue to develop Maths planning across the school.	<ul style="list-style-type: none"> • Make staff aware of resources available to help with planning. • Give out reminder list • To liaise with staff new to year group re support needed. 	MB	Ongoing 2018/2019		N/A	
To embed 10 minute Maths from years 2-6	<ul style="list-style-type: none"> • Monitor books to ensuring ‘10 minute math’ is taking place at least 3 times per week. 	MB	Ongoing 2018/2019		N/A	
To integrate the ‘Lifesavers financial education programme’ into the curriculum.	<ul style="list-style-type: none"> • To support staff in planning and delivering financial education within math’s lessons • To set up a school saving club 	MB/ Young Enterprise staff	Ongoing 2018/2019		N/A	
To raise the awareness of Times Table Rock Stars	<ul style="list-style-type: none"> • Whole School TTRS display in the foyer. • Make chn aware of the most improved/highest score/quickest time. • TTRS lunchtime club • Link with TT Bands 	MB	Ongoing 2018/2019		TTRS subscription	
To train ‘Maths Ambassadors’ across the school.	<ul style="list-style-type: none"> • Meet with the ‘Maths Ambassadors’ and establish their role in school. • Establish rota for Year 5/6 chn • Guide chn on their ‘buddy’ role. 	MB	Oct 2018		Cover for MB/Supply	
To create and develop cross	<ul style="list-style-type: none"> • Meet with Science, Geography and History coordinators to develop cross 	MB/ Subject coordinators.	Ongoing 2017/2018		N/A	

curricular links with other subjects.	<p>curricular links.</p> <ul style="list-style-type: none"> • Collect work from different 					
To continue to develop Early Years Provision						
Ensure that our new Nursery Teacher settles into her role, and gains a sound knowledge of teaching, learning, and provision in Nursery.	<ul style="list-style-type: none"> • GG to liaise with previous Nursery Teacher about routines, planning, and assessment. • GG to hold planning meetings with the N team to share previous practice, and work on planning together as a team. • Experience monitoring of Tapestry Journals and provision audits- ECERS • GG to link with local moderation cluster groups to build upon and strengthen assessment in Nursery. 	EYFS lead Ongoing throughout the year.	Cost of photocopying any policies/ planning/ risk assessments. Supply cost for monitoring and ECERS GG feels confident with N routines.		GG uses information from N team to inform planning, routines, and provision. GG to use feedback from monitoring to continue with good practice/ improve upon provision. GG to attend local cluster moderation meetings. GG is more secure in her judgements at the end of the year.	DHT
Increase % children at expected for Lit-Writing and Lit-Reading	<ul style="list-style-type: none"> • Use ECERS-R and ECERS-e scales to measure quality of provision. • Use findings to improve provision especially with regard to Literacy. • Nursery will carry out regular Dough Disco, and Squiggle while we wiggle sessions. They will update their Funky Fingers area regularly, and continue their pen grip display. They will also ensure writing of their names is happening daily. They will 	EYFS Team Begin Autumn 2018	Cost of supply, photocopying and mark making materials for creating outdoor area.		Clear measure of the quality of the learning environment and next steps for improvement identified	EYFS Lead

	<p>trial mark making record books, to show progress, and provide further opportunity for mark making.</p> <ul style="list-style-type: none">• Nursery will have a large focus on traditional tales and rhymes, including familiar story patterns and language. Encouraging children to retell the stories independently.• Nursery will ensure phase 1 phonics is key to their teaching. Ability groups will be formed straight away, especially for the returners. They will begin phase 2 with a small group.• Reception will ensure that there are plentiful opportunities to write outdoors. NW and DM will continue to be 'Writing Ambassadors' keeping fresh ideas of writing indoors and out.• Reception will trail new timetables, which will involve some time for directed provision. Modelling further reading and writing activities.• Phonics ability groups this year will continue to see the 2nd HLTA support the Middle Ability group to ensure as many children reach 'expected' as they can. This year all groups will learn phase 3 at the same time, but those that are not secure with phase 2 will continue with some phase 2 revisit activities.• CB to lead a small pen grip intervention, as well as our changing Funky Fingers area. We will have weekly Dancing Letters sessions, focusing on letter formation.• Create a reading display to					
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	<p>encourage children to read at home, and be more confident and competent in changing their books. Rewards for children that get a new book. Stamp card incentives for parents to read at home with their child for a prize. Continue with Read for Fun to support a love of reading, set reading selfie challenges.</p> <ul style="list-style-type: none"> • Higher ability phonics group to have a spelling competition each Friday, beginning in January. High frequency word reading challenges for all children. • Outdoor area to be created for small group work, and child initiated activities. The focus to be on reading, writing, and maths. Decorated to excite both girls and boys. 					
Increase % children at expected for Maths- Number	<ul style="list-style-type: none"> • Use ECERS-R and ECERS-e scales to measure quality of provision. • Use findings to improve provision especially with regard to Maths. • Nursery will carry out number hunts throughout the year. They will focus on a number of the week. • Nursery will ensure all areas of provision are number rich as well as rich in language. • Nursery will support learning with number songs and rhymes, and use puppets to do this. Look at buying the songs resource from Mastery training. • Nursery to make ability groups straight away, especially for the returning chn. • Reception will trail new timetables, which will involve some time for directed provision. Modelling maths activities. • Reception will ensure all areas of 	EYFS Team Begin Autumn 2018	Cost of supply, any new resource, materials for creating outdoor area		Clear measure of the quality of the learning environment and next steps for improvement identified	EYFS Lead

	<p>provision are number rich, as well as rich in language.</p> <ul style="list-style-type: none"> • Maths will not be set in ability groups this year, but whole classes. • SR to lead a Maths after school club, targeting chn to make the 'expected' level at the end of the year. • Regularly changing Maths Challenge Area. • Reception will send home a Maths Monkey each week to spend a weekend with a child, with maths ideas provided. • Outdoor area to be created for small group work, and child initiated activities. The focus to be on reading, writing, and maths. Decorated to excite both girls and boys. 					
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PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTENDANCE

**To promote personal development and wellbeing so that pupils will show self-responsibility, respect and tolerance for others.
To further develop the spiritual, moral, social and cultural curriculum**

TASK	MILESTONES	TIMESCALE /RESOURCES /LEAD	COST	IMPACT/COMMENTS/ EVALUATION	SUCCESS CRITERIA	MONITOR
Use pupil, parent and staff questionnaires to understand the effectiveness of the school	<ul style="list-style-type: none"> • Autumn 2 pupil questionnaire re emotional health and wellbeing • Autumn 2 parents questionnaire re children perceived emotional wellbeing • Spring 1 staff questionnaire re staff wellbeing 	Time to analyse responses	Copying Charges		SLT ad governors more fully informed of any issues Plans in place to support where needed	Change Team
Create a climate in which teachers are motivated to take risks and innovate to improve learning	<ul style="list-style-type: none"> • PSHE Week – enables teachers to get to know their new classes and their individuality • Timetabled circle time enables teachers to form a better relationship with their class and encourages risk taking 	PSHE Curriculum Training to deliver circle time Cover for	Supply		Teachers more innovative Teacher comfortable to try out new ideas with	PSHE Lead

for pupils	<ul style="list-style-type: none"> • Timetabled management time enables subject leaders to support each other and offer non-judgemental advise 	management time			pupils Learning improved	
The school values and British values underpin the work of the school and are shared in assemblies, circle time and PSHE	<ul style="list-style-type: none"> • September – REACH values revisited • PSHE Week relates values to real life situations and forms the foundation of good relationships • Circle time and PSHE linked to assemblies and develops self-esteem and resilience 	PSHE Curriculum Training to deliver circle time	Consultation Fee		Pupils show more resilience and better emotional wellbeing	HT / DHT
Develop a deeper understanding of children's health and wellbeing and strategies to support children and their families	<ul style="list-style-type: none"> • Develop relationships with external agencies with expertise in this area • Plan curriculum meeting times to update staff on initiatives and share expertise • Plan individual and whole staff training around the needs of the children and families • Change Team to develop focussed whole school responses • Learning Mentor and SENCO to develop focussed individual responses 	Series of planned meetings – half termly	Consultation Fee		Staff more confident to support children	HT Governors
Develop a curriculum that promotes respect, resilience, independence and spiritual, moral, social and cultural understanding.	<ul style="list-style-type: none"> • Review curriculum and identify the needs of the children and families • Consult stakeholders • Develop PSHE cross curricular activities and build them in as ongoing parts of the curriculum • Whole staff review of curriculum and impact of changes • Monitor impact and produce evidence to support this • Report to governors 	Consultations early Autumn, Spring and Summer Terms Review mid terms	New resources Relevant training SLT to lead		New curriculum meets the needs of the children and develops the whole child	HT Governors

	<ul style="list-style-type: none"> Consult stakeholders and revisits curriculum plans 					
Address any areas of concern for staff and support staff wellbeing	<ul style="list-style-type: none"> Analyse staff questionnaire Organise and lead staff wellbeing events throughout the year Revisit staff with questionnaire to get evaluations of development of staff wellbeing 	Termly consultation and review Change Team to lead	External Support		Staff feel well supported and have enhanced wellbeing	HT, Governors
Continue to develop strategies that promote attendance and decrease persistent absence						
Review attendance and target individual families	<ul style="list-style-type: none"> Develop robust tracking system that clearly identifies families with low attendance or high PA Inclusion Officer to contact families immediately this becomes a concern Issue verbal and then written warnings to inform families of potential of formal 20 day warning resulting in a fine Issue fines as and when appropriate Proceed to court as and when appropriate 	Autumn1 and half termly reviews Procedure as and when needed	Inclusion Officer (IO) salary		Attendance improves and persistent absence drops	IO, HT and Governors
Celebrate good attendance and raise the profile of those children attending well	<ul style="list-style-type: none"> 97%+ certificates half termly 100% certificates termly Best class attendance 'bing bong' Monday and Friday with class reward of Wellies Half termly best class attendance reward and attendance assembly End of year 100% vouchers End of half term, best team reward – from tokens collected weekly (100%ers) End of half term 100% attendance drinks with DHT and HT 	Autumn 1 and half termly	Copying costs and prizes £200		Higher attendance Children proud of being in school.	IO, HT and Governors
Promote the value of attendance and raise the profile of	<ul style="list-style-type: none"> Continuously refer to attendance as a school value and its importance during assemblies, whole school 'get 	Autumn 1 and as and when	Copying costs		Attendance improved and PA decreased	IO, HT and Governors

the benefits of good attendance	together's • Include attendance on the newsletter and add facts about the detrimental effects of poor attendance	appropriate				
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