

Heath Academy Trust



St Ives Primary and Nursery School



Main Priorities for 2022-23

1. To raise standards, attainment and progress in writing through exposure to high quality texts that support children in producing purposeful and contextually appropriate writing across the school and EYFS.
2. To further promote a love of learning and enjoyment of the arts and culture through a range of opportunities firmly embedded within the curriculum.
3. To provide children and the school community with the skills and opportunities to be mentally healthy.

‘Inspiring bright futures and minds’



St Ives Primary and Nursery School

Main priorities for 2023-2024

- 1. To further promote a culture of reading for pleasure through a range of opportunities firmly embedded within school practise.**
- 2. To further promote a love of learning and enjoyment of the arts and culture through a range of opportunities firmly embedded within the curriculum.**
- 3. To provide children and the school community with the skills and opportunities to be mentally healthy**

'Inspiring bright futures and minds'

<p>To further promote a culture of reading for pleasure through a range of opportunities firmly embedded within school practise.</p>	<p>Strategic lead: Robyn Mackenzie</p>	<p>Rights Respecting Article 28: All children have a right to an education Article 19: Ensure all children are safe and protected from harm</p>	
<p>Outcomes: What success will look like for children</p> <ul style="list-style-type: none"> • Increased % of children working above ARE in reading • All children to make at least expected progress • Children will have a greater knowledge of books and authors. • Book club will be delivered as an opportunity to discuss books in an informal way 			
<p>Target</p>	<p>Actions</p>	<p>Monitoring & Evaluation</p>	<p>Funding</p>
<p>1.To develop a reading for pleasure pedagogy encompassing:</p> <ul style="list-style-type: none"> • social reading environment • reading aloud • informal book talk, inside-text talk and recommendations • independent reading time 	<p>1.1 Review our book corner spaces in light of new reading framework- staff training guidance given. Children empowered to keep the space tidy. Reading ambassadors support teachers in rotating books to keep stock fresh.</p> <p>1.2 Book corners to have forward facing books. Have books organised by author all labelled up. Have a range of books on offer based on the class story author.</p> <p>1.3 Timetabled time for children to interact with their social reading environment (during Book Club)</p> <p>1.4 Budget used to update books in social reading spaces.</p> <p>1.5 Class reading time at least 4 times a week for 20 minutes – modelled by class teacher.</p> <p>1.6 Think where reading aloud takes place- go somewhere different to freshen things up. Take it outside/ seat on the grass/ go to the reading hut/ around the fire pit.</p> <p>1.7 Regular independent reading time- this is where they choose what they want to read. Ensure time to talk is built in. This to be done in “book club” time.</p> <p>1.8 “Book club” timetabled once a week for 30 minutes which promotes informal book talk, and is an occasion for browsing, exploring and discussing books. Pupil make recommendations to each other.</p> <p>1.9 Staff training offered on good “book talk” sessions.</p> <p>1.10</p>	<p>Children’s surveys of the success of book club and suggestions for it.</p> <p>RM and reading ambassadors to go round monthly and support staff in rotating books round.</p> <p>Learning walks on a Friday afternoon from RM to see book talk in place.</p> <p>Staff meeting chats of successes and ideas to share for other members of staff.</p>	<p>£1000 subject leader time</p> <p>£1000 on books for class libraries</p>
<p>2.To be reading teachers with a growing knowledge of children’s literature and texts.</p>	<p>2.1 Share staff current reading texts- display these.</p> <p>2.2 Teacher’s book shelf where the children can borrow books they’ve been reading.</p> <p>2.3 Use blogs/awards book lists to help make recommendations</p> <p>2.4 Use the “reader teacher” website section of “if you like this author, try these” to help make suggestions to children.</p> <p>2.5 Make bespoke recommendations to children of books that they may like.</p> <p>2.6 An agreement that teachers will read their book during independent book talk time- important for children to see us as readers too.</p>	<p>Update and review displays</p> <p>Ensure teachers have on their classroom doors a copy of their current book title they’re reading – RM to oversee.</p> <p>Parent surveys of impact of newsletter</p>	<p>RM subject leader time</p>

3.To grow our knowledge of children’s reading practices	<p>3.1 Find out what your children read by offering surveys</p> <p>3.2 Reading conferences: Hold reading /writing conferences with groups of children to discuss the texts they are currently enjoying reading/writing, both at school and at home and to share their pleasure in these texts.</p>	<p>Children’s surveys about their practice start and end of year.</p> <p>RM monitor book club sessions</p> <p>Discussions with children around the school</p>	RM subject leader time
4. To develop reciprocal and interactive reading communities.	<p>4.1 Children to make recommendations of books and these are put onto the newsletter monthly. Children particularly vocal about a book during Book Club time to do a write up of their recommendation for the reading newsletter.</p> <p>4.2 Top texts each month shared with parents from awards and blogs.</p> <p>4.3 Parents in half termly/termly to read with children.</p> <p>4.3 Local library visits</p> <p>4.4 Staff recommendations of books with each other.</p> <p>4.5 Fundraising opportunities carried out to use the money to buy new books and keep class mini libraries freshly stocked.</p>	Learning walks / monitoring of social spaces	RM subject leader time
5. To implement the Power of Reading Scheme: a book centred approach to teaching reading and writing to promote reading for pleasure.	<p>5.1 Teachers in Y3-6 come off RWI programme and use PoR now instead.</p> <p>5.2 RM to formulate a curriculum overview from Y3-6</p> <p>5.3 Ensure curriculum coverage across KS2 is mapped out and clear. Staff instructed to alter the planned units assigned to ensure full coverage across KS2 and to amend curriculum map accordingly.</p> <p>5.4 Teachers read the books and read the planning explicitly. Teachers to amend planning to ensure writing is a priority within lessons if the lesson plan doesn’t cater for it.</p> <p>5.5 Follow the planning systematically and faithfully</p> <p>5.6 Create learning wall and add to it throughout the process in accordance with the planning.</p> <p>5.7 Embed targets offered through training and RM review these in practise.</p>	<p>Long term map shared with staff</p> <p>RM and LCarr to attend online training across 23/24. Feed back to the school the developments and implementations.</p> <p>Lesson observations and drop ins</p> <p>Whole school to share book looks and monitor progress</p>	<p>RM subject leader time</p> <p>RM/LCarr cover time for courses throughout the year</p>

To further promote a love of learning of the arts and cultural education through a range of opportunities firmly embedded within the curriculum	Strategic lead: Louise Hammond	Rights Respecting Article 28: All children have a right to an education Article 19: Ensure all children are safe and protected from harm
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Outcomes: What success will look like for children

- Successfully complete Arts Mark Gold Award
- 100% of children to participate in a performing arts/musical performance throughout the school year
- Continue to increase engagement in DA and SEND children
- Opportunities to perform outside the school to wider audiences
- Children will have a greater understanding of how the Arts and Cultural Education increases opportunities for them

Target	Actions	Monitoring & Evaluation	Funding
1. Successfully complete Arts Mark Gold Award	1.1 Subject leader to research specific criteria for the Arts Mark gold award 1.2 LH to plan effectively for Artsmark Gold award through mapping whole school access to the arts 1.3 Attend LGC meeting to share progress towards Arts Mark	LGC monitor progress towards Arts Mark though feedback at LGC meetings Gain feedback from parents regarding the arts and cultural education SL to evaluate progress towards award	£1000 SL time £1000
2. Maintain high quality arts and cultural education	2.1 Deepen staff knowledge and confidence in delivering art and cultural education 2.2 Developing further musical opportunities within school and further afield 2.3 Embed and enhance opportunities throughout the school through productions/musical/dance/arts 2.4 Complete a pupil voice questionnaire: what do children want to achieve from art and cultural education 2.5 LGC and staff to complete Arts and Cultural Education module	LGC monitor how arts and cultural education can be used for school improvement Greater contribution to the curriculum and school improvement Impact on outcomes Feedback outcomes from pupil questionnaire	£500 productions/m usical/art performance
3. To further enhance provision and resources for the arts	3.1 Specific focus on the use of technical vocabulary 3.2 Develop children's knowledge of artists 3.3 LH to ensure the Arts are being followed sequentially and consistently through learning walks and lesson observations	Feedback to staff outcomes of questionnaire Evaluate children's knowledge of the artists through quizzes/knowledge organisers	
4. Promoting arts and cultural education within the school community and beyond	4.1 Links with artists/designers to further embed art and cultural education in school 4.2 Further deepen understanding that arts and cultural education links to skills for life and employment through discussions with children 4.3 Enhanced opportunities to increase parental engagement: art workshops/performance/assemblies/dance 4.4 Questionnaire to parents to ascertain what they would like for their child from the arts and cultural education 4.5 Creativity and independent outcomes firmly embedded in planning 4.6 Deepen understanding of how the arts and cultural education contribute to the health and wellbeing with children 4.7 Continue to offer opportunities to showcase children's work to a variety of audiences within the school and community	SL to feedback to LGC opportunities and impact of these LGC to monitor art though learning walk/digital art gallery SL feedback the analysis of questionnaire regarding the health and wellbeing of pupils	Visiting artists £500

	4.8 Develop links with outside agencies: BSO/Lighthouse/Rotary Photography competition		
5. Sustain the rich and diverse music vision throughout the school and further enhance opportunities	<p>5.1 Increase music tuition take up across KS2 and aspiration of outcome/grades/</p> <p>5.2 Encourage take up of local music opportunities throughout Dorset/Hampshire Questionnaire to children and parents regarding what musical instrument they would like to learn</p> <p>5.3 Further embed school choir/Samba band to perform at events and perform to audiences within the school and community</p> <p>5.4 Increase DA and SEND engagement through pre teaching the opportunities</p> <p>5.5 Further develop the role of Music Ambassadors within Y6: opportunities to lead singing/warm ups for younger children</p> <p>5.6 Increase opportunities to perform to audiences within different settings</p> <p>5.7 Enable visiting musicians/BSO/theatre groups to visit school</p>	<p>Feedback impact of music tuition to LGC LGC and SLT to evaluate impact of ambassadors</p> <p>Increase engagement for DA and SEND pupils</p> <p>Feedback from questionnaire</p>	Instrumental £1000
6. To further embed Dance and performing arts opportunities both within the school and community for children to showcase their performing art skills	<p>6.1 Engage in local opportunities for children to showcase their dance skills within school and beyond 'the great big dance off' event</p> <p>6.2 School to take part in the great dance off national event and local dance events/class assemblies and school events</p> <p>6.3 All children to have the opportunity to perform a dance to an audience</p> <p>6.4 Developing dance skills through further enhancing the teaching and learning</p> <p>6.5 Developing local networks through links with Wave Cultural Hub</p>	<p>Feedback outcome of Dance event</p> <p>Greater level of engagement from all pupils SLT and LGC to evaluate the impact of wider opportunities</p> <p>Feedback from parents and staff</p> <p>Increased take up of performing arts inside and outside school</p>	£1000
7. To further embed Arts and Cultural opportunism within the Early Years	<p>7.1 Develop opportunities for EYFS within the arts and cultural education</p> <p>7.2 Create opportunities for outside agencies to come in to school to provide music and movement sessions for children and CPD for staff</p> <p>7.3 Improve teaching opportunities in nursery to teach art skills eg drawing, using tools, collage, weaving</p> <p>7.4 Increase parental involvement by sharing songs, skills that are being taught via the curriculum newsletter, twitter, end of term learnings eg songs learnt</p> <p>7.5 Enhance vocabulary when teaching new skills</p>	<p>SLs to monitor EYFS teaching and learning through discussion with staff, review of planning and 'drop ins'</p> <p>Feedback from parents and children</p>	£500

'Inspiring bright futures and minds'

To provide children with the skills and opportunities to be mentally healthy	Strategic Lead: Laura Crossley	Rights Respecting Article 28: All children have a right to an education Article 19: Ensure all children are safe and protected from harm
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Outcomes: What success will look like for children

- All children will feel safe in school and behave well
- PSHE will be taught explicitly
- Children and staff will be more aware of mental health and how to manage it and seek support.
- Children will enjoy coming to school
- Children will understand how their brains work and the impact this has on their regulation of emotions
- All leaders will support and develop staff welfare
- Wellbeing culture is clear to all members of the school community

Target	Actions	Monitoring & Evaluation	Funding
1.To ensure mental wellbeing is explicitly taught in school and staff feel confident teaching it	1.1 Implementation of My Happy Mind programme for: - Children - Staff - Parents 1.2 Staff to complete online My Happy Mind CPD on each module 1.3 Provide training on My Happy Mind for all staff and introduction for parents 1.4 My Happy Mind displays to embed key messages and showcase work being done 1.4 Staff to celebrate and share good practice with colleagues	Feedback from children and staff Questionnaire Information sharing for parents	£2750 My Happy Mind
2.Support children and parents in maintaining wellbeing	2.1 My Happy Mind assemblies to start each new module 2.2 Anti-bullying week/Online safety week celebrated 2.3 Engage parents in My Happy Mind through Relaunching the programme 2.4 Children to become My Happy Mind Ambassadors to support each other 2.5 Happiness Heroes programme to be run through school 2.6 Celebrate key dates throughout the year to raise the awareness of mental health 2.7 Provide a counselling and wellbeing service to children as required 2.8 Wellbeing programme Milo and Hamish to be used throughout the school	Feedback to LSC and SISA through meeting/newsletter Planning to show key dates and how these are celebrated Feedback from counselling and wellbeing sessions Questionnaire for children completing the Milo and Hamish programme	£500
3.Staff to be healthy and manage a reasonable work life balance	3.1 Develop a staff wellbeing policy and practice and SLT to model this. 3.2 Deliver a wellbeing programme for staff over the year to celebrate mental health and wellbeing 3.3 Ensure staff know where they can go if they are struggling with their mental health 3.4 Senior leaders to complete Mental Health leader training 3.5 Mental Health First Aid training to be offered to staff	Staff questionnaire and feedback Staff to complete wellbeing survey to provide feedback Mental Wellbeing focus group Input from all staff	£1000

	3.6 Introduction of Mental Health Champions throughout the school	Training disseminated through SL to staff from training	
4.To complete a self-review of SMSC throughout the school	<p>4.1 Completion of SMSC self-review audit and verification process</p> <p>4.2 Develop a strategic plan of SMSC improvement</p> <p>4.3 Complete regular termly audit of children's attitudes and experiences to identify ind/whole school development needs</p> <p>4.4 Include a whole school SMSC focus when planning</p> <p>4.5 Complete SMSC questionnaires for children</p> <p>4.6 Devise ways of engaging with parents/local community eg read with children/maths/coffee morning etc</p> <p>4.7 Plan regular interaction with external visitors to develop careers and enterprise education</p> <p>4.8 Subject leaders to support ambassadors develop their role to planning and running activities across the school.</p> <p>4.9 Displays throughout the school to encompass SMSC and diversity</p>	<p>All staff to take part and feedback on their role</p> <p>Planning to show SMSC focus</p> <p>Feedback and ideas from staff/LSC</p>	
5. To give children the skills and knowledge to effectively report, seek help and feel safe online.	<p>5.1 Understand current pupil views and challenges through surveying and discussions with IT Ambassadors.</p> <p>5.2 Teachers to complete National Online Safety's 'Annual Certificate in Teaching Online Safety in Primary (2022-23)'. 5.3 Support staff to complete National Online Safety's 'Annual Certificate in Online Safety for Support Staff (2022-23)'. 5.4 Promote and encourage the completion of the National Online Safety 'Annual Award in Online Safety for Parents & Carers of Children' to all parents/carers. 5.5 Ensure all year groups complete their allocated online safety lessons using the National Online Safety resources.</p>	<p>Complete pupil survey by 14 October 2022. All teachers to complete course by 30 November 2022.</p> <p>All support staff to complete course by 30 November 2022.</p> <p>Target of 50% parents to complete all modules by July 2023. Provide a whole school incentive</p> <p>Monitor half termly.</p>	NOS Subscription £1500
6. To develop the forest school area and curriculum	<p>6.1 Develop a forest school skills overview and links with the whole school curriculum</p> <p>6.2 Plan key skills into the curriculum and year curriculum</p> <p>6.3 To audit resources and plan for resourcing</p> <p>6.4 Training for staff in key areas of the forest school curriculum</p> <p>6.5 Ensure forest school area is maintained and develop the area to gain maximum use of the area</p> <p>6.6 Develop Eco Warriors within the school and allow this group autonomy</p>	<p>Forest School skills overview will provide guidance and key skills</p> <p>Feedback from children and staff on Forest School sessions and learning</p> <p>Feedback on impact of children's mental health and wellbeing</p>	<p>£5000</p> <p>£2000 resources</p>

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