



Bowerham Primary and Nursery School

Improvement Plan 2019-20

Our School Improvement plan has had a significant impact taking our school from 'Requires Improvement' in 2009 to being consistently 'Good' with many aspects of school being 'Outstanding' in 2012. On 30th January 2018, our school was inspected by Ofsted under a Section 8 inspection. The outcome of this inspection was that our school continued to be 'Good' and we were recommended for a Section 5, as there was evidence that we should be assessed for Outstanding. Through rigorous school self-evaluation, analysis and consultation, we have continued to work positively and tirelessly for our pupils to ensure all aspects of our school are 'Outstanding'. This School Improvement Plan builds on previous improvements to further develop the effectiveness of our school for our pupils.

This year's 4 lead areas are:

1. Quality of education

2. Behaviour and attitudes

3. Personal development

4a, Leadership and management

4b, Governance

Background: We have spent a great deal of time developing a skills development curriculum that covers the requirements of the National Curriculum and ensures that the children learn and acquire the knowledge outlined through a hands-on and fun approach that will create critical, thoughtful and practical learners. The National Curriculum requirements have been mapped out over the year groups to meet our children's experiences and needs. All subjects are improved yearly as part of the subject leader development plans. Class teachers then map out a wide range of enrichment opportunities per year group and subject leaders map these out across the school for whole school events. All the class teachers are aware of the needs in their class and are supported by SLT, the SENDCO and the pastoral team to support their needs. However, this approach can be fragmented and having many different leads working with a cohort can make coordinating and planning for their needs, as

the class teacher, difficult. The needs of the cohort and children can also change, especially their social needs, as incidents occur throughout the year. We also have high mobility in our school, which means each year group is forever changing. After discussion of the above, school have decided to improve each year groups curriculum by tailoring it to the specific needs of every child as an ongoing year group improvement plan that is evaluated, and the curriculum adapted termly and when needed to ensure a more fluid approach to personal development and the education offered to our children. Subsequently, improving their academic achievement and preparation for each stage in their school life.

Intention:

To offer a local, integrated and relevant curriculum for each cohort.

To develop a yearly learning journey that is tailored to meet and develop the unique needs of each yearly cohort- social, emotionally, physically and academically.

| Intent | Implementation | Timescale | Resources including time | Monitoring | Impact- Success Criteria |
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| <p>To have an in depth understanding of the needs of the year group on point of transition.</p> <p>To develop a planning tool that ensures a proactive approach to meeting the needs of the cohort</p> | <p>Baseline assessment and analysis of all information related to the cohort: End of year data Families/ External factors SEND GAT PSED Learning styles Any unmet needs Culture/ ethnic background Physical developments Clubs/ External Support Groups Children’s Interest</p> <p>Plan a yearly overview that is purpose built to meet the individual needs of each child within the cohort.</p> | <p>July</p> <p>July</p> | <p>This needs to be completed in summer term in depth and as part of the training overview/ process</p> | <p>SLT- Transition process</p> <p>Transition monitoring</p> | <p>Outstanding academic, personal and physical development through high quality education and curriculum design.</p> <p>Clear approach for overcoming barriers to learning and closing the gaps.</p> <p>Children to be independent and critical learners.</p> |

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| <p>throughout the year.</p> <p>To develop active learners.</p> <p>Staff to be confident in using the planning tool to be able to adapt their curriculum to meet individual needs.</p> <p>Staff to have a clear understanding and overview of types of analysis to show progress, achievement and impact.</p> <p>To be able to use data outcomes to confidently review and adapt for ongoing curriculum development.</p> | <p>Develop a wave approach to the curriculum design. Environment and timetabling routines. Continue to develop critical thinking skills and pupil ownership of learning throughout the curriculum. Having pupil voice as a clear ongoing part of the qualitative analysis.</p> <p>(Long term curriculum mapping) Enrichments opportunities (wider experiences) Emotional development opportunities (Pastoral needs)</p> <p>What are the unmet needs? What needs that are met need to be developed further?</p> <p>Structured analysis approach throughout the year to be planned and put in place. To work alongside the quantitative approach to data with a qualitative approach.</p> <p>Structured documentation and</p> | <p>April</p> <p>November</p> <p>October</p> | | <p>process</p> <p>Termly</p> <p>SLT to monitor as part of critical friend approach. Termly</p> <p>Half termly pupil progress meetings. Termly analysis</p> | |
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| | server folders to support this. | | | | |
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Actions Leading to Impact

- Each year group has reviewed their learning journey and mapped it out on their Yearly Curriculum Overview. This has been done following an analysis of all the needs of the year group to ensure that, through the curriculum, the cohort/class specific needs are being met in addition to the National Curriculum. In order to do this, staff have spent time with the year group teams from the children's prior year to look at the previous year's learning journey- what worked well? How did they learn best? What do they need more of?
- These overviews have then been analysed by Subject leaders to ensure the curriculum is ambitious, coherently planned and sequentially designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND access to a broad and rich curriculum. Where the subject needs to develop further this has been planned by Subject Leaders in a new Curriculum Development Report and expert advice is given to teachers to support them or training needs are implemented.
- The impact of this is that we now have a curriculum that has been mapped out based on our pupils needs and in order to ensure their experiences are widened. The new focus on year group improvement based on the needs of the children had also led to budget allocations being changed. This means that year group leaders have a yearly budget that they use to develop their curriculum. This ensures that staff can be responsive to the children's needs quicker.
- All staff have had training regarding meta cognition and self-regulated learners. This was to ensure all staff could focus on our curriculum intentions and processes in place to support them. All staff have had recap training on the use of and effective questioning.
- The curriculum intentions have been revised in line with the developed curriculum now in place.
- The lesson observation proforma has been changed in line with the new curriculum developments to ensure that the quality of this curriculum is observed to ensure consistency across the school in line with our revised aims.
- All year group teachers have met with senior leaders to discuss and evaluate their overview and impact for Autumn and adapted their overview of needs and curriculum overview. They have also evaluated the cohort targets and set up intervention groups through provision and the PPG team.

Impact

- Outstanding academic, personal and physical development through high quality education and curriculum design.
- Clear approach for overcoming barriers to learning and closing the gaps.
- Children to be independent and critical learners.

Termly data shows that academic achievement and attainment continues to improve or reflect high standards.

(data)

Our children benefit from a variety of personal, social and cultural activities (curricular and extra-curricular) that develop and extend their cultural capital. For example, Jenny Moseley style circle times and timetabled well-being lessons are now fully embedded within year groups allowing children to discuss, explore and resolve a range of topics and themes linked to the needs of each cohort. 'In year 6 we have really enjoyed looking more at the world and world affairs. We watch Newsround all the time to see what is going on. We are getting ready this year for when we go to high school.'

As part of the Literacy curriculum, it was highlighted that our children needed a richer diet of reading opportunities therefore each year group has embedded within their yearly overview age appropriate and challenging texts that cover the five plagues of reading. Further to this, the system for maintaining and using the library has been overhauled to support the prior objective.

Through the development of the yearly overviews and linked budgets, staff have been able to tailor and personalise each cohort's curriculum, further improving school's ability to develop children's academic, personal and social progress.

The PE curriculum's intent and implementation has been strengthened to further embed skills and close any gaps and is now supported by the use of an assessment app within lessons. Children in key stage two say 'PE is really fun because we get to play proper games like Tag Rugby and Basketball and we have had competitions with these. We do lots of Just Dance and brain breaks to keep our minds and bodies active through the day.' Furthermore, our success in a variety of inter school competitions demonstrates the strength of our PE curriculum.

In order to improve Maths achievement there has been a focus on reasoning skills supported by the use of White Rose Materials allowing children to access a variety of opportunities to demonstrate mastery of skills, knowledge and concepts. 'Maths seems to have got even better this year. We have done lots on number and helping the children on the same day who don't understand. The Maths boxes have been really useful to help them. It's good because everyone moves along together and by the end of the year, we have all caught up.'

'The display boards are always there to help us and they use the Must Could Should and marking ladders for this too.' The children use a range of self-assessment such as block and bubble, the must, should and could, peer assessment and marking ladders to support their understanding of their personal learning goals and achievement. Each year we have a DT and engineering and a Science week, where children are given open-ended questions to develop their critical thinking skills and continued evaluation of their progress towards a final product.

Background: At Bowerham we use cohort specific targets to close the attainment gap and eliminate under-achievement (against personal targets) across the ability range. This is an ongoing whole school target that ensures attainment is high and that each year group has a clear focus and plan for ensuring children make the best academic progress they can.

Intention: To continue to eliminate under achievement.

| Intent | Implementation | Timescale | Resources including time | Monitoring | Impact |
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| To use cohort specific targets to close the attainment gap and eliminate under-achievement (against personal targets) across the ability range. | Identify way of changing cohort targets that makes provision specific and links closely to medium term plans to enable all children to achieve their personal targets Assess impact /effectiveness of provision | Each Term ½ termly | JL/LB/KI JL/LB/ class | Termly with lead teachers and phase leaders | Staff trained and completing using the cohort targets effectively in planning and ensuring children achieve their potential Effective provision will ensure all children are on track Planning will clearly identify |

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| | <p>Review plans to ensure provision is being covered.</p> <p>Cohort specific targets linked to PM for all staff. SLT to take responsibility of Standards, Progress, attainment, assessment and curriculum.</p> | <p>½ termly</p> <p>At PM interviews and reviews</p> | <p>teachers</p> <p>LB All staff</p> <p>SLT to monitor All staff</p> | <p>Termly as part of Provision Mapping</p> | <p>children and their provision.</p> <p>End of year data indicates that the gap has narrowed significantly, or trends have been reversed.</p> <p>Staff will be confident in delivering the skills needed. Ideas will be shared, and support given where needed.</p> |
| <p>Actions Leading to Impact</p> | <p>Actions Leading to Impact See cohort targets on data overview.</p> <p>Impact</p> <ul style="list-style-type: none"> • Staff trained and completing using the cohort targets effectively in planning and ensuring children achieve their potential • Effective provision will ensure all children are on track • Planning will clearly identify children and their provision. • End of year data indicates that the gap has narrowed significantly, or trends have been reversed. • Staff will be confident in delivering the skills needed. Ideas will be shared, and support given where needed. <p>(data and cohort targets)</p> <p>Half termly pupil progress meetings in staff teams highlight children who need more targeted support, and provision is adapted and changed to meet the needs of the children. Staff complete cohort targets termly and these are reviewed regularly to ensure that children are given opportunities to close gaps in their learning in order to meet personal targets.</p> <p>Planning highlights the needs of the cohort by including ability groups, EAL, SEN and PPG children; children are regularly highlighted for requiring specific teaching and learning tasks.</p> <p>Yearly overviews of needs have been established (and regularly updated) to support staff in planning and assessment for children’s learning across the curriculum; therefore being able to adapt the delivery of the curriculum to ensure the children’s individual learning needs are met.</p> <p>Staff training has been used effectively to ensure that staff are readily prepared to adapt their curriculum in line with their overview of needs and have become more confident in delivering the different subjects as a result of this.</p> <p>This includes: use of drama and role play to support learning, investigative skills in Science, planning and delivery</p> | | | | |

of guided reading with a focus on questioning styles to ensure all of the reading domains are covered on a weekly basis, delivery and assessment of dance units in PE, teaching and learning coverage of the new PSHEE curriculum and planning opportunities for greater depth and reasoning in Maths.

Background: The LSCB and Lancashire Children’s Services have agreed to pilot a program designed to enhance multi-agency work to safeguard children. The program will aim to enhance communication between Early Intervention services, schools and Children’s Social Care in order to meet child and family needs as they arise, prevent escalation of need along the Continuum of Need, increase confidence in management of risk and ensure that schools are fully and effectively involved in the processes of supporting children and their families.

The pilot will take place in three areas around Lancashire – one in each of the three Children’s Social Care Localities - North – District 1 Schools, East – District 11 schools and Central Lancashire –District 7 schools.

The work involves the creation of hub and spoke arrangements to better support schools with decision making around early help and provide more accessible advice together with the creation of local safeguarding networks.

There have been 6 hub schools appointed from across the area and across sectors, each of which will support approx. 10 other local schools. Each hub school has a recognised expertise in the field of safeguarding and a wide network of partner agencies with whom they work. Spoke schools will be able to phone a representative from within the hub for advice on Early Intervention, use of CAF, thresholds and appropriate referral routes/ systems.

We’ve been appointed as a Hub school due to our expertise.

Intention: To be a Trauma Informed School

| Intent | Implementation, activities and tasks | Timescale | Resources including time | Monitoring | Impact |
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| To ensure that all children have the tools and opportunities to enable them to develop their full personal, social and emotional health and well-being. Thereby, when faced by challenging life experiences, they are adequately able to draw upon resilience and skills taught to help them to | Termly Supervision for all staff including training opportunities. | Each term | All staff | Termly in SLT | Improved long term outlook for children and families |
| | Weekly pastoral meetings with SLT which is then cascaded down through to Phase Meetings. | Weekly | Pastoral and Steam | Half termly reviews | Improved social and emotional health in children that supports improved academic achievement and as a result aspiration for life. |
| | Staff training on Encompass and EmBRACE throughout the year. | Academic year 19/20 | S Irwin | Half termly | Early identification of trauma in a child’s life with supportive and timely support means they are less likely to |

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| <p>overcome and deal with these.</p> | <p>Individual case discussions when requested.</p> <p>Half Termly whole year group RAG rated review incorporating PPG and ACE children. With termly actions to narrow gaps and identify timely support</p> <p>To provide targeted support for the individuals identified barriers to learning.</p> <p>RAG rated families – to ensure all staff are aware of targeted support needed for these families</p> <p>Pastoral key worker to champion these families in each year group</p> | <p>As and when</p> <p>Half termly</p> <p>Termly and as and when</p> <p>Termly review</p> <p>As and When – daily contact</p> | <p>All staff</p> <p>Bespoke support</p> <p>All staff</p> <p>Key workers time away from class</p> | <p>Weekly in SLT</p> <p>Salt half termly</p> <p>On entry and exit impact</p> <p>Termly SLT</p> <p>Half termly reviews in pastoral meeting</p> | <p>have a long-term negative impact</p> <p>Early support and action to reduces the long-term negative affect of ACE</p> <p>Support at the point of need to reduces ACE and improve life outcomes</p> <p>Bespoke support and early intervention to reduces ACE</p> <p>Early intervention and support families at the point of need and prevention from situations escalating</p> |
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| <p>As a lead Hub for EmBRACE and a trauma informed school.</p> <p>Our intent is to ensure that all colleagues recognise that children and adults in provision can suffer. We must ensure understanding across all provision that how we interact with these can alleviate some of that suffering. It is our intention to identify and provide the tools and skills to self-manage the issues that individuals face.</p> | <p>Bowerham has been identified to be the Hub School as part of the new Hub and Spoke Model for Early Help, for the following schools:</p> <ul style="list-style-type: none"> • Ellel St John's • Cockerham • Cathedral • Dallas Road • Willow Lane • Appletree Nursery • Lancaster Christ Church • Scotforth St Paul's • Caton St Paul's • St Bernadette's • Caton C Primary • Moorside • Dolphinholme <p>This is part of Lancashire's new approach to supporting schools with Early Help. If schools require support with a child/family at the Early Help stage, level one/two on the</p> | <p>Academic year 19/19</p> <p>As and when support</p> | <p>NJ JL-</p> <p>NJ JL time</p> | <p>Termly review through PP statement and half termly through SIP review</p> | <p>Collaboration, networking and cascading of external support for our families will ensure timely action for all children who are living with ACE. By doing this we as a community come together to ensure that these children's life experience and aspirations are improved and thus avoiding them being part of the social care and legal system as teenager and adults</p> |
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| | <p>Lancashire Continuum of Need. Schools will contact Nicola Jameson, the Deputy Designated Safeguarding Lead/Pastoral Manager or Jo Longworth. This is an advice and information service only and does not cover safeguarding concerns at level three and four of the Lancashire Continuum of Need - these concerns must be managed in line with local guidance and referred to Children's Social Care through the Multi-Agency Safeguarding Hub.</p> <p>All calls will be recorded and an electronic record of the discussion (please see attached document) and advice given will be emailed to the caller. All children/family will be discussed anonymously, with only the initials of the child/ren being recorded.</p> <p>Develop a document for children who identify ACE's are affecting their progress.</p> | needed | | | |
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| | <p>- Case Reflections - Resilience workshops for children and families - 1:1 Support- for school, children and families -</p> <p>Through Hub training a Collaborative approach between multi-agencies to drive the ACE agenda - Common language for partnership working - Changing culture and capacity building - ACE Champion - Consultant-led coaching model</p> <p>Consultant led model - lead other professionals to reflect and develop their practice, provide change management through an ACE lens and build trauma-informed cultures.</p> | <p>3 Workshops for all staff from spoke- bespoke to their needs</p> <p>As above and through emails shared communication and contact</p> | <p>NJ planning with SI</p> | <p>Evaluation from spoke schools</p> | |
| <p>Evaluation</p> | <p>Whole School tiered approach to PPG spending to improve access to high quality teaching- Training:</p> <ul style="list-style-type: none"> • Curriculum and questioning • The use of metacognition • The Word Gap | | | | |

- Early Reading
- Attachment and Nurture
- Staff training on Encompass and EmBRACE throughout the year

We are the hub school for the local area supporting 10 schools- we have run Embrace training for those schools and offer telephone support service as well as information cascaded via email

Networking to support other schools- attendance and support at:

- ACE champions networks
- Inclusion Hubs
- Support to local schools- ACE and Trauma informed school specific training- Cathedral Primary School
- Telephone support for Dolphinholm and Christ Church Primary School

Recruitment and staffing:

- New member added to Pastoral team to provide targeted support for the individuals identified barriers to learning- by the use of closing the gap materials and experiences
- Pastoral key worker in place in each year group to champion red families

Wider Strategies put in place:

- Weekly pastoral meetings with SLT which is then cascaded down through to Phase Meetings are taking place.
- Individual case discussions when requested.
- Half Termly whole year group RAG rated review incorporating PPG and ACE children. With termly actions to narrow gaps and identify timely support- audit of needs on spreadsheet focusing on:
 - Strengths
 - Clubs in School
 - Clubs out of School
 - Wishlist in School
 - Wishlist out of School
 - How school help
- RAG rated families – to ensure all staff are aware of targeted support needed for these families- weekly pastoral meeting for vulnerable families and next steps
- Analysis of use of CPOMS and update to make more efficient for information sharing and analysis of

- previous involvement for children.
- Targeted reading analysis for bottom 20% and next steps.

Background: Within school we encourage our parents and families to become as involved as possible in their child's learning journey. We offer several workshops run by our teaching staff relevant for each year group throughout the year as well as workshops run by outside agencies. These workshops aim to provide our parents with the relevant tools to support their children at home. In encouraging our families to become more involved in school life we hope that they learn and develop with their child as well as take on the responsibility of their child's learning. Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic success at all stages of a pupil's school career. As children need to develop skills at different ages we want to target parental engagement at these appropriate times; we want to map out this support alongside family support, SEND support. This more streamlined, targeted approach should ultimately impact on the academic and personal development of our children.

Intention: To develop and implement a personalised and targeted approach to supporting parents and carers to improve pupils' learning

| Intent | Implementation, activities and tasks | Timescale | Resources including time | Monitoring | Impact |
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| To fully understand the needs of our families in order to provide the most appropriate support to develop relevant skills and understanding. | Develop a format for showing our universal offer to families (wave 1). | Summer Term | | RC, LB, JL | Increased parental engagement improve learning outcomes for our children An understanding of the responsibilities of being a parent and the importance of giving your child time will improve their lifelong learning journey and aspirations for the future. |
| | To analyse cohorts and identify children and families who are at need of parental support and development. | Summer Term | | All staff | |
| | Gather external research and evidence into what the barriers are to parents not engaging with school at times. | Summer term | | RC | |
| | Develop a parents' group to find out what the needs of our | Autumn Term | | RC | |

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| <p>To enable our families to develop their skills, awareness and knowledge in order to support their children in their own development.</p> | <p>families are. (Coffee morning style drop in, informal). This would develop a partnership and action plan. Map out targeted support and training for parents – including using our own expertise as well as inviting in professionals from external agencies. Provide evidence through research-based courses educating parents on the importance of:</p> <ul style="list-style-type: none"> • Vocabulary development • Early reading • Quality of home life • Active listening • Consistent discipline • Supporting parents in playing with their child • Schemas • Questioning • Phonics and reading ... • Aspirations for our children <p>Develop and provide overviews for each year group with simple and easy techniques (like 5 W's) and a</p> | <p>Autumn Term</p> <p>Autumn and Spring Term</p> <p>Autumn and Spring Term</p> | | <p>RC, JL, LB</p> <p>RC, JL, LB</p> <p>RC, All staff</p> | |
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| | hints sheet. | | | | |
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Evaluation

- As a year group, each year group has completed the overview of needs for their cohort. Provision and a targeted plan for the curriculum has been planned for the first term to meet the needs of specific groups of children and support their personal development.
 - Identified disadvantaged children are now working with N Jameson to develop their language skills based on the Closing The Word Gap materials.
 - R Culkin (SENDCO) has provided training on the word gap and Numeracy IDL.
 - All staff have taken part in a well being project and school are working with Lancaster University on the findings.
 - An audit of family needs in each cohort has been started.
 - Early Reading workshop has been provided for all early years parents
 - Early mathematics workshop has been provided for all parents
 - SEND coffee afternoon has been held with Lucy Ellis to provide parents with a forum to talk and discuss their needs. Lucy Ellis explained the Cygnets course that will run from November until December for parents of children with Autism.
 - Triple P parenting course has been planned to support parents with new strategies
 - Referrals have been made to CFWB service for specific families who need support at home
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- The following opportunities have been offered to our parents to spend quality time with their children:
 - Story Sacks – Reception and Year 1
 - Spooky Crafts – All years
 - Fun with Maths – Reception and Year 1 and 2
 - Digital Families – KS1
 - Winter Crafts – EYFS/KS1
 - Years 3,4,5,6 also have a Winters Craft session on
 - Lets Engineer! – KS2
 - Digital Families – UKS2
 - Back To Nature – Reception and Year 1
 - Spring Crafts

- Lets Engineer! – Reception, Years 1 and 2
- Digital Families – LKS2
- Mind Calm – Run by the Adult College
- Get Up, Get Active – Run by the Adult College

- All local clubs have been updated on the Community Noticeboard on the school website for parents to access.

Background: For the last two years health and wellbeing has been a key school improvement focus. Following research into the functioning of the brain and the impact of physical health on ability to learn and develop, we have invested a great deal of training, resources and time into improving the health and well-being of our school.

This has led to increased awareness of emotional needs, how the brain functions and physical needs. All children and staff have embraced this with mindfulness, yoga, meditation, core practise and physical fitness. This has led to happy children that are ready to learn. However, the impact on staff and their well-being is also a priority. Therefore, this year we will continue to embed all the approaches in place for pupils throughout the last two years (see previous SIP actions 17-19) and focus on the impact on staff wellbeing through research work with Lancaster University.

Intent: Continue to improve the health and well-being of our entire school community – children and staff.

| Intent | Implementation, activities and tasks | Time scale | Resources including time | Monitoring | Impact |
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| To gain a wider understanding of staff's work load and impact on their wellbeing. | <p>To take part a research project in conjunction with Pete Thomas and his team from Lancaster University.</p> <p>To evaluate the themes identified in the above initiative to enable an understanding of the current wellbeing of staff in school. Any outcomes to inform any further school develop around</p> | May 2019 | One-hour sessions per participant-time to be made available for this- onsite and offsite. | Outcomes of research to be monitored when completed. | We will have a clear and independent evaluation of staff's wellbeing and the impact of previous wellbeing SIP priorities. |

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| | wellbeing of staff. | | | | |
| Evaluation | <ul style="list-style-type: none"> • Pupil Council have the senior leadership team in place and the new school council is set up. • Health and Well Being and The Curriculum are now a feature on the Pupil SLT and Council agendas. • New staff well-being initiatives in place: <ul style="list-style-type: none"> o Staff birthday celebrations- time out to celebrate o Staff fitness sessions o Staff going home early when needed o Training taking place within school hours to reduce late nights o Cover staff to be taken off welfare duty in order to have a full lunch break • Senior leaders take into accounts staff work load by ensuring that weekly tasks are timetabled and spread throughout the yearly calendar. This is then sent out on a weekly overview with a Must, Could, Should system to priorities work load. • School leaders have read “Making Data Work” and follow the recommendations to reduce the impact of data, behaviour and pastoral information. • Behaviour overviews and sanctions are completed/ given within the school day. The school has a single behaviour room, manned by the pastoral team, to ensure that staff have a break and the office staff contact parents to inform them of any sanctions given. • Senior leaders are available to support staff with parents if they feel this is needed. All meetings now take place in the meeting room or PPA room at allocated times. • All emails from parents are now forwarded to senior leaders and discussed before replying. Senior leaders may take a lead on particular families if the work load on the teacher is substantial. • Staff timetables have been reviewed with all staff to ensure that they have sufficient break times. • Casual care club is available for free to support staff with children if they are needed to stay later than the end of school. • A health and well being working party has been set up to analyse and improve school procedures. • The marking and feedback policy has been reviewed and updated with all staff to reduce work load and ensure effective feedback. | | | | |