



School Improvement Plan 2021-2022

MISSION STATEMENT

To provide a school environment that pupils, teachers and all stakeholders are able to thrive and achieve their personal best.

Hunsbury Park School's Vision

- To provide a warm, safe and welcoming school
- To encourage all children to express themselves creatively
- To create a well organised and effective learning environment
- To present all children with challenges that will equip them to realise their full potential and achieve future aspirations
- To ensure full coverage of the national curriculum, whilst meeting all pupils needs
- To develop a skilled and highly motivated workforce
- To encourage and promote British Values of mutual respect and tolerance within a multicultural community



Sustain and build on standards of leadership and management

1. To continue to develop the effectiveness, roles and responsibilities of the leadership structure and whole staff (Research link: Successful School Leadership).
2. To establish, implement and review a clear and ambitious vision.
3. To ensure, development and continuously review the effective robust safeguarding processes are in place across school.
4. To further develop the Governor role and impact of the governing body.
5. To develop an effective business plan to secure a strong and stable financial future.

To develop a consistent approach to the quality of teaching and learning

1. Provide opportunities for CPD for teachers and teaching assistants.
2. Ensure effective deployment of adults.
3. Develop stimulating and engaging environments.
4. Work towards consistently high-quality teaching in all classrooms.

Implement a bespoke Hunsbury Park curriculum

1. To implement a curriculum that has been designed specifically for Hunsbury Park to meet the needs of the pupils, particularly developing oracy skills
2. To develop subject leadership
3. To embed experiences and aspirations within the curriculum, providing meaningful enrichment opportunities
4. To use a research-based approach to the implementation and teaching of the curriculum

Sustain and build on standards of data and assessment

1. To create a thorough, consistent approach to summative assessment across the school
2. To develop the effective use of formative assessment to support pupil outcomes
3. To support and develop subject leader's data and assessment monitoring
4. To support, challenge and develop teacher judgements through moderation

To develop a shared responsibility to maintain a positive attitude to learning

1. To promote parent/pupil engagement to maintain a positive attitude to learning.
2. To ensure parity in supporting the robust positive behaviour policy with all stakeholders.
3. To develop and the implement improvements in lunchtime supervision and support.
4. To further develop engagement of key priority groups such as SEND, EAL and PP.

Sustain and build on standards in personal development

1. To continue to develop our inclusive environment and maintain our 'Inclusion Quality Mark Centre of Excellence' achievement.
2. To continue to develop the school as a 'SEND Hub' engaging with local primary schools to deliver CPD training and sharing SEND practice within the community.
3. To ensure all children's individual needs are supported through pupil wellbeing and academic achievement.
4. To fully embed the PSHE curriculum and pupil safety curriculum in the school.
5. To develop a rigorous cycle of core values and SMSC is celebrated across the school consistently.

HUNSBURY PARK PRIMARY SCHOOL

‘Working together to be the best we can be’

Aim



The pursuit of knowledge

A world class experience

The curriculum offer is regularly reviewed to check that children have learned what was intended and iteratively improved to keep it **ambitious**. We ensure a quality of access for all children, including providing **rich experiences** to complement the curriculum and life beyond school. We ensure a broad and extensive curriculum that supports social and emotional development to build character. We celebrate **diversity** and difference through whole community events.

Addressing underachievement

Our practices are **research** informed and developed through effective professional learning. We prioritise **oracy** and literacy, ensuring equality of access to the curriculum for all children. Mastery curriculum is underpinned by a mastery mentality, and we have **high ambition** for all children regardless of SEND or disadvantage.



Doing the right thing

A calm and purposeful environment

We ensure that children experience success so that they are motivated. As an **inclusive school** we ensure every child feels **valued** and all individual needs are met, whether these are SEND, PP or EAL. We ensure all stakeholders including teachers and children develop an awareness for differences and celebrate these. Kindness is the default interaction. All adults have equal authority and consistently lead behaviour in and out of the classrooms. Children take up varied leadership positions. Children have a **sense of pride** in the school environment and personal learning through a whole school **consistent** approach.

The right support, at the right time for families

We maintain a **nurturing environment**. Our practises prioritise **mental health** and social development. We work in partnership with parents and value parent voice. We are a buffer for vulnerable families before early help is available. Whole school community is essential and we develop this to ensure wider community support. We foster **strong community** links and provide a **hub** for vulnerable families.



Leadership and teamwork

A skilled workforce and high performing culture

We provide effective **professional learning** opportunities for all staff to gain expertise in solving any problems that they faced. The conditions of autonomy, mastery and **purpose** are prioritised by leaders through CPD. Staff work hard but only on practices that make a difference. Staff **collaborate** in planning for and providing a world class experience, learning from each other. This is underpinned by an effective appraisal system.

Developing leaders

We provide authentic leadership opportunities through **distributed leadership**. Succession planning ensures that continued focus on **strategic** priorities. We ensure that leaders develop extensive knowledge of common problems and **solutions** through a **bespoke leadership curriculum**. We contribute to system leadership through school-to-school support and use these opportunities to generate income to benefit our children.

Values

Strategic Priorities

Leadership and Management

Objective 1: To continue to develop the effectiveness, roles and responsibilities of the leadership structure and whole staff (Research link: Successful School Leadership).

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Continuously innovate and review lines of accountability for leadership team that develops both personal responsibility and supports coherent and collaborate working towards school vision.	Ongoing – to be reviewed termly and in line with PM	DY	Appraisal SLT meetings School finance Roles and responsibilities	<p>Leaders set high expectations and relationships between leaders, staff and pupils in order to support the progress of pupils in school.</p> <p>By continually reviewing the leadership responsibility, the focus will be to develop and strengthen leadership skills whilst positively impacting the effective management of the school.</p> <p>Roles and responsibilities will be regularly reviewed to ensure the new structure is efficient, provides improved value for money and continues to drive school improvement.</p>
Ongoing CPD opportunities to be available for all staff - to develop skills and leadership strategies.	Ongoing – reviewed / supported by PM	SLT	Appraisal Progress and attainment Monitoring – lesson observation and learning walks	<p>A key focus will be to facilitate targeted CPD in order to upskill the entire school workforce. The training and development opportunities will be encouraged across all staff, whilst ensuring that professional development aligns to personal and school improvement priorities.</p> <p>Through a more strategic approach, training opportunities will be pre planned in order to increase the impact of these on both staff and pupils.</p> <p>A development point on the previous years working will be to establish and demonstrate the impact of CPD (i.e. how did any training opportunities impact ways of working).</p>
Promote and extend culture of ‘Everyone a Leader’ throughout the school which is clearly linked to appraisal.	Termly	SLT	Appraisal Progress and attainment Monitoring – lesson observation and learning walks Subject profile / feedback	<p>All staff have clear expectations and understanding of their roles, responsibilities and areas of leadership, and each other’s; to ensure increased awareness of how each staff member contributes to the whole school working and in turn how this then supports improvement.</p> <p>Staff at all levels are aware of and maintain a high level of professional expectation regarding practice and conduct.</p>

				<p>Learners are supported by appropriately trained and resourced whole school staff to meet growing and changing needs of learners over time.</p> <p>The focus will be for all to staff to have a greater understanding about the impact they have and to be able to respond to clear appraisal objectives through personal responsibility.</p>
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Objective 2: To establish, implement and review a clear and ambitious vision.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
To work collaboratively and strategically with all stakeholders to develop and actively promote a school vision.	Autumn 1 – reviewed termly	SLT	Staff and pupils voice Monitoring – lesson observation and learning walks	<p>Embed a clear, coherent, and meaningful vision that reflects the needs of the school and that is based on core principles and values.</p> <p>Through immersive practice and aligned reinforcement, practical working supports a wider evidence base on how the school vision underpins and drives school improvement.</p>
<p>To deliver and implement school policy that meets statutory guidance.</p> <p>Demonstrate how policy positively impacts on the effective educational experiences of pupils.</p>	As required	DY / SLT	Appraisal Progress and attainment Monitoring – lesson observation and learning walks	<p>All policies are updated and in line with statutory expectations.</p> <p>The implementation of policy that supports the social, emotional, academic, and safeguarding needs of all pupils.</p> <p>Ensure that all stakeholders proactively review policy to support the educational experiences of pupils (supports a greater understanding of expectations).</p> <p>To consistently deliver policy into practice, that will enable pupils to achievement their academic best.</p>
To reinforce a culture that is supportive, challenging and acknowledges the contributions of all in the day to day working of school life.	Daily	Whole staff	Learning environment's Monitoring – lesson observation and learning walks Staff feedback / staff rep	<p>To support a culture that considers and supports the strategic development of the school.</p> <p>Regular reviews of working practices and monitoring will take place, ensuring professional challenge is encouraged and direct support where required.</p> <p>To drive school improvement through an environment that promotes, inclusion, academic achievement, personal efforts, cultural capital, community and wider educational opportunities.</p> <p>A school environment that recognises and provides support for the mental and physical wellbeing of all (reducing staff absence).</p>

Objective 3: To ensure, development and continuously review the effective robust safeguarding processes are in place across school.				
Action	Time Frame	Lead Person	Monitoring	Success Criteria
Ensure attendance monitoring is effective and maintains a significantly high profile in school	Daily, weekly reviews	DY, CR, TN	Attendance via ARBOR Safeguarding notes MYConcern Meeting notes	<p>To ensure that this remains a highly monitored priority; weekly safeguarding meetings and attendance reporting will take place, identifying clear next step actions where appropriate. This will be closely linked to My Concern entries.</p> <p>Persistent absentee rates for specifically identified and targeted children will result in next step actions with a clear objective to reduce rates and draw closer in line with national expectations.</p> <p>Where necessary and appropriate external agencies will be consulted and involved to address any pupils that have ongoing concerns.</p>
All policies and procedures are updated and in line with KCSIE 2021 and updated guidance.	As required	CR, DY, RB	Weekly safeguarding meetings Safeguarding audit Safeguarding governor	<p>There will be a clear presence and ethos in developing an environment in which pupils feel safe and ready to learn, this will come as a result of all staff receiving up to date externally sourced statutory training, regular safeguarding training updates (via DSL and The National College) and access to all updated policies (these will be available via TEAMS and on the school website). School governors will be actively involved in the development and implementation of school policy through regular visits and challenge.</p>
To ensure that there is a priority focus, visual presence, and culture to the importance of safeguarding for all.	Ongoing	CR, DY	MYConcern PSHE lead Safeguarding meetings CiN / CP meetings Parent workshops – parental voice / feedback Pupil voice	<p>Staff will work continuously with pupils to highlight the importance of safeguarding in order to maintain an environment in which pupils feel safe, are able to trust professional relationships and are able receive any necessary support.</p> <p>Pupils are proactively safeguarded by all staff in school</p> <p>Through dedicated school liaison, (Family Support Worker – FSW) increase in the number of parents accessing required support (if required):</p> <ul style="list-style-type: none"> Detailed list of wider agency support links and organisations will be used to support parents in specific areas identified or requested. Implement and deliver Safeguarding workshops to parents/carers to include Online safety, PREVENT, Domestic Violence, CSE, and Substance Abuse <p>As a result, Parents/carers have advanced knowledge and understanding of broader safeguarding issues to protect their</p>

				child and family. Development of working relationships with an increased number of parents and external agencies.
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Objective 4: To further develop the governor role and impact of the governing body.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
To strengthen the strategic leadership capacity of the governing body.	Termly in line with sub committees and FGB	DY, CoG	External review Monitoring against governor's handbook Governor visits Visit feedback	To continuously explore recruitment opportunities to further develop the skill set of the governing body – recruitment will focus on both the local authority and the local community; focussing on key areas that will upskill the governing body. To participate and complete a review of governance, developing an and action plan in response to the outcomes. The highly effective GB will proactively contribute to the strategic direction of the school; whilst continually developing a greater understanding of the operational aspects of HPPS and how rigorous governor challenge supports school improvement.
Ensure that the governing body has the skills and resources to both carry out its statutory functions and support the school leaders in achieving the key priorities for the school.	Termly	CoG, DY	Skills audit, Governor visits Visit feedback and next steps Meeting minutes	Governors will monitor and challenge the progress of SIP more regularly and effectively. Monitoring of school activity through increased presence in school (these informal visits will be more regular and consist of 'check ins' with identified staff). Governors establish professional working relationship with school subject leads, understand what priorities are and how they are to be addressed; able to then monitor implementation and understand where these have been effective/challenge appropriately where they have not Ensure statutory requirements are met through effective clerking.
Increase governor participation in discussion of and interrogation of reports produced by HT/SLT, Subject Leads and external advisors in order to ensure governors are effectively evaluating impact and holding school to account for progress.	Termly	Governing body, SLT and subject leaders	Governor visits Visit feedback and next steps Meeting minutes - clerk	Collectively governors are able to effectively interrogate the data and reports provided. To create a clear timetable of committee meetings that include guidance of required information and outcomes. These will be aligned to governors visits so that any outcomes / next steps are accurately recorded. Increased involvement of school leaders in the reporting to governor's (this will be used as a vehicle to monitor and support subject leads).

Objective 5: To develop an effective business plan to secure a strong and stable financial future.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
To continuously review working patterns to ensure effective and efficient use of staffing.	Daily reviewed formally by AHT to feedback	DY, SBM, AHT	LA audit Benchmarking F&P governor feedback Governor visits	<p>To regularly review current working patterns and staffing to ensure effective and efficient use of staffing (Research link: school bench marking .gov)</p> <p>Review of support staff roles to ensure it effectively meets the operational demands of the school.</p> <p>Review support staff roles to offer career progression opportunities (supported by effective CPD – objective 1).</p> <p>Working with school leaders to understand the changing / emerging needs of staffing (in response to SEND needs – significantly above national) – EHCP applications and HNF.</p>
Continue budget profiling to producing a finance plan to ensure stability, viability and sustainability including a 3-year plan	Termly supported by LA visits	DY, SBM, F&P	3-year finance planning Agreed budgeting Capital spending planning LA audit F&P sub committee	<p>School is financially sustainable long term to ensure high quality education and care for all stakeholders.</p> <p>Financial stability ensures long-term viability of the school offer and staffing establishment.</p> <p>Termly external auditing to be completed to monitor school expenditure – this will be delivered by the LA and overseen by the school governing body.</p>
Explore and develop income generation opportunities to include development of training streams based on demand in collaboration with partners.	Ongoing	SLT	School budget Funding applications – linked to school projects	<p>To work collaboratively with partners to produce an income stream into school through high quality training opportunities.</p> <p>To explore local and national funding streams to support whole school development and educational offer.</p>

Develop a consistent approach towards the quality of teaching and learning

Objective 1: Provide opportunities for CPD for teachers and teaching assistants.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Identify priority areas that would benefit from external training providers, plan in opportunities for training to be delivered to staff.	Termly Differentiation Staff meeting 30.9.21	SLT	Learning walks, lesson observations, appraisal meetings, SLT discussions, training attendance	Subjects will be identified where staff require further training. Training will be provided and staff will attend training to further their understanding in these areas. National College is used regularly and effectively to enhance CPD. Staff skills, knowledge and expertise will increase from attendance to training and teaching quality will improve in lessons. Learners make good progress within lessons.
Use research to improve teaching practice, sharing with staff the theory behind new ideas and support teachers when implementing into classrooms.	Reviewed half termly Research staff meeting 14.10.21	SLT	Attendance to staff meetings, learning walks, lesson observations	Research evidence will be used to improve teacher's practice e.g. use of EEF to underpin practice. Teachers will have a growing understanding of the theory behind pedagogical approaches and will be supported to implement new ideas into the classroom. Day to day teaching will reflect this. Staff meeting time will be used appropriately to share and build on practice weekly.
Provide opportunities for reflective practice, using in-house expertise to upskill staff.	Termly Observations wb 8.11.21 wb 15.11.21 wb 31.1.21 wb 7.2.21 wb 18.4.21 wb 25.4.21	SLT / LN	Learning walks, lesson observations, appraisal meetings, staff meeting attendance	Time to be dedicated for staff to observe good practice in other colleagues, using this to reflect on their own teaching. Videos and materials to be provided for teachers to engage with to enhance their own professional development. Teachers demonstrating expertise in different subject areas or teaching areas will be able to share their knowledge through staff discussions, observations or learning walks.

Objective 2: Ensure effective deployment of adults.

Research Link: EEF Guidance Report – Making Best Use of Teaching Assistants (https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf)

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Provide CPD opportunities for staff to enable an understanding of how best to deploy adults within the classroom in order to reduce variation in children and improve attainment.	Termly	SLT	Attendance to CPD sessions, learning walks, observations, performance management meetings	Teachers and teaching assistants actively engaging in CPD to inform classroom practice. Adults are confident in how their role can impact children’s attainment, engagement and progress. Data shows children’s attainment improves. Learning walks and lesson observations demonstrate that children are supported effectively and are making appropriate progress. Teachers and teaching assistants are reflective and can identify their areas of strength and development.
Use TAs to deliver high-quality one-to-one and small group support using structured interventions. Plan interventions carefully and ensure the impact of interventions is being reviewed regularly	Termly	SLT/Class Teachers	Intervention documents, Edukey reviews, learning walks, data, performance management meetings	Interventions are successful at reducing variation between children and have a positive impact on attainment and progress. Interventions are purposeful and adapted as necessary depending on their effectiveness when reviewed. Teachers and TAs are actively involved in the planning, monitoring and reviewing process.
1:1 learning support assistants to support children effectively, actively engaging in EHCP targets and reviewing impact of work that is taking place.	Termly	SLT/SENDCO	Learning walks, observations, Edukey reviews, EHCP reviews, data, performance management meetings	Interventions/work taking place is successful at enabling children to make continued positive progress. Work is purposeful and adapted as necessary. Regular reviews take place and discussions between LSA and class teacher are frequent, updating on any amendments to learning that need to take place.

Objective 3: Develop stimulating and engaging environments.

Research link: The effect of Classroom Environment of Student Learning. (https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=3380&context=honors_theses)

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Use research and studies to guide effective use of learning environments. Use findings to create spaces that engage and motivate learners.	Termly	SLT	Learning walks, lesson observations, children engagement	Teachers understand what makes classrooms engaging and how to get the best out of children’s learning. Classrooms are set up effectively and are well resourced, tidy and stimulating. Children are engaged in learning and use the environment to

				support them. Both teachers and children are proud of the learning space they have created.
Make use of spare classrooms and indoor communal learning spaces to deliver effective interventions or learning experiences. Classrooms to have appropriate displays and resources to encourage effective learning. Use staff expertise to help teachers reflect on their own environments.	Termly List of responsibilities given September 21	SLT/Phase Leaders	Learning walks, children engagement	Children are engaged in learning. Classrooms being used appropriately and effectively and children actively use the environment to support their learning. Classrooms and communal areas are tidy, organised and prepared for learning.
Cater for individual needs within learning environments where necessary, for example providing visual picture cues, differentiated resources, work stations and tray tasks.	Daily/weekly	SLT/ SENDCO/Including Lead	Learning walks, observations, children engagement	Children are well supported and make good progress. All children feel included and can access the environment. Environments support children to work towards being independent learners.

Objective 4: Work towards consistently high quality teaching in all classrooms –

Research Link: Sutton Trust – Developing Teachers (<https://www.suttontrust.com/wp-content/uploads/2019/12/Developing-Teachers-1.pdf>)

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Teaching promotes high aspirations for all by not limiting learning or ‘capping’ learning.	Daily/weekly	SLT	Learning walks, lesson observations, pupil voice	Children are confident in their own abilities and have a positive growth mindset when learning. Classroom environments are positive with positive language and attitudes observed.
Provide planning templates and expectations for staff in all subject areas. Lessons are well planned, sequenced with clear objectives and end points to enable a progression of learning.	Planning templates provided in September training days Reviewed half termly Book look 12.10.21	SLT/Phase Leaders	Planning reviews, learning walks, performance management, lesson observations, book looks	Teachers planning is effective and lessons are well thought through. Planning includes objectives, differentiation and vocabulary which enables effective teaching. Planning forms part of a sequence of learning and are taken as part of the curriculum. Teachers are confident in lessons they are teaching and learners make good progress.
Plan for differentiation in lessons and create resources that enable all students to access learning. Use adults effectively to support differentiation and progress.	Weekly Book look 12.10.21	SLT	Planning reviews, learning walks, lesson observations, performance management meetings, book reviews	All children are involved and engaged in lessons and have access to the core learning offer. Books demonstrate clear differentiation across abilities. Learning walks and observations show adults are being used effectively to support learning.

Sustain and build on the quality of curriculum and assessment

Objective 1: To implement and develop a curriculum that has been designed specifically for Hunsbury Park to meet the needs of the pupils, particularly developing oracy skills and ensuring coverage and progression.

Closing the Vocabulary Gap – Alex Quigley

Curriculum to Classroom – Lekha Sharma

Action	Time Frame	Lead Person	Monitoring	Success Criteria
<p>Ensure that a broad and balanced curriculum is designed, including progression across the phases and the National Curriculum coverage.</p> <p>Continue to adapt Cornerstones to link to the needs of our children, picking out the knowledge they need to increase their cultural capital and to help develop their knowledge around the key concepts. Fill the gaps in Cornerstones with the necessary coverage to also meet the needs of our children.</p> <p>Teachers will be provided with details of what knowledge must be taught to ensure coverage – overviews.</p>	<p>Long Term Map completed by 13.9.21</p> <p>Spring Overviews completed by 22.10.21</p> <p>Summer Overviews completed by Christmas</p>	<p>FS</p> <p>Subject Leaders</p>	<p>SLT Governors</p>	<p>Teachers will understand what must be taught when and how progression builds across their phase and throughout the school. SLT and teachers will have an overview of what is taught and in what order so that knowledge and skills are built on. The curriculum long term map will demonstrate coverage.</p> <p>Unit overviews completed for Spring by middle of Autumn 2 and for Summer by middle for Spring 2 – identifying key concepts and vocabulary for each lesson.</p>
<p>New planning format to be used to plan a unit of work for History, Geography A&D and D&T.</p> <p>Curriculum Lead to introduce this to teaching staff and then support them in implementing it for the Autumn Term so that plans are complete and in place.</p>	<p>10.9.21</p>	<p>FS</p>	<p>SLT Governors</p>	<p>SLT and subject leaders will be able to look at completed curriculum planning in Whole School Teams allocated folder for Autumn Term 1.</p>
<p>Golden Threads considered in planning and lessons, where they fit. Link to work in assemblies, PSHE lessons etc. – raise the profile of Our Values are our Golden Threads, running through everything we do.</p>	<p>Ongoing monitoring</p> <p>New Values posters and display by 24.9.21</p>	<p>FS CV Subject Leaders</p>	<p>SLT Governors</p>	<p>Teachers will evidence where the Golden Threads fit on their curriculum MTP. Links will be made by teachers in lessons, referring back to previous learning in relation to the Golden Threads. Children will be able to talk about the Golden Threads across subjects and in their lives.</p> <p>Golden Threads/Values display. New Values posters in each class. Value of the term promoted and visible in classrooms. Children will also earn House Points for this.</p>
<p>Key Concepts will be implemented and will run through History, Geography, Art & Design and Design & Technology as key lesson foci. Lessons will be based on</p>	<p>Ongoing</p>	<p>FS Subject Leaders</p>	<p>SLT Governors</p>	<p>Key Concepts will be evident in children's work and children will be able to discuss these when talking about their learning. Key Concepts will be evident in curriculum planning so that teachers</p>

these to build and develop the children's schemas around these ideas. This will also build progression across units, subjects and phases. Teachers knowledge around the key concepts will be developed through staff meeting trainings and subject leader trainings.	Book Scrutinies: 12.10.21	Teachers		are aware of the foci and are discussing the links across units, subjects and phases with the children to help them build on prior knowledge. The Curriculum Lead, Subject Leads and SLT will be able to see evidence of this in lesson visits/learning walks, book looks and planning scrutinies.
Focus on raising aspirations, working from children's starting points – giving them the cultural capital they need to close societal gaps as well as closing knowledge gaps. Build children's self-esteem and self-belief. Raise children's aspiration by introducing the children to appropriate role models with diverse backgrounds, reflecting the diversity of the children in school, as well as their socio-economic backgrounds. Teachers to use these as vehicles to raise children's aspirations.	Ongoing	FS Teachers	SLT Governors	Evident in unit plans where appropriate and in teachers Medium Term Curriculum plans in more detail. Work in books and on display will represent diversity and role models.
Oracy will be developed in all subjects with key vocabulary for each lesson identified on planning and explicitly taught and displayed in the classroom. Teachers will plan to include opportunities to develop children's speaking and communication skills, practising using the vocabulary they have learnt.	Ongoing	FS Teachers	SLT Governors	Vocabulary will be identified on unit overviews and MTPs. It will be evident on displays and in lessons. Children will start to use a wider vocabulary confidently and will use this new language when discussing their learning. This vocabulary will also be evident in books. Children will be able to verbalise and explain their aspirations, drawing on their experiences and the opportunities/role models provided through school (evident in planning). They will be articulate citizens with high aspirations for their futures.

Objective 2: To develop Subject Leadership

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Subject Leaders review intent statement for their subject – link it to the curriculum intent statement and key concepts, making it personalised for Hunsbury Park.	Aut 1	Subject Leaders	FS SLT	Intent statements revised and in place in-line with the new curriculum vision.
Subject Leaders work with Curriculum Lead to complete Curriculum overview for the year, ensuring NC coverage, progression and personalisation.	Long Term Map completed by 13.9.21	Subject Leaders Curriculum Lead	FS SLT	Long Term Curriculum Overview Map for the whole school completed – with a 2-year rolling programme ensuring coverage and progression across the 2 years.
Subject Leaders to complete unit overviews for Spring Term, working alongside Curriculum Lead. Ensure the areas covered fit with the vision for Hunsbury Park and meeting the needs of our children. Identify the NC	Spring Overviews completed by 22.10.21	Subject Leaders Curriculum Lead	FS SLT	Unit overviews completed, showing where Cornerstones is being used and where other sources are being used. NC objectives, key concepts and key vocabulary are all clearly identified for each

objectives, key concepts and vocabulary that will be covered in each lesson.	Summer Overviews completed by Christmas			lesson within units. Lesson content has been specifically chosen to ensure cultural capital for our children, focusing on their needs.
Subject Leaders to develop their knowledge of the subject they lead, understanding the expectations from EYFS up to KS3 so that they are ensuring we are preparing children adequately and appropriately for KS3. They should also understand how the EYFS curriculum is the foundation of the curriculum in KS1 and 2 and ensure (at the planning stage) that it prepares children for KS1 and 2. Ongoing CPD opportunities to be available for staff to develop non-core subject skills. Subject Leaders to also ensure that CPD is disseminated to staff across the school.	Ongoing LA Subject Leader Training 28.9.21 Staff Meeting 30.9.21	Subject Leaders	FS SLT	Subject Leaders have carried out extra reading and research and can therefore talk about how their subject builds and develops from EYFS up to KS3, preparing our children for Secondary School. The curriculum designed also supports this and Subject Leaders can explain this process. Teachers to engage in CPD opportunities, making use of The National College platform and seeking other opportunities to develop skills. SLT provide support and in-house development of leadership skills that teachers can build on. Subject Leaders will disseminate knowledge in appropriate forums (e.g. emails, staff meetings, training sessions).
Subject Leaders to use monitoring (e.g. book scrutinies, planning and learning walks) to identify areas of development and use CPD as a way to support staff to improve the teaching and learning within their subject. They should update and develop their padlets throughout the year to demonstrate a clear picture of their subject.	Ongoing Data Drops: 10.12.21 25.3.21 8.7.21	Subject Leaders	FS and SLT	Use Padlets to show evidence of moderation and development of their subject. Padlets will show the monitoring of their subject each term (books, planning, lessons etc.) and any actions required. Subject Leaders actively look for CPD opportunities for staff where there is an area of need and disseminate knowledge and training based on research to staff in staff meetings. Use observations and lesson visits to share good practice amongst staff. Subject Leaders ensure CPD is budgeted for, timetabled and feasible.
Subject Leaders to manage their subject budget, planning ahead for what will be needed, creating budget requests for the new financial year and ensuring all staff have the resources they need to cover the curriculum.	Ongoing Budget Requests by February 2022	Subject Leaders	FS SLT Bursar	Subject Leaders look at what each year group needs in advance in order to cover the curriculum. Look at where to source the best/most appropriate resources from, whilst coming in under budget. Put in budget request forms and liaise with staff about what needs they have. Subject Leaders to also look ahead and put in a budget request form ahead of the new financial year.

Objective 3: To embed experiences and aspirations within the curriculum, providing meaningful enrichment opportunities

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Plan experiences into the curriculum for each Phase, ensuring learning opportunities that increase their cultural capital, whilst also giving them important life experiences they would otherwise not have access to.	Ongoing	FS	SLT Governors	Curriculum experiences mapped out across the year for each Phase, developing to a 2-year cycle, where appropriate.

Residential for Years 4 and 6 to be continued, teaching them important life and team work skills, as well as giving them valuable experiences and memories.	Year 4 – 25.4.22 Year 6 – 27.6.22	JH	SLT Governors	Children will have developed more confidence and independence and had the opportunity to experience new activities. Gather pupil voice and feedback to evidence the impact of this.
Look at other agencies/companies that we can involve to support the experiences on offer. This could be in the form of providing experiences and/or monetary experiences.	Ongoing	FS	SLT Governors	Curriculum Lead (and other staff) makes contacts where possible and requests are made in the correct channels, such as for bursaries.
Look at experiences that children can have access to in the local community, including the church and country park.	Ongoing	JH FS	SLT Governors	Community experiences offered across the year are mapped out and pupil voice is gathered to monitor impact.
Forest Schools sessions to be offered in 2 week blocks twice across the year to all Phases.	Ongoing	JH	SLT Governors	Forest School timetable mapped across the year, including extra well-being sessions weekly for those children accessing the Learning Hub. Planning completed by JH.
Each Phase to take part in a production over the course of the year to give children performance experiences.	Phase 1 – Dec 21 Phase 2 – Mar 22 Phase 3 – July 22	Phase Leaders	SLT Governors	Productions take place with parents invited to watch. Children are able to demonstrate confidence and articulate their lines clearly and expressively.

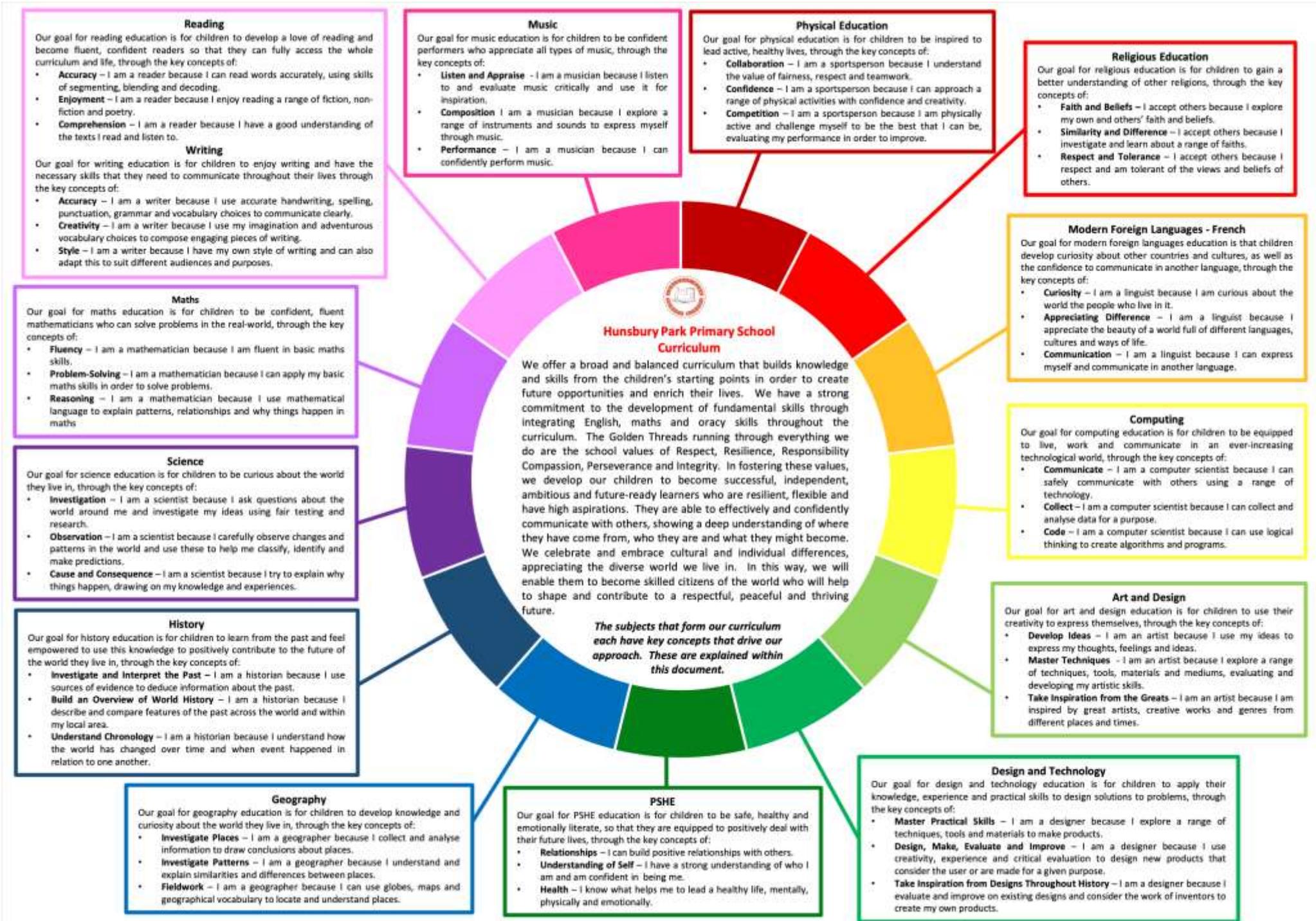
Objective 4: To use a research-based approach to the implementation and teaching of the curriculum

Series of Retrieval Practice Books – Kate Jones

Sticky Teaching and Learning – Caroline Bentley-Davies

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Embed retrieval practise into lessons. Curriculum Lead to continue to lead training and support staff in planning for this.	Ongoing termly	FS	SLT Governors	This will be evident on planning and in lesson visits. When speaking to children, they will be able to retrieve and recall key information, making links between their learning.
Key vocabulary will be planned for and revisited during retrieval practise and subsequent lessons, building on learning in order to build the schema. Curriculum Lead and subject leads to monitor planning for evidence of this.	Ongoing	FS	SLT Governors	This will be evident on planning, on displays and in lesson visits. When speaking to children, they will be able to retrieve and recall key information, making links between their learning, using the key vocabulary they have learnt to explain this. Children's work will also evidence their growing, subject specific vocabulary.
Schema Theory – our children need to learn more to increase their knowledge and cultural capital so without building their schemas, we will not be able to close knowledge or societal gaps. Curriculum Lead to run training around current research around schema theory in order to support staff so that they can understand the	Ongoing – termly training: 14.10.21 2.12.21 10.2.21	FS Subject Leaders	SLT Governors	Through termly research-based training sessions around schema theory and retrieval practice, staff will have a clear understanding of why the research-based approach is important and necessary. They will understand the impact it will have on the children's learning and so they will be onboard and supportive of the process, planning for it appropriately. This will be evident on

reasons behind this approach. Teachers can then use the key concepts in each subject to build the children's schemas around them. Curriculum Lead and Subject Leaders to monitor the planning and teaching of the key concepts.	31.3.21 19.5.21 7.7.21			planning and in lesson visits. When speaking to children, they will be able to retrieve and recall key information, making links between their learning, showing their depth of understanding around the key concepts.
Spacing research – history and geography will be interleaved weekly. A&D and D&T will be taught alternate half terms, but linked where appropriate to the history or geography in order to deepen the children's schema of knowledge around that subject area.	Ongoing	FS	SLT Governors	The correct number of lessons will be planned for to cover the appropriate amount of time, making full use of the time available to teach the key aspects of each unit, with links planned for, where appropriate.



Data and assessment

Objective 1: To create a thorough, consistent approach to summative assessment across the school				
Action	Time Frame	Lead Person	Monitoring	Success Criteria
Create a clear assessment calendar that outlines data and assessment cycles and expectations for all staff. Staff to use the data deadlines to support future planning and address next steps.	Calendar completed Sept 2021. 4 assessment points. Deadlines: Baseline – 24.09.21 DD1 – 10.12.21 DD2 – 25.03.21 DD3 – 08.07.21	JD	Appraisal SLT meetings Data Drop Assessment Week Learning Walks	Leaders outline the key dates for all staff to ensure that data can be analysed effectively. QLA completed and deadlines met to inform future planning. Progress meetings held to ensure there is effective data communication between SLT and staff. Sufficient time has been allocated between assessment weeks to ensure we are tracking children across the year (including the introduction of a baseline). This is a development point on previous year's tracking.
Develop a consistent approach to applying and monitoring summative assessments	Termly – Review this after each data drop that is dated above.	JD	Appraisal Progress and attainment Monitoring – lesson observation and learning walks Data Drop SLT meetings	A key focus will be to have clear 'assessment weeks' where all children access the summative assessments. Clear communication from SLT with staff about which assessments will be completed. A development point on the previous years working will be to create clear assessment boundaries so that staff are supported with their judgements on the children. This will also allow for a greater consistency across the school and make it more prominent where the areas of support are required.
Ensure there is a consistent approach to recording summative assessment data	Termly – Review this after each data drop that is dated above.	JD	Appraisal Progress and attainment Monitoring – lesson observation and learning walks Progress meetings	All staff are responsible for recording their own data, before the outlined data drop deadlines. Staff are supported by the new boundaries and will be required to record both teacher judgements and raw scores onto Insight. The development point will be for all to staff to have a greater understanding about their own data and how this can contribute to both children and whole school outcomes.

Objective 2: To develop the effective use of formative assessment to support pupil outcomes**Research link: Education Endowment Fund: The impact of feedback on student attainment: A systematic review**

Action	Time Frame	Lead Person	Monitoring	Success Criteria
To support staff in the effective use of ongoing formative assessment through CPD, collaborative teaching and effective feedback.	Intervention CPD – Sept 2021 during teacher’s meeting Opportunities for Team Teaching to be developed during Autumn 2.	SLT	Learning Walks and observations Progress meetings SLT meetings Staff CPD	Provide staff with CPD to ensure that children’s misunderstandings and misconceptions are being addressed immediately. Through effective assessment, children will be both supported and challenged to ensure ambitious outcomes. Develop team teach opportunities to support as well as SLT providing prompt, clear feedback from lesson walks and observations. As a development point, assessment within each lesson will be prominent; all staff ensuring that the children have access to the appropriate level of learning for them.
To deliver purposeful interventions that supports children’s learning	Intervention CPD – Sept 2021 during teacher’s meeting Interventions monitored throughout weekly learning walks. Intervention timetables completed by Phase Leads during Sept 2021.	SLT	Learning Walks and observations Progress meetings SLT meetings Staff CPD	To develop the use of “same day intervention” where children’s learning is addressed immediately. Ensure that all staff are aware of interventions and the flexibility that they can provide – all children will have access to interventions depending on the learning that is taking place. As a development point, the use of support staff will be more coherent, providing the children with further opportunities to develop their learning. Staff will then be using this information to inform their planning of future lessons (<i>as discussed in the Inspection Framework</i>).

To develop effective techniques to gauge children's understanding of subject content prior to teaching	Ongoing	SLT	Learning Walks and observations Progress meetings SLT meetings Staff CPD	<p>To support staff in the assessment of prior knowledge and how this can impact future learning and lesson sequences.</p> <p>All lessons should activate prior learning in order for children to retain and strengthen their understanding. Within lessons, staff should be giving children opportunities to embed this knowledge through effective retrieval practice as discussed in the Inspection Framework.</p> <p>To develop school practice further, this should be apparent in all lessons across the school. Children need the opportunity to retrieve in order to retain understanding and better outcomes.</p>
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Objective 3: To support and develop subject leader's data and assessment monitoring				
Action	Time Frame	Lead Person	Monitoring	Success Criteria
Ensure that subject leaders are accurately assessing and moderating their own subjects.	Termly moderation. First session completed Dec 2021.	JD FS	Insight SLT Meetings Progress Meetings Subject Reports	<p>To ensure that staff are trained and have the necessary CPD to consistently assess their own subjects.</p> <p>By creating a termly report, subject leaders will be able to report clearly their own assessments. Each subject has also been provided with assessment grids to ensure that there is consistency with moderation across the school.</p> <p>Subject leaders, as a development point, will be able to access books regularly to moderate their own subjects.</p>
Ensure all subject leaders have a robust approach to monitoring and analysing data. Assessment system for foundation subjects to be adapted to ensure rigorous assessment.	Termly Assessment system updated throughout Autumn Term in time for first moderation.	JD FS	Insight SLT Meetings Progress Meetings Subject Reports	<p>There will be guidance given by the data lead (JD) to ensure that all staff are aware of how to analyse data effectively.</p> <p>Teachers understand how to assess the foundation subjects and can do so accurately on Insight</p> <p>Termly reports will be created and completed by subject leaders to ensure clear identification of levels of support so that outcomes are being raised. The creation of an assessment calendar (see objective 1) will provide the opportunities for staff to monitor consistently across the year.</p>
Ensure all subject leaders are competent and consistent in actioning targets concluding data analysis and assessments	Original actions created by end of Oct 2021.	JD FS	Insight SLT Meetings Progress Meetings Subject Reports	On conclusion of these reports, staff will be supported in how to then action their own targets for their subject leadership.

	<p>Jan 2022 – subject leaders to action further following termly report.</p> <p>Termly reports to follow.</p>			<p>Following on from the data analysis development, subject leaders will have a greater understanding of their own data and therefore be able to provide more directed support to staff.</p> <p>Subject leaders reports to be monitored and staff accountability and responsibility for their own subject increased through performance management.</p> <p>As a development point on last year, still be have the opportunity to support their own subject area in more detail to provide better outcomes for the children.</p>
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Objective 4: To support, challenge and develop teacher judgements through moderation				
Action	Time Frame	Lead Person	Monitoring	Success Criteria
To introduce and develop a moderation calendar.	Calendar created - Sept 2021. First moderation to be completed Dec 2021.	JD FS	SLT Meetings Staff Meetings	<p>To plan and timetable a moderation calendar for the school year.</p> <p>Core subjects (particularly writing) will take focus however there will also be opportunities for foundation subjects to moderate across the school.</p> <p>Regular, clear and purposeful moderation will support all three objectives above. As a development point, teacher judgements need to be more accurate and consistent and this will give the opportunity to both develop staff understanding and also provide the consistency within data.</p>
To ensure that moderation is consistently completed within school for all subjects	Termly in line with moderation calendar.	JD FS SLT	SLT Meetings Staff Meetings Book Looks Moderation meetings	<p>The calendar will organise when moderation can take place formally. This will ensure that this target is met.</p> <p>To achieve consistency, staff will need to be trained and supported by members of SLT/external moderators to ensure they are moderating accurately.</p> <p>Staff will be encouraged to moderate regularly (within phases) to informally ensure consistency when making judgements.</p>
To develop external links for cross-county moderation opportunities	Termly. First cross-curricular moderation to be	SLT	SLT Meetings Staff Meetings Book Looks Moderation meetings	To build relationships with local moderators and schools to ensure that we are making accurate teacher judgements.

	completed in the Autumn Term.		External moderator visits	<p>To provide opportunities for staff to meet with other professionals to moderate their own assessment judgements.</p> <p>Where appropriate, moderators and other professionals will provide challenge to ensure that our staff are maintaining high expectations.</p> <p>Collectively staff and external moderators, supported by the first two actions, will result in competent and consistent assessment.</p>
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Sustain and build on behaviour and attitude

Objective 1: To promote parent/pupil engagement to maintain a positive attitude to learning.

Research link: <https://files.eric.ed.gov/fulltext/EJ1156936.pdf>

Action	Time Frame	Lead Person	Monitoring	Success Criteria
To improve pupil attendance through SEND Hub Partnership workshops.	September 2021 – ongoing Jogo – September 23 rd 2021 Thrive – February 3 rd 2022 Target Autism – May 18 th 2022	CV and KB	SLT Governors	The newly developed SEND Hub partnership will develop close links with other schools in the local area Parents and school staff will engage positively with the provided training and workshops
To reduce lateness having an impact on learning. Support families to be at school on time through offering breakfast club or the use of social stories to develop positive relationships and support for families.	September 2021 – ongoing	CV, DY and CR	SLT Governors	Reminders on Dojo sent out during summer holidays to remind parents of school day timings. Regular meetings between CV, DY and CR to support policy on time keeping, including reporting repeat late attenders to the relevant organisations.
To ensure robust systems are in place to support positive engagement and attendance	September 2021 – ongoing	CV	SLT Governors	Regular meetings between CV and CR to support policy on attendance and time keeping, including reporting repeat poor attendance or late attenders to the relevant organisations School percentage for attendance will improve and for lateness will decrease.

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Objective 2: To ensure parity in supporting the robust Behaviour Policy with all stakeholders.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
To empower staff through a consistent, concise behaviour policy.	Autumn 1 – September 2021	CV	SLT Governors	All staff to continue to follow and implement the coherent whole school behaviour policy and for it to be shared it with the whole school team. Teachers to effectively manage behaviour independently before escalation to school leaders. Recorded behaviours to decrease over the year due to effective management of class teachers.
To effectively monitor and record behaviour which does not adhere to the policy.	Autumn 1 – September 2021	CV	SLT Governors	School staff will continue to follow the whole school strategy when recording behaviours. Behaviour lead to effectively monitor recorded behaviours and provide solutions to any concerning trends. As a whole, behaviour of all the children will improve across the school due to both the positive behaviour model (above) and the consequences for children not adhering to the policy.
To provide CPD opportunities for staff to develop their understanding and knowledge of effective behaviour management. Jogo Behaviour Support managing behaviour course booked.	Autumn 1 – September Nov 2021 for ECT SF	CV	SLT Governors	CPD and training will be identified following behaviour and engagement monitoring. Opportunities available for any staff who want to further their professional development. CPD and training for all to ensure that a consistent approach to behaviour is being followed. To develop the role of Learning Support Assistants throughout the whole school to ensure a consistency of approach.

Objective 3: To develop and then implement improvements in lunchtime supervision and support

Action	Time Frame	Lead Person	Monitoring	Success Criteria
To monitor behaviour at lunchtimes. Link with extra-curricular activities, providing children with opportunities to develop their skills and understanding of different games and how to play them fairly.	Autumn 1 – ongoing	CV	SLT Governors	SENCo to analyse any trends in poor behaviour and enforce strategies within the positive behaviour policy. LSAs to be put onto playground to support good behaviour choices. Positive praise being used to encourage children into following clear guidelines.

To develop the role of the Learning Support Assistants during lunchtime to engage the children in play activities to reduce poor behaviour choices.	Autumn 1 – ongoing Play buddies training booked for January 10 th 2022	CV	SLT Governors	Lunchtime staff feel supported and empowered to deal with issues in a positive way, following the school behaviour policy consistently. Reduction of poor behaviour incidents.
To ensure all children are able to access quality play opportunities at lunch time. Positive interactions between peers and adults. Work with lead LTS to reduce poor behaviour choices being made at lunchtime play. Extra-curricular record kept to ensure children are able to access different opportunities.	Autumn 1 – ongoing	CV	SLT Governors	There will be a reduction in lunch time incidents of poor behaviour choices. Staff will feel supported and happy to manage low level behaviour Children will feel safe and happy on the playground – evidenced through the use of pupil questionnaire.

Sustain and build on standards in personal development

Objective 1: To continue to develop our inclusive environment and maintain our ‘Inclusion Quality Mark Centre of Excellence’ achievement.

(Research Link: COE Case Studies <https://iqmaward.com/>)

Action	Time Frame	Lead Person	Monitoring	Success Criteria
To engage within the IQM COE cluster group to ensure practise is reflected upon and continually developed.	Academic year	Kate Burt – IQM Lead	Termly cluster meetings.	Attendance to all termly IQM COE cluster meetings from a member of the inclusion team. Expectations of practise and training gathered by the attendee to the cluster meetings ensures this is shared with the whole school.
To ensure IQM COE targets are achieved. 1. To continue to support pupil wellbeing across the school. 2. To enhance our provision and support for children with English as an Additional Language. 3. To develop our school offer for children who are pupil premium to ensure a rise in attainment and accelerated progress.	Academic year	Kate Burt – IQM Lead	SLT IQM Assessor (June 2022)	Regular CPD training led by the Inclusion lead on inclusion practise, vision and ethos in the school. 1. Pupil Wellbeing Worry monsters to be used alongside the protective behaviours curriculum to ensure pupils wellbeing is addressed and supported. CPD Training delivered on protective behaviours to ensure whole school staff are confident with the values and principles of protective behaviours. Learning walks to ensure the protective behaviours key principles are addressed throughout the school. 2. EAL provision

				<p>Ensure all EAL children are identified and provision is appropriate for all EAL children to enable them to access the curriculum.</p> <p>Ensure technology and Wigit resources are used to support children within the classroom and with their learning.</p> <p>3. PP provision</p> <p>Ensure all PP children are identified and all teaching staff are aware of how to support these children to accelerate progress.</p> <p>Ensure all PP children are identified and provision is planned through interventions to support their academic attainment.</p> <p>Ensure all PP children experiences are enriched through extra-curricular clubs and opportunities including private music sessions, trips and residential.</p>
To develop and create an inclusion team within the school who work together on the inclusion strategy ensuring inclusion for all.	Spring 2021 – well established team	Kate Burt – Inclusion Lead	SLT Governors IQM Assessor (June 2022)	<p>Inclusion Strategy document.</p> <p>Attendance to all termly IQM COE cluster meetings from a member of the inclusion team.</p> <p>Expectations of practise and training gathered by the attendee to the cluster meetings ensures this is shared with the whole school.</p> <p>CPD Training is sought by all inclusion team members to ensure they become experts in the key areas of inclusion including SEND, PP, EAL and LAC.</p>

Objective 2: To continue to develop the school as a ‘SEND Hub’ engaging with local primary schools to deliver CPD training and sharing SEND practise within the community.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
To ensure the SEND Hub Partnership is successful with primary schools joining the partnership within the local community.	Autumn Term September 2021	KB – Inclusion Lead	DY – HT SLT Governors	<p>Ensure good contact with SENDCo’s and leaders within primary school sin the local community to ensure the SEND Hub Partnership is communicated and publicised.</p> <p>Ensure up to 20 primary schools in the local area join the partnership so experience and skills can be transferable.</p>
To maintain positive working relationships with SEND consultants and school professionals to ensure CPD training and networking is successful and beneficial for all.	Throughout academic year	KB – Inclusion Lead	DY – HT SLT Governors	<p>Ensure good relationships with SEND consultants (Target Autism, Thrive Occupational Therapy and Jogo Behaviour Support) through regular contact by school.</p> <p>Ensure good relationships are maintained by the school with other SENDCo’s in the local area through regular contact and delivering networking groups.</p> <p>Good relationships with professionals will develop a good representation of the school in regards to SEND knowledge and practise which these professionals will communicate with schools across the local area.</p>

				Engagement with SEND professionals will also ensure fantastic CPD opportunities for our own staff and parents and therefore ensure our SEND offer is valuable for all SEND learners. With the correct provision and support for all SEND learners will ensure gaps in SEND children's attainment will close and accelerated progress will be made.
To continue to develop our SEND CPD Training offer to support all school staff and our local community.	Throughout academic year	KB – Inclusion Lead	DY – HT SLT Governors	Inclusion Lead to research training needs in the local community and seek professionals delivering appropriate training. Ensure a high percentage of school staff attend the SEND CPD Training to ensure all pupils individual needs are supported. SEND CPD Training will generate a healthy income which can be used to fund further SEND resources, interventions and support for our SEND children across the school and within the SEND Learning Hub. Delivering SEND training will highlight and advertise our school across the local to other primary schools which will enable engagement and a positive representation of our school. This will also generate new parents and pupils to the school supporting pupil numbers.

Objective 3: To ensure all children's individual needs are supported through pupil wellbeing and academic achievement.

(Research Links: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>, Marc Rowland - Pupil Premium Project 2021-2022 CPD Training, 'Addressing Educational Disadvantage in Schools and Colleges' – Marc Rowland).

Action	Time Frame	Lead Person	Monitoring	Success Criteria
To ensure key vulnerable groups (SEND, PP, EAL, LAC) are identified across the school and can be communicated by all staff confidently.	Autumn Term Sept 2021	Inclusion Lead - KB	DY – HT SLT Governors	Ensure key vulnerable groups can be communicated by all staff across the school through learning walks completed by SLT.
To ensure all children's individual needs are addressed and provision is effective to ensure pupil wellbeing and academic progress is made.	Throughout academic year	Inclusion Lead - KB	Autumn, Spring and Summer assessment DY – HT SLT	Ensure all vulnerable pupils individual needs are met through support, provision and wellbeing and academic intervention. Support staff including teaching assistants and learning mentors are well placed across the school to ensure all pupils are supported and have access to intense intervention. Ensure all support staff have access to CPD Training opportunities to support pupils with individual needs. Ensure leaders for SEND, EAL, PP and LAC have a good awareness of all individual needs across the school to ensure provision is well planned and tracked.
To ensure children with SEND have appropriate outside agency support and provision.	Throughout academic year	SENDCO - CV	DY – HT SLT Governors	SENDCo to ensure all SEND children have outside agency support involved including recommendations and targets to enhance progress. SENDCo to ensure all appropriate provision is in place for SEND pupils.

				All teachers ensure provision is recorded for all SEND children on Edukey provision mapping to ensure provision is reviewed regularly.
To ensure children with PP have access to enriched experiences and opportunities throughout the academic year.	Throughout academic year	Inclusion Lead – KB	DY – HT SLT Governors	PP lead to ensure PP children have access to enriched experiences through a virtual purse to support parents these including swimming, trips, private music lessons and residential. PP lead to ensure PP children have good attendance to extra-curricular clubs to ensure they are enriched with experiences and extended learning time.

Objective 4: To fully embed the PSHE curriculum and pupil safety curriculum in the school.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
To ensure the newly PSHE curriculum is consistently embedded across the school.	Spring 2022	CV – PSHE Lead	DY – HT SLT Governors Safeguarding audit – Autumn 2021	All school staff are confident with the new PSHE Jigsaw scheme. Ensure all new teaching staff have access to the Jigsaw CPD Training. SLT monitor the teaching of PSHE through learning walks and pupil voice. Parent workshop and communication about the SRE curriculum taught to pupils across the school.
To ensure the Protective Behaviours curriculum is embedded across the school to support the wellbeing of all pupils.	Autumn 2021	Inclusion Lead – KB	DY – HT SLT Governors Safeguarding audit – Autumn 2021	Worry monsters to be used alongside the protective behaviours curriculum to ensure pupils wellbeing is addressed and supported. CPD Training delivered on protective behaviours to ensure whole school staff are confident with the values and principles of protective behaviours. Learning walks to ensure the protective behaviours key principles are addressed throughout the school.

Objective 5: To develop a rigorous cycle of core values and SMSC is celebrated across the school consistently.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
To ensure our school core values, British values and SMSC is celebrated across the school consistently in PSHE sessions.	Autumn 1 - 2021	CV – PSHE Lead	DY – HT SLT Governors	SLT to monitor the teaching of PSHE across the school through learning walks. PSHE Lead to monitor teaching of PSHE to ensure core values, British values and SMSC is celebrating and taught well. To ensure school values have a visual presence around the school and are consistent in all learning areas and shared areas.
To create a rigorous assembly timetable where leaders promote core values, British values and SMSC within assemblies led across the school.	Autumn 1 - 2021	CV – PSHE Lead	DY – HT SLT Governors	SLT to work together to create rigorous assembly plan to ensure celebration days are followed throughout the school year. Ensure British values, SMSC and the school core values are shared with the children regularly throughout the school year.

Equality Plan 2021-2022

1. To further develop and embed systems to enable all pupils to make expected (and where possible exceed) progress in line with national expectations.
2. To promote opportunities for Spiritual, Moral, Social and Cultural development across the curriculum with particular reference to equality and diversity.
3. To increase an understanding and awareness of equality and its implications to reduce inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics specified within the Equality act.

Eliminate discrimination, harassment and victimisation

Advance equality of opportunity between different groups

Foster good relations between different groups

Equality Objectives	Actions	Time Frames	Lead Person	Monitoring	Success Measure
1. To embed systems to enable all pupils to make expected (and where possible exceed) progress in line with national expectation.	<p>To embed the use of Insight Tracking in the school to provide a primary source of data.</p> <p>To explore the use of the Boxall Profile in identifying gaps in development, to support target setting in the area of PSHE / RHE.</p> <p>To develop further the Lesson Study approach by involving wider school staff (such as SLT, SENCo) where possible, to enhance the professional dialogue during the process and therefore impacting on the teaching, learning and outcomes for pupils.</p>		SLT & subject leads	Through progress meetings with AHT, reports to SLT and the Governing Body Curriculum Committee.	<p>All pupils will demonstrate progress through Insight Tracking and increase in engagement where appropriate.</p> <p>Teachers practice will continue to develop to support pupils with a range of needs, this will be reflected in their planning and seen through observations, learning walks and Lesson Study.</p>
2. To promote opportunities for Spiritual, Moral, Social and Cultural development across the curriculum with particular reference to equality and diversity.	<p>To review playground environment ensuring equipment and areas meet the needs of all pupils.</p> <p>To develop further communication opportunities to support pupils accessing all school areas at lunchtime.</p>		SLT, class teachers, SENDCo, LSA's, School Council	Through feedback from pupils and staff on favourite areas and playground activities.	All pupils will be able to access resources/equipment according to their ability. Pupils will be observed using key social and communication skills during unstructured times.
3. To maintain a consistently high level of understanding and awareness of equality and its implications to reduce inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics specified within the Equality act.	To roll out – Equality Training online through national college		SLT CPD/Chair of Governors	2021/2022 Governors and all newly appointed staff to complete equality training.	<p>Staff will receive a course certificate and will have increased awareness and understanding around equality.</p> <p>All Governors and newly appointed staff to receive a course certificate and will have increased awareness and understanding around equality.</p> <p>Training will be encouraged to be disseminated across phase teams.</p>

Hunsbury Park Primary School
Continuous Professional Development 2021-2022
Leadership and Management

Teacher Professional Development

NPQH
NPQSL
NPQ
TfW
TfR
SoundsWrite
Safeguarding
Local authority subject leadership

Support staff Professional Development

DSL
Health and safety
Appraisal training
Safeguarding
Protective behaviours