

Hunsbury Park Primary School School Improvement Plan 2022 – 2023

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

By:

- providing a warm, safe and welcoming school
- encouraging all children to express themselves creatively
- creating a well organised and effective learning environment
- presenting all children with challenges that will equip them to realise their full potential and achieve future aspirations
- ensuring full coverage of the national curriculum, whilst meeting all pupils needs
- developing a skilled and highly motivated workforce
- promoting British Values of mutual respect and tolerance within a multicultural community



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

Reading

Our goal for reading education is for children to develop a love of reading and become fluent, confident readers so that they can fully access the whole curriculum and life, through the key concepts of:

- **Accuracy** – I am a reader because I can read words accurately, using skills of segmenting, blending and decoding.
- **Enjoyment** – I am a reader because I enjoy reading a range of fiction, non-fiction and poetry.
- **Comprehension** – I am a reader because I have a good understanding of the texts I read and listen to.

Writing

Our goal for writing education is for children to enjoy writing and have the necessary skills that they need to communicate throughout their lives through the key concepts of:

- **Accuracy** – I am a writer because I use accurate handwriting, spelling, punctuation, grammar and vocabulary choices to communicate clearly.
- **Creativity** – I am a writer because I use my imagination and adventurous vocabulary choices to compose engaging pieces of writing.
- **Style** – I am a writer because I have my own style of writing and can also adapt this to suit different audiences and purposes.

Music

Our goal for music education is for children to be confident performers who appreciate all types of music, through the key concepts of:

- **Listen and Appraise** – I am a musician because I listen to and evaluate music critically and use it for inspiration.
- **Composition** – I am a musician because I explore a range of instruments and sounds to express myself through music.
- **Performance** – I am a musician because I can confidently perform music.

Physical Education

Our goal for physical education is for children to be inspired to lead active, healthy lives, through the key concepts of:

- **Collaboration** – I am a sports person because I understand the value of fairness, respect and teamwork.
- **Confidence** – I am a sports person because I can approach a range of physical activities with confidence and creativity.
- **Competition** – I am a sports person because I am physically active and challenge myself to be the best that I can be, evaluating my performance in order to improve.

Religious Education

Our goal for religious education is for children to gain a better understanding of other religions, through the key concepts of:

- **Faith and Beliefs** – I accept others because I explore my own and others' faith and beliefs.
- **Similarity and Difference** – I accept others because I investigate and learn about a range of faiths.
- **Respect and Tolerance** – I accept others because I respect and am tolerant of the views and beliefs of others.

Maths

Our goal for maths education is for children to be confident, fluent mathematicians who can solve problems in the real-world, through the key concepts of:

- **Fluency** – I am a mathematician because I am fluent in basic maths skills.
- **Problem-Solving** – I am a mathematician because I can apply my basic maths skills in order to solve problems.
- **Reasoning** – I am a mathematician because I use mathematical language to explain patterns, relationships and why things happen in maths.

Science

Our goal for science education is for children to be curious about the world they live in, through the key concepts of:

- **Investigation** – I am a scientist because I ask questions about the world around me and investigate my ideas using fair testing and research.
- **Observation** – I am a scientist because I carefully observe changes and patterns in the world and use these to help me classify, identify and make predictions.
- **Cause and Consequence** – I am a scientist because I try to explain why things happen, drawing on my knowledge and experiences.

History

Our goal for history education is for children to learn from the past and feel empowered to use this knowledge to positively contribute to the future of the world they live in, through the key concepts of:

- **Investigate and Interpret the Past** – I am a historian because I use sources of evidence to deduce information about the past.
- **Build an Overview of World History** – I am a historian because I describe and compare features of the past across the world and within my local area.
- **Understand Chronology** – I am a historian because I understand how the world has changed over time and when events happened in relation to one another.

Geography

Our goal for geography education is for children to develop knowledge and curiosity about the world they live in, through the key concepts of:

- **Investigate Places** – I am a geographer because I collect and analyse information to draw conclusions about places.
- **Investigate Patterns** – I am a geographer because I understand and explain similarities and differences between places.
- **Fieldwork** – I am a geographer because I can use globes, maps and geographical vocabulary to locate and understand places.

PSHE

Our goal for PSHE education is for children to be safe, healthy and emotionally literate, so that they are equipped to positively deal with their future lives, through the key concepts of:

- **Relationships** – I can build positive relationships with others.
- **Understanding of Self** – I have a strong understanding of who I am and am confident in being me.
- **Health** – I know what helps me to lead a healthy life, mentally, physically and emotionally.

Design and Technology

Our goal for design and technology education is for children to apply their knowledge, experience and practical skills to design solutions to problems, through the key concepts of:

- **Master Practical Skills** – I am a designer because I explore a range of techniques, tools and materials to make products.
- **Design, Make, Evaluate and Improve** – I am a designer because I use creativity, experience and critical evaluation to design new products that consider the user or are made for a given purpose.
- **Take Inspiration from Designs Throughout History** – I am a designer because I evaluate and improve on existing designs and consider the work of inventors to create my own products.

Modern Foreign Languages - French

Our goal for modern foreign languages education is that children develop curiosity about other countries and cultures, as well as the confidence to communicate in another language, through the key concepts of:

- **Curiosity** – I am a linguist because I am curious about the world the people who live in it.
- **Appreciating Difference** – I am a linguist because I appreciate the beauty of a world full of different languages, cultures and ways of life.
- **Communication** – I am a linguist because I can express myself and communicate in another language.

Computing

Our goal for computing education is for children to be equipped to live, work and communicate in an ever-increasing technological world, through the key concepts of:

- **Communicate** – I am a computer scientist because I can safely communicate with others using a range of technology.
- **Collect** – I am a computer scientist because I can collect and analyse data for a purpose.
- **Code** – I am a computer scientist because I can use logical thinking to create algorithms and programs.

Art and Design

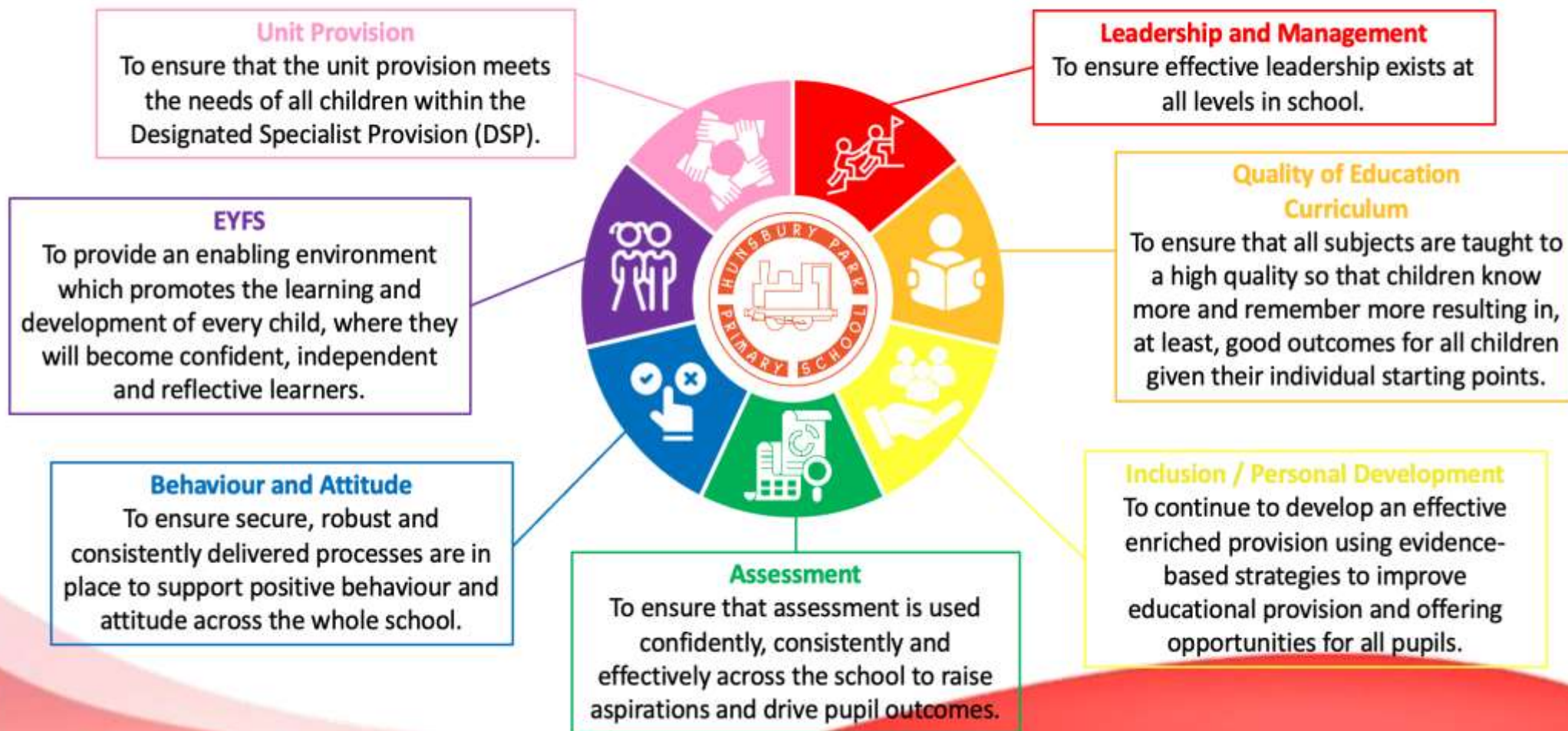
Our goal for art and design education is for children to use their creativity to express themselves, through the key concepts of:

- **Develop Ideas** – I am an artist because I use my ideas to express my thoughts, feelings and ideas.
- **Master Techniques** – I am an artist because I explore a range of techniques, tools, materials and mediums, evaluating and developing my artistic skills.
- **Take Inspiration from the Greats** – I am an artist because I am inspired by great artists, creative works and genres from different places and times.



Hunsbury Park Primary School Strategic Improvement Plan

Overview of Key Strategic Priorities







Strategic Improvement Plan: September 2022 - July 2023



Overview of Key Strategic Priorities


Key Priority 1: DY	Leadership & Management	To ensure effective leadership exists at all levels in school.
Key Priority 2: FS	Curriculum (Quality of Education)	To ensure that all subjects are taught to a high quality so that children know more and remember more resulting in, at least, good outcomes for all children given their individual starting points.
Key Priority 3: KB	Inclusion / Personal Development	To continue to develop an effective enriched provision using evidence-based strategies to improve educational provision and offering opportunities for all pupils.
Key Priority 4: JD	Assessment	To ensure that assessment is used confidently, consistently and effectively across the school to raise aspirations and drive pupil outcomes.
Key Priority 5: CV	Behaviour & Attitude	To ensure secure, robust and consistently delivered processes are in place to support positive behaviour and attitude across the whole school.
Key Priority 6: AP	EYFS	To provide an enabling environment which promotes the learning and development of every child, where they will become confident, independent and reflective learners.
Key Priority 7: HI	Unit Provision	To ensure that the unit provision meets the needs of all children within the Designated Specialist Provision (DSP.)

Key Strategic Priorities and Objectives

<p>Key Priority 1:</p> <p>LEADERSHIP AND MANAGEMENT</p> <p><i>To ensure effective leadership exists at all levels in school.</i></p> 	<p>Objective 1.1 Develop subject leaders.</p> <p>To ensure that all subject leads are highly competent in all elements of their role and able to impact on the learning and teaching of their subject across the school.</p>	<p>Objective 1.2 Increase the capacity within the Senior Leadership Team.</p> <p>to ensure that the SLT operates in a strategic, visionary capacity and has a significant impact on the outcomes and whole school culture created.</p>	<p>Objective 1.3 Explore and evaluate ways of working to reduce workload and improve wellbeing of all staff.</p> <p>So that staff feel happy and that they have the capacity to complete their roles effectively.</p>	<p>Objective 1.4 School governance</p> <p>To support the strengthen the strategic leadership capacity of the governing body, ensuring it completes its statutory functions and supports / challenges school leaders in achieving school vision and key priorities for the school.</p>
<p>Key Priority 2:</p> <p>QUALITY OF EDUCATION</p> <p><i>To ensure that all subjects are taught to a high quality so that children know more and remember more resulting in, at least, good outcomes for all children given their individual starting points.</i></p> 	<p>Objective 2.1 Clear, concise overviews</p> <p>To ensure that overviews for Cycle B are developed further and improved to ensure they are consistent with Cycle A and that all overviews reflect the key priorities of the curriculum (e.g. key concepts, lenses and vocabulary).</p>	<p>Objective 2.2 Quality of teaching and children's work</p> <p>To ensure that teachers are providing high quality learning opportunities that enable children to subsequently produce high quality work of appropriate quantity, matched to their learning needs – scaffolding and challenging as appropriate.</p>	<p>Objective 2.3 Experiences enhance the curriculum offer</p> <p>To ensure that valuable learning and curriculum experiences are planned into both cycles to enhance the curriculum offer next year.</p>	<p>Objective 2.4 Embed research-led approaches</p> <p>To ensure that vocabulary, key concepts, lenses and retrieval practice continue to be embedded and further developed to achieve clear understanding across staff and pupils, as well as consistency across the school.</p>

<p>Key Priority 3: INCLUSION / PERSONAL DEVELOPMENT</p> <p><i>To continue to develop an effective enriched provision using evidence-based strategies to improve educational provision and offering opportunities for all pupils.</i></p> 	<p>Objective 1.1 Promote inclusive environment</p> <p>To continue to promote our inclusive environment and equality of opportunity so that all pupils can thrive together.</p>	<p>Objective 1.2 Provide opportunities to raise ambitions and aspirations</p> <p>To provide an effective careers programme to encourage pupils to aspire, make good choices and understand what they need to do to succeed in their future.</p>	<p>Objective 1.3 Developing active citizens</p> <p>To develop our young children as active citizens who are able to become actively involved in public life as adults in modern Britain.</p>	<p>Objective 1.4 Pupil Wellbeing</p> <p>To enable pupils to confidently recognise their own wellbeing in order to keep themselves mentally healthy.</p>
<p>Key Priority 4: ASSESSMENT</p> 	<p>Objective 4.1 Formative Assessment</p> <p>To effectively use formative assessment strategies in order to strengthen teaching and learning and ultimately raise attainment in summative assessments.</p>	<p>Objective 4.2 Assessment of Phonics</p> <p>To ensure that the monitoring and assessment in both Early Years and KS1 is robust, consistent and systematic in order to raise pupil outcomes.</p>	<p>Objective 4.3 Foundation Subject Assessment</p> <p>To further enhance foundation subject assessment, in line with our new school curriculum, to effectively monitor progress and attainment.</p>	<p>Objective 4.4 Summative Assessment</p> <p>To effectively use, review and monitor summative assessment to ensure that pupil misconceptions and misunderstandings are being addressed, supporting aspirational outcomes.</p>

<p>Key Priority 5:</p> <p>BEHAVIOUR AND ATTITUDE</p> <p><i>To ensure secure, robust and consistently delivered processes are in place to support positive behaviour and attitude across the whole school.</i></p> 	<p>Objective 5.1</p> <p>Behaviour Procedures followed</p> <p>To ensure all staff consistently and accurately implement the recording processes for all behaviour incidents.</p>	<p>Objective 5.2</p> <p>Develop working practices for support staff</p> <p>To further develop working practices for all support staff including lunchtime supervisors; this is to ensure that all behaviour management is consistently delivered by all staff throughout the school day.</p>	<p>Objective 5.3</p> <p>Promote attendance</p> <p>To actively encourage and promote robust procedures to ensure good attendance is a school expectation for all families.</p>	<p>Objective 5.4</p> <p>Pupil engagement</p> <p>To continue to monitor and review the impact of reward systems; where necessary adapting whole school or individual practices to ensure that all pupils are actively recognised and engaged.</p>
<p>Key Priority 6:</p> <p>EARLY YEARS FOUNDATION STAGE</p> <p><i>To provide an enabling environment which promotes the learning and development of every child, where they will become confident, independent and reflective learners.</i></p> 	<p>Objective 6.1</p> <p>Develop early reading and writing.</p> <p>To ensure we are teaching early phonics through rigorous and consistent teaching including high quality reading and writing opportunities in the continuous provision.</p>	<p>Objective 6.2</p> <p>Improve early language development and vocabulary.</p> <p>To ensure children are exposed to a language rich learning environment through a well-planned curriculum. High quality texts and book talk sessions will support their vocabulary. Teachers will be expected to spend more time with the children providing high quality interactions with less focus on recording evidence.</p>	<p>Objective 6.3</p> <p>Develop the EYFS curriculum.</p> <p>Develop the curriculum to ensure there is clear progression of skills and supports the foundations of learning linked to the National Curriculum.</p>	<p>Objective 6.4</p> <p>Improve learning behaviours.</p> <p>To support the children to show positive learning behaviours which will enable them to develop a good attitude towards learning.</p>

<p>Key Priority 7:</p> <p>DSP UNIT PROVISION</p> <p><i>To ensure that the unit provision meets the needs of all children within the Designated Specialist Provision (DSP.)</i></p> 	<p>Objective 7.1 Develop unit curriculum</p> <p>To ensure the bespoke curriculum meets the needs of all pupils through a personalised, meaningful and relevant approach.</p>	<p>Objective 7.2 Assessment</p> <p>Pupils to make consistent progress across the academic year, in all areas of their learning; with staff able to effectively evidence progress through a purposeful assessment system.</p>	<p>Objective 7.3 CPD offer</p> <p>To implement and deliver a strategic programme of CPD for all staff within the provision, enabling them to effectively support and meet the needs of all pupils.</p>	<p>Objective 7.4 Inclusion</p> <p>To fully immerse the unit within the wider context of Hunsbury Park Primary School, including all stakeholders.</p>
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