

## Hazel Grove Primary School Draft Improvement Plan September 2020-2021



*Learn together, learn forever*

Our Key aims are:

Target 1. To support mental health and wellbeing of children and staff post Covid 19 lockdown

Target 2. To implement recovery curriculum which makes links whilst identifying gaps and goals

Target 3. To ensure RE curriculum is linked to Recovery curriculum and develop children's understanding of other faiths and religions

Target 4. To implement statutory relationships, sex, and health education curriculum

Personal Development, Behaviour and Attitudes						
Quality Of Education						
Effectiveness of Leadership and Management						
Outcomes for Pupils						
Action	Staff involved	Timescale	Monitored	Cost	Evidence of Success	Evaluation
Target 1. To support mental health and wellbeing of children and staff post Covid 19 lockdown - overarching Personal Development strand						
Target 1.1 To ensure robust risk assessment is in place to support full re-opening of school September 2020, share with unions, LA, all staff and as HGPS is a large school provide summary of RA for parents and make available on the school website.	AR, GR	Inset day 1 <sup>st</sup> September  Parents summary 30 <sup>th</sup> September	AR, GR and H&S Lead governor - HE	3 days Leaders hip time	All staff feel supported and RA used as a blueprint to keep everyone safe. On display in the staffroom and used as a working document with regular updates. RA is put into practice and regular references and reminders shared with staff in daily email where appropriate. This will reduce staff absence and keep the school functional	
Target 1.2. To ensure any staff who are extremely critically vulnerable through ill health or vulnerable through pregnancy are further supported by co-constructional risk assessments	AR, GR	Before children return with weekly reviews in place	AR	3 hours leadership time with approx. 1 hour in total weekly reviews	Co-construction gives vulnerable staff or anxious staff an opportunity to be heard and have actions put in place to minimise risk or perceived risk and enable them to remain at school	
Target 1.3						
Target 1.4 Baseline children's emotional health	AR, GR, CP JM	By 30 <sup>th</sup> September	CP	½ teaching time	Every child to complete mental health assessment baseline using pupil voice survey establishing how they are feeling on return to school and where the anxieties at home or school lie. Children who are obviously distressed to complete SDQ baseline and be referred for Play Therapy or via Team Around School	

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<b>Target 1.5</b> Cpoms to be used to record all concerns in line with school safeguarding procedures training	All staff	Training update and online training 3 <sup>rd</sup> Sept inset	AR, GR, JM, KG	Inset training 3 <sup>rd</sup> Sept	All staff are taking a proactive approach in identifying those children who may be suffering from trauma having a negative impact on mental health i.e. staff being mindful of signs associated with trauma shared in inset training		
<b>Target 1.6</b> Resources shared with staff to support PSHE Circle Time giving children tools they need to manage their own wellbeing	CP and all staff	Weekly sessions led by teachers	CP and SLT	Staff meeting time 23 <sup>rd</sup> September	Increased understanding amongst pupils around why they are feeling the way they are feeling, how to get help and how to help themselves		
<b>Target 1.7</b> Referrals put in place for children who needs additional support	All staff	Weekly sharing of information and signposting actions implemented	AR, GR, JM, CP, KG	Friday action plan reviewed weekly	Implement mental health and wellbeing monitoring (much like attendance monitoring). This regular tracking of children will keep all actions vital and build a safe network of support around children		
<b>Target 1.8</b> To improve Attendance of vulnerable or anxious children to improve	JM, CW, AR, GR SD	Weekly attendance monitoring	AR, GR	CW meeting with	Attendance monitoring identifies pupils with historical poor attendance as well as poor attendance linked to coronavirus. Where this stems from parental anxiety support to be put in place via TAS and or Parent Gym		
<b>Target 1.9</b> To ensure regular access to physical activity to support good physical and mental health whilst working within DFE guidelines to minimise risk to children	CS	Weekly coaching Y6 Nursery	KG	Allocated Weekly time 1 morning	As well as outdoor PE hall slots used to support physical strength and mindfulness in the medium of yoga as gymnastics is unavailable to children in line with DFE guidance on re-opening of schools		

**Quality of Education**

Target 2. To implement recovery curriculum which makes links whilst identifying gaps and goals – overarching Teaching and Learning strand

(linked to Leadership strand)

(linked to Outcomes strand)

<b>Action</b>	<b>Staff involved</b>	<b>Timescale</b>	<b>Monitored</b>	<b>Cost</b>	<b>Evidence of Success</b>	<b>Evaluation</b>
<b>Target 2.1</b> To implement Recovery Curriculum at HGPS	PL	Staff inset training 2 <sup>nd</sup> September to improve staff awareness of	PL, GR, AR, Governors	2 hour inset meeting time	Curriculum meets the needs of HGPS children post lockdown whilst also ensuring coverage of national curriculum. Staff buy into HGPS vision which draws on our children in our community and is bespoke to their needs. Clear cross curricula links to embedded knowledge and transference of	

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		Recovery curriculum			skills. Clear monitoring procedures in place to support success		
<b>Target 2.2</b> Improve subject leadership to feed into cross curricula links within Recovery curriculum. Subject leaders to support Deep Dive 1920 by looking at in depth questions around their subject which will identify next steps	AR, GR, PL, IC, JT	Inset and Autumn 1	GB	September 4 <sup>th</sup> inset and follow up staff meeting time	Questions identify gaps in subject leadership knowledge and curriculum pedagogy and knowledge. Actions taken to support staff and improve teaching in their subject e.g. Linking of RE values to whole school values, (Believing, Expressing, Living). RE e.g. provision, skills, relevance to HGPS core values, collation of evidence		
<b>Target 2.3</b> To identify gaps in learning and implement goals to support	All staff Phase Leaders	Weeks 1,2,3 & ongoing	AR, GR, RC all class teachers and phase leaders and Linked Phase governors	Post lockdown Baseline Weeks 1,2,3	Clear evidence for all teachers giving baseline of where children are in reading (benchmarking), phonics, writing, spelling, maths, times tables. Gaps identified and actions put in place. Information shared with parents via parents evening (phone calls) to support at home. All children and groups of vulnerable children identified and catch up funding plan actioned to support (alongside Pupil Premium and sports funding)		

Quality of Education						
(linked to Leadership strand)						
(linked to personal development, behaviour and attitudes)						
Target 3. To ensure RE curriculum is linked to Recovery curriculum and develop children’s understanding of other faiths and religions – overarching Teaching and Learning strand						
Action	Staff involved	Timescale	Monitored	Cost	Evidence of Success	Evaluation
<b>Target 3.1</b> To strengthen subject leadership to support Recovery Curriculum	IC, GR, AR	4 <sup>th</sup> September 20	AR & GR	2 hours coaching time	Leadership coaching questions identify next steps for subject lead to support action planning, training and monitoring, provision, skills, relevance to HGPS core values and curriculum and collation of evidence	
<b>Target 3.2</b> To deliver outstanding RE provision in HGPS relevant to our community and in line with RE framework	IC, GR, AR	Autumn 1	AR & GR	Inset time and 1 hour staff	Strong RE leadership supports teachers to deliver interesting, relevant RE curriculum as part of Recovery Curriculum. 3 key values at forefront of learning <ul style="list-style-type: none"> <li>• Believing</li> </ul>	

				meeting time	<ul style="list-style-type: none"> <li>• Expressing</li> <li>• Living</li> </ul> Linking to 4 school key values <ul style="list-style-type: none"> <li>• Kindness</li> <li>• Honesty</li> <li>• Respect</li> <li>• Responsibility</li> </ul>	
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Quality of Education						
(linked to Leadership strand)-wellbeing						
(linked to personal development, behaviour and attitudes)						
Target 4. To implement statutory relationships, sex, and health education curriculum						
Action	Staff involved	Timescale	Monitored	Cost	Evidence of Success	Evaluation
Target 4.1 To provide access to training for staff to teach new statutory relationships, sex, and health education	GR, AR, CP	Autumn 2 including Nov Inset	AR & GR	Staff meeting time	All staff accessed DfE training modules as support preparation to deliver content on mental health and wellbeing ( <a href="https://www.gov.uk/guidance/teaching-about-mental-wellbeing">https://www.gov.uk/guidance/teaching-about-mental-wellbeing</a> ) which support the physical health and mental wellbeing section of the statutory guidance. Deliver 4 modules	
Target 4.2 To roll out remaining 7 training modules for staff	GR, AR, CP	Autumn 2 Spring 1 Spring 2	AR & GR, CP	Inset time and 1 hour staff meeting time	Roll out remaining 10 training modules for staff in preparation for SRE curriculum in summer 2021	
Target 4.3 To draft new SRE policy in consultation with parents	AR, GR, SD	Autumn 2	GB	Time + 3 x half hour parent meetings	Parent have ownership of the policy and are comfortable with the content	

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**OUTCOMES FOR PUPILS will be added once baseline data is available**

**HAZEL GROVE PRIMARY SCHOOL *PROVISIONAL* TARGETS 2020-2021**