Mulberry
Wood Wharf Primary

School Improvement Plan
2024 -25

- **Access to education and the chance to be educated is a human right in a civilised world**

- **Education should provide rich intellectual and personal development for individuals and communities of people**

- **Education is a public good**

Our Values

Mulberry
Wood Wharf Primary

Our Values

- Resilience
- Respect
- Kindness
- Active
- Community
- Creativity

Outstanding achievement for all

Our Values

What is a school Improvement Plan and why do we have one?

❖ Our SIP explains who we are and what are 4 big priorities for the year are.
❖ it drives how we plan, use resources and support our teachers and leaders to make the best impact for the pupils.
❖ It allows us to measure and review the impact from the actions we have taken

Who is it for?

❖ It is for everyone at Mulberry Wood Wharf because everyone makes a difference to the quality of education the children receive.
❖ The staff, parents and pupils have all contributed to the plan and their voices are heard throughout

Outstanding Achievement For All
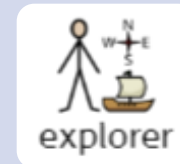
Our Characteristics of effective learning

- investigation — We are Authors!
- designer — We are designers and artists!
- risk — We are Scientists!
- problem — We are Historians!
- explorer — We are explorers!
- We are mathmaticians!

Mulberry Wood Wharf's Rights of the Child

- A31 – To play
- A9 - freedom of thought
- A12 – to be heard
- A24 – to be healthy
- A29 –to an education

RIGHTS RESPECTING SCHOOL · UNICEF
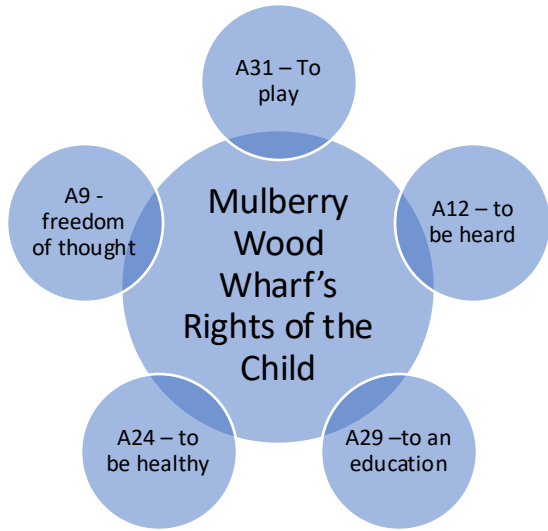
Mulberry
Wood Wharf Primary

Our context

Mulberry Wood Wharf Primary is based in the Isle of Dogs, close to Canary Wharf, in the borough of Tower Hamlets.

20 % pupils have pupil premium

3% of pupils have an EHCP. There are 26% of pupils on the SEND register.

The school opened to one Reception Class in September 2022. It is a two-form entry school. In September 2024, the school has one Year Two Class, two Year One Classes and Two Reception classes. By 2028 the school will have reached its full capacity

72% of the children speak English as an Additional Language. We are an inclusive school and work with children with a variety of special educational needs. 22 languages are spoken.

We know that education is valued by our parents and that there is an increasing interest in parents understanding of the education system and learning how to support their child. Our average attendance figures show the commitment our parents have to their children's learning.

We understand the importance of widening the children's life experiences and the need to expose them to different areas of London and the opportunities that exist here. We want children to leave our school with as much 'cultural capital' as possible and be secure with conversational and academic language to ensure that they can clearly articulate and share their opinions and knowledge in their ongoing educational careers.
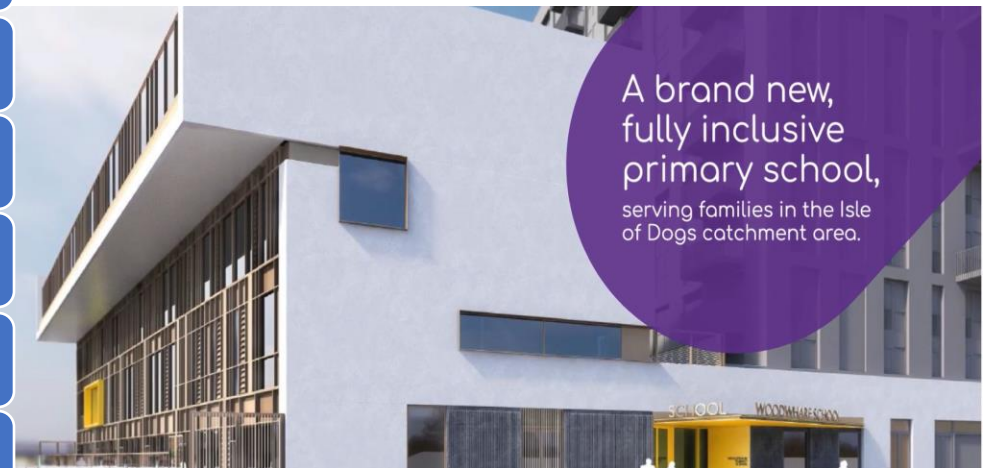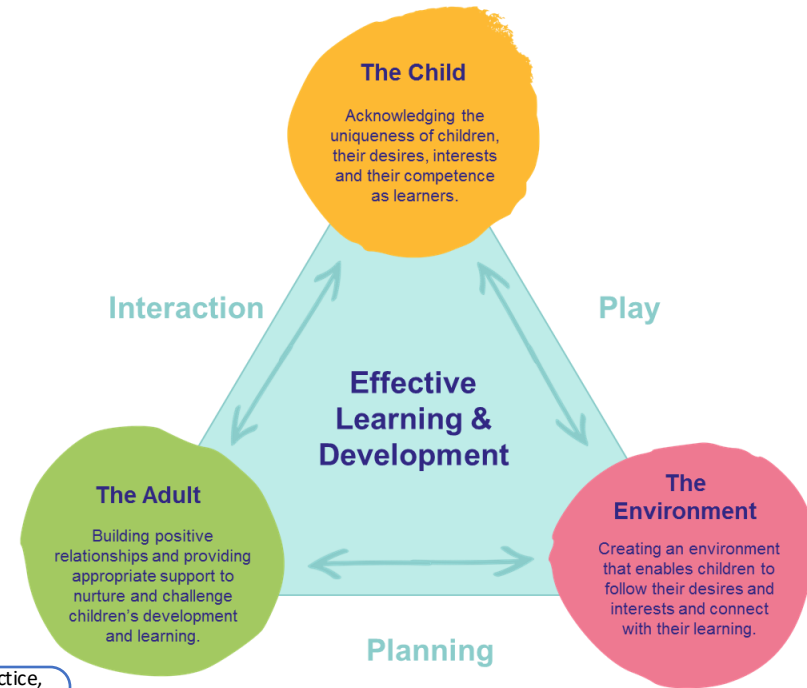
A brand new, fully inclusive primary school, serving families in the Isle of Dogs catchment area.

Mulberry Wood Wharf Curriculum Intent

A creative curriculum based on an accumulative knowledge approach: Foundations of the curriculum at Mulberry Wood Wharf

- Raising achievement for all through the application of knowledge across the curriculum
- A personalised approach
- Raising and maintaining standards in the core subjects while delivering a motivating foundation curriculum, with independent and child-led learning
- Thematic approach with a core question to help children make connections and develop opinions
- Our core values underpin the school's ethos and curriculum
- Children are active participants in their learning
  Outcomes are individual and meaningful to the child

The Child
Acknowledging the uniqueness of children, their desires, interests and their competence as learners.

Interaction

Play

Effective Learning & Development

The Adult
Building positive relationships and providing appropriate support to nurture and challenge children's development and learning.

The Environment
Creating an environment that enables children to follow their desires and interests and connect with their learning.

Planning

Driver 1
- We are driven by our moral purpose, vision and values and we have a clear strategic direction so that time and resources are used effectively and have the best impact.

Driver 2
- We take pride in being an inclusive school that takes diversity, equality and equity seriously. We make sure we get it right for all children including SEND and preparing them for a changing and increasingly complex world

Driver 3
- We provide high quality teaching and interactions with pupils. We carefully assess them and we know that good progress is when children know more and they feel good about their learning and themselves.

Driver 4
- We draw on old and new research which informs our practice, we are particularly interested in theories about how child development and how the brain works through the primary years and how children learn (pedagogy and characteristics of learning)

Driver 5
- The unique child - We know that happy brains means lots of learning and we take the time to find out about children and their needs. We focus on pupils' wellbeing and involvement throughout the primary years (Leuven scales)

Driver 6
- We aim to provide our pupils with a mini world where they can learn, make mistakes and learn some more so that they are prepared and feel confident for the future

The curriculum is ambitious, broad and balanced, tailored to the needs of Mulberry Wood Wharf Primary's community. It is consistent with the fully inclusive, aspirational vision of the Mulberry Schools Trust and focused on **outstanding achievement for all**. Mulberry Wood Wharf Primary will be an educational environment in which all pupils will become accomplished and confident with the skills and aspirations to move to each phase of their education from early years to primary, on to secondary and into higher education, training or employment at age 19.

School Evaluation 2023 - 24

	Strengths	Next steps
Quality of Education	Pupils made significant progress from their starting points GLD was above NA and LA data at 76.% Year 1 Phonics data was above NA and LA data at 93% Wellbeing and involvement of pupils is a priority The curriculum is inclusive for all Continuous provision in Key stage one enhances the curriculum and facilitates the continuity of foundation skills secured from the EYFS	Continuing to secure the teaching and learning of reading Curriculum review and refinement Developing the role of the adult to ensure high quality of interactions between the child and the adult - appropriate pedagogy Ensuring that Communication and Language development is prioritised in the curriculum Focusing on the quality of the continuous provision so that it works hard and high quality learning takes place
Behaviours and Attitudes	Pupils enjoy coming to school Wellbeing and involvement is high Children form good relationships with their peer and the adults in the setting Adults support pupils by co- regulation	Creating a shared language amongst pupils and staff underpinned by the school values and behaviour policy Understanding the unique child and enabling them to thrive Understanding about brain development in relation to self-regulation and the zones of regulation
Personal Development	Pupils take part in several whole school activities to promote personal development such as religious and cultural festivals and other national events such as world book day and charity days Pupils celebrate their achievements through weekly assemblies and star of the week Pupils take part in regular performances in school and externally	To create leadership opportunities for pupils To gain the bronze and silver healthy lives award To become a rights respecting school To create a collective worship programme
Leadership and management	The leadership is small meaning new systems have been established and implemented with consistency Leaders are reflective and committed to providing outstanding Leadership roles have grown internally providing more expertise	To develop leadership roles within the staffing structure and strategic planning for the growth of the school Planning for the future growth of the school Leadership and management of the curriculum implementation and impact
EYFS	Outcomes for pupils are above NA and LA data The curriculum us underpinned by the EY principles Wellbeing and involvement is a focus meaning pupils are ready to learn	To develop the intent of the curriculum around the school values and characteristics of effective learning The adult role of facilitation needs to develop to ensure consistent impactful interactions, that support the children to make connections in learning and reduces the number of missed opportunities in provision to move their learning on

Quality of education
Priority 1:   Implement a high-quality, inclusive curriculum that enables all pupils to achieve strong outcomes. This will be supported by high-quality teaching practices and well-structured learning environments, ensuring every pupil experiences a broad and balanced curriculum that meets their needs.   **Lead: Sarah Jane Bellerby**

What are we aiming for (Intent)	How will this be achieved? (Implementation)	How will we know it has been achieved? (Impact)
- The GLD will be at or above National - The Phonics screening will be above National - The KS1 end of year outcomes will be at or above national	- Following a robust monitoring schedule through each term that triangulates teaching and learning and outcomes fro pupils - Termly pupil progress meetings to identify and support pupils who are ley marginals - To support new teachers to the school with attainment and planning for progress	All KPI's will be in line or above National data Pupils will have made good or outstanding progress from their starting point
All pupils will demonstrate improved reading fluency, comprehension, and engagement with texts. Year 2 pupils will meet or exceed age-related expectations, with staff implementing the Year 2 curriculum consistently and effectively.	•**Professional Development in Reading Instruction**: •Provide targeted training for Year 2 practitioners on the specific demands of the curriculum, including phonics, vocabulary development, and comprehension strategies. •Offer whole-school training on reading instruction best practices, focusing on differentiation, engaging struggling readers, and fostering a love of reading across age groups. •**Daily Reading Practice and Targeted Interventions**: •Implement daily guided reading sessions in Year 2, with a focus on phonics, fluency, and comprehension skills. •For pupils at risk of falling behind, provide targeted interventions, such as one-on-one or small-group sessions with trained reading support staff. •**Building a Whole-School Reading Culture**: •Establish regular school-wide reading events, such as "Reading Buddies" where older pupils read with younger ones, or themed reading days to increase excitement and engagement. •Create dedicated reading spaces in classrooms and a well-curated school library, with diverse and age-appropriate books to encourage independent reading. •**Year 2 Curriculum Implementation Support**: •Conduct termly planning and reflection meetings with the year 2 teacher to ensure alignment with the curriculum and address any challenges in implementation. •Provide resources that align with the Year 2 curriculum, such as leveled books, phonics materials, and comprehension resources, to support consistent instruction. •**Monitoring and Reporting**: •Collect data from reading assessments, pupil surveys, and staff feedback on curriculum implementation each term. Identify successes and challenges, adjusting strategies as needed	• **Assessment Evidence**: 90% of Year 2 pupils meet or exceed age-related expectations in reading fluency, comprehension, and phonics by the end of the year, as evidenced by internal assessments. • **Whole-School Reading Progress**: Across all year groups, a minimum of 90% of pupils show improvement in reading assessments, with progress tracked termly. • **Pupil Engagement**: School-wide pupil surveys show that pupils report enjoying reading and engaging with a variety of texts, reflecting a positive reading culture. • **Implementation Fidelity**: Observations indicate that 100% of Year 2 staff consistently apply the reading curriculum with fidelity, focusing on phonics, comprehension strategies, and reading for pleasure.

Quality of education continued
Priority 1:   Implement a high-quality, inclusive curriculum that enables all pupils to achieve strong outcomes. This will be supported by high-quality teaching practices and well-structured learning environments, ensuring every pupil experiences a broad and balanced curriculum that meets their needs.   **Lead: Sarah Jane Bellerby**

What are we aiming for (Intent)	How will this be achieved? (Implementation)	How will we know it has been achieved? (Impact)
All staff will consistently demonstrate high-quality interactions with pupils, promoting a culture of support, challenge, and active engagement in learning. Pupils will demonstrate increased confidence and skill in speaking, listening, and engaging in purposeful dialogue.	**Professional Development in Oracy**: •Conduct training sessions focused on developing oracy in the classroom, including strategies for promoting high-quality talk, effective questioning, and active listening. •Introduce the use of structured talk activities, such as think-pair-share, debate formats, and circle discussions, to encourage purposeful speaking and listening. •**Embedding Oracy in the Curriculum**: •Integrate oracy objectives across subjects, ensuring pupils have regular, purposeful opportunities to practice and develop their speaking and listening skills in a variety of contexts. •**Coaching and Mentoring**: •Implement peer observation and coaching cycles focused on promoting high-quality talk and pupil participation, providing feedback on effective questioning and dialogue facilitation. •**Assessment and Reflection on Oracy Skills**: •Use oracy rubrics to assess pupils' speaking and listening skills termly, with results shared with staff to guide further development. •Hold reflective sessions for staff to discuss strategies for enhancing pupil talk, share successes, and identify challenges. •**Encouraging Reflective Practice**: •Provide opportunities for staff to reflect on the impact of their interactions on pupil communication skills, using tools such as video reflection or self-assessment. •**Monitoring and Reporting**: •Collect data from observations, assessments, surveys, and feedback sessions. Review progress each term, identifying areas of improvement and planning next steps.	• **Observation Evidence**: In classroom and playground observations, at least 90% of interactions will be rated as positive, purposeful, and fostering opportunities for meaningful pupil talk and oracy development. • **Staff Training Completion**: 100% of staff complete training on strategies to support oracy, including effective questioning, encouraging pupil voice, and modeling respectful, articulate communication. • **Pupil Oracy Skills**: At least 85% of pupils demonstrate age-appropriate progress in oracy skills, including speaking clearly, using expressive language, and engaging in structured discussions, as observed in lessons and assessed through oracy rubrics. • **Pupil Feedback**: 85% of pupils report feeling supported and engaged by adults in developing their speaking and listening skills, as measured in student surveys.
To create a clear progression curriculum map that details the skills and knowledge that pupils will experience and retain as they progress through the Early Years and through Key Stage One	- To work with Pam Fearnley (Consultant) evaluating the intent, implementation and impact of the curriculum and act upon recommendations or feedback - Clear progression maps constructed and accessible and easily understood by all key stakeholders - A strategy will be developed to capture outcomes for pupils that demonstrate high quality outcomes in all subject areas that practitioners, leaders and pupils can talk confidently about	

Quality of education continued
Implement a high-quality, inclusive curriculum that enables all pupils to achieve strong outcomes. This will be supported by high-quality teaching practices and well-structured learning environments, ensuring every pupil experiences a broad and balanced curriculum that meets their needs.

What are we aiming for? (Intent)	How will this be achieved? (Implementation)	How will we know it has been achieved? (Impact)

All pupils with SEND and those identified as at risk of falling behind will make measurable progress toward their personal targets, with tailored interventions in place to support their learning and wellbeing.	• **Individualised Support Plans**:
	  • Develop or update Individual Learning Plans for all pupils with SEND, ensuring each plan includes clear, measurable targets and is regularly reviewed.
	  • For pupils identified as falling behind, establish a similar system of targeted support with regular progress monitoring.
	 • **Targeted Interventions**:
	  • Implement evidence-based interventions in key areas such as literacy, numeracy, and social-emotional development, with dedicated staff trained to deliver these interventions effectively.
	  • Ensure interventions are delivered consistently and monitored regularly to evaluate their effectiveness.
	 • **Staff Training in Inclusive Practices**:
	  • Provide professional development focused on inclusive teaching strategies, differentiated instruction, and understanding the needs of pupils with SEND.
	  • Offer specific training on identifying and supporting pupils at risk of falling behind, including early intervention strategies and the use of assessment tools to track progress.
	 • **Building an Inclusive Classroom Environment**:
	  • Promote universal design for learning principles to make lessons accessible to all pupils, such as using multisensory materials, visual aids, and flexible grouping.
	  • Encourage collaborative learning opportunities where pupils with diverse needs work together, fostering a culture of inclusion and peer support.
	 • **Parent and Carer Engagement**:
	  • Hold regular meetings with parents/carers of pupils with SEND and those in intervention programs to discuss progress and ensure alignment between home and school support.
	  • Provide resources and guidance to parents/carers on supporting learning at home and understanding their child's needs.
	 • **Monitoring and Reporting**:
	  • Collect data from ILP reviews, intervention assessments, and staff/parent feedback each term. Regularly review outcomes and adjust support plans and strategies based on progress.
		• **Pupil Progress**: All pupils with SEND and those identified as falling behind demonstrate measurable progress in targeted areas (academic, social, or behavvioural) based on individual learning plans (ILPs) or targeted support programs.
		 • **Intervention Impact**: Data from intervention programs shows improvement for at least 90% of participating pupils, demonstrating progress in reading, math, or other key areas.
		 • **Staff Training and Confidence**: 100% of staff receive training on inclusive practices and report improved confidence in supporting SEND pupils and those needing additional support, as evidenced by feedback surveys.
		 • **Parent/Carer Engagement**: 100% of parents/carers of pupils with SEND or at risk of falling behind report feeling informed and supported in their child's learning journey.

Behaviour and attitudes Priority 2 - To develop systems so that children are active participants in their learning, are motivated and persistent learners and thoughtful caring citizens in school and beyond.
Lead: Sarah Jane Bellerby

Action	How will this be achieved and how will we know it has been achieved?	Expected impact?
Review and strengthen the school behaviour policy, establishing a shared language and consistent approach among staff, pupils, and parents to support positive behaviour and attitudes. By the end of the school year, a revised behaviour policy will be implemented with a shared language and understanding of expectations across the school. All staff and pupils will demonstrate a clear, consistent approach to behaviour that promotes a positive, respectful, and inclusive school environment.	• **Review and Update the Behaviour Policy**: • Establish a working group including staff, pupil representatives, and parents to review the current behaviour policy. • Update the policy to include clear, positive language, expectations, and consequences, with an emphasis on restorative practices and positive reinforcement. • **Develop and Implement Shared Language**: • Define a consistent, positive language around behaviour expectations (e.g., "Ready, Respectful, Safe") to be used by all staff and displayed in classrooms and shared spaces. • Train staff on using the shared language to ensure it is applied consistently across all settings. • **Staff Training and Support**: • Provide professional development on the updated behaviiour policy, shared language, and restorative approaches to managing behaviour. • Offer follow-up sessions to address challenges, share best practices, and reinforce the consistent use of shared language. • **Pupil Involvement in Behaviour Expectations**: • Engage pupils in understanding the updated behavior policy through assemblies, classroom discussions, and visual aids. • Establish peer leaders or "behaviour ambassadors" in year 2 to model positive behaviour and support peers in understanding expectations. • **Parent Engagement and Communication**: • Share the revised behaviour policy and language with parents through workshops, newsletters, and parent-teacher meetings, encouraging reinforcement at home. • Provide resources to parents on supporting positive behaviour and understanding the school's approach. • **Monitoring and Reporting**: • Collect data from behaviour incident logs, classroom observations, and feedback surveys each term. Regularly review policy impact and make adjustments as necessary based on data and feedback.	• **Policy Review and Update**: The behaviour policy is reviewed, updated, and re-implemented with clear language and expectations. All staff and pupils demonstrate familiarity with and adherence to the policy. • **Shared Language Consistency**: Observations show that 100% of staff use the agreed-upon shared language for behaviour expectations consistently in classrooms and communal areas. • **Reduction in Behaviour Incidents**: Behaviour tracking data shows a 20% reduction in low-level disruptions and repeated behaviour incidents by the end of the year. • **Parent and Pupil Understanding**: At least 90% of parents and pupils, in feedback surveys, report a clear understanding of the school's behaviour expectations and feel supported in upholding them.

Behaviour and attitudes Priority 2 - To develop systems so that children are active participants in their learning, are motivated and persistent learners and thoughtful caring citizens in school and beyond.
Lead: Sarah Jane Bellerby

Action	How will this be achieved and how will we know it has been achieved?	Expected impact?

Review and strengthen the school behavior policy, establishing a shared language and consistent approach among staff, pupils, and parents to support positive behavior and attitudes.
 	
By the end of the school year, a revised behaviour policy will be implemented with a shared language and understanding of expectations across the school. All staff and pupils will demonstrate a clear, consistent approach to behaviour that promotes a positive, respectful, and inclusive school environment.
	• **Review and Update the Behaviour Policy**:
	  • Establish a working group including staff, pupil representatives, and parents to review the current behaviour policy.
	  • Update the policy to include clear, positive language, expectations, and consequences, with an emphasis on restorative practices and positive reinforcement.
	• **Develop and Implement Shared Language**:
	  • Define a consistent, positive language around behaviour expectations (e.g., "Ready, Respectful, Safe") to be used by all staff and displayed in classrooms and shared spaces.
	  • Train staff on using the shared language to ensure it is applied consistently across all settings.
	• **Staff Training and Support**:
	  • Provide professional development on the updated behaviour policy, shared language, and restorative approaches to managing behaviour.
	  • Offer follow-up sessions to address challenges, share best practices, and reinforce the consistent use of shared language.
	• **Pupil Involvement in Behaviour Expectations**:
	  • Engage pupils in understanding the updated behaviour policy through assemblies, classroom discussions, and visual aids.
	  • Establish peer leaders or "behaviour ambassadors" in upper years to model positive behaviour and support peers in understanding expectations.
	• **Parent Engagement and Communication**:
	  • Share the revised behaviour policy and language with parents through workshops, newsletters, and parent-teacher meetings, encouraging reinforcement at home.
	  • Provide resources to parents on supporting positive behaviour and understanding the school's approach.
	• **Monitoring and Reporting**:
	  • Collect data from behaviour incident logs, classroom observations, and feedback surveys each term. Regularly review policy impact and make adjustments as necessary based on data and feedback.
		• **Policy Review and Update**: The behaviour policy is reviewed, updated, and re-implemented with clear language and expectations. All staff and pupils demonstrate familiarity with and adherence to the policy.
		• **Shared Language Consistency**: Observations show that 100% of staff use the agreed-upon shared language for behaviour expectations consistently in classrooms and communal areas.
		• **Reduction in Behaviour Incidents**: Behaviour tracking data shows a 20% reduction in low-level disruptions and repeated behaviour incidents by the end of the year.
		• **Parent and Pupil Understanding**: At least 90% of parents and pupils, in feedback surveys, report a clear understanding of the school's behaviour expectations and feel supported in upholding them.

Behaviour and attitudes Priority 2 - To develop systems so that children are active participants in their learning, are motivated and persistent learners and thoughtful caring citizens in school and beyond.
Lead: Sarah Jane Bellerby

What are we aiming for? (Intent)	How will this be achieved? (Implementation)	How will we know it has been achieved? (Impact)
Improve school attendance to 97% by the end of the academic year, ensuring all pupils are consistently engaged in learning and minimising disruptions to their progress. By the end of the school year, the school's overall attendance rate will reach 97%, with a reduction in persistent absenteeism. Staff, pupils, and parents will understand the importance of regular attendance and will work collaboratively to support this goal.	•**Attendance Policy Review and Communication**: •Review and clearly communicate the school's attendance policy, emphasising expectations, the impact of attendance on learning, and procedures for absences. •Share the policy with parents through meetings, newsletters, and the school website, making sure it is easily accessible and clear. •**Monitoring and Early Intervention**: •Monitor attendance weekly and flag pupils with attendance below 95% for early intervention. Contact families of these pupils to discuss barriers and offer support. •For pupils with attendance below 90%, implement targeted interventions, such as regular check-ins, attendance improvement plans, and support from pastoral staff or the attendance officer. •**Incentives and Recognition**: •Establish a rewards program recognising high attendance, such as certificates, assemblies, or class attendance challenges to create motivation and excitement. •Implement class and individual attendance awards, celebrating milestones (e.g., 100% attendance for a term) to reinforce positive attendance behaviours. •**Addressing Barriers to Attendance**: •Identify and address common barriers to attendance, such as transport issues, health concerns, or family circumstances, through collaboration with support services, including social workers, health professionals, and local charities. •Provide additional support, such as breakfast clubs or wellbeing support, for pupils facing specific challenges that impact their attendance. •**Parental Engagement and Support**: •Hold workshops or provide resources to educate parents on the importance of regular attendance and how they can support their child's consistent attendance. •Maintain regular communication with parents of pupils with low attendance, offering personallised support and encouraging their involvement in attendance improvement plans. •**Monitoring and Reporting**: •Track attendance data each month, reviewing patterns and progress toward the 97% target. Report progress to senior leadership and adapt strategies based on attendance trends and feedback.	•**School-Wide Attendance Rate**: Overall attendance reaches 97% by the end of the academic year, as measured through attendance tracking data. •**Reduction in Persistent Absenteeism**: The percentage of pupils with attendance below 90% (persistent absenteeism) •**Parental Engagement and Understanding**: At least 90% of parents report understanding the school's attendance expectations and feel supported in helping their children attend regularly, as indicated by feedback surveys.

What are we aiming for? (Intent)	How will this be achieved? (Implementation)	How will we know it has been achieved? (Impact)

Achieve the Silver Award for Healthy Schools London by enhancing health and wellbeing initiatives across the school, with a specific focus on improving the lunchtime experience to promote healthy eating, social interaction, and physical activity.
 	
By the end of the academic year, the school will successfully meet the criteria for the Silver Award for Healthy Schools London, demonstrating a commitment to promoting health and wellbeing among pupils, staff, and the wider school community, particularly through a revitalized lunchtime experience.
	• **Health and Wellbeing Committee**:
	  • Establish a Health and Wellbeing Committee comprising staff, pupils, and parents to lead the Healthy Schools initiative and the lunchtime project, ensuring diverse input and representation.
	  • Regularly meet to plan, implement, and evaluate health and wellbeing programs and initiatives throughout the school year.
	• **Review and Enhance Policies**:
	  • Review current policies related to healthy eating, physical activity, and mental wellbeing, updating them to align with the Healthy Schools framework and best practices.
	  • Develop clear guidelines for promoting healthy snacks, lunches, and beverages, as well as encouraging physical activity throughout the school day.
	• **Targeted Lunchtime Experience Project**:
	  • Launch a project aimed at enhancing the lunchtime experience, including initiatives such as:
	    • Introducing a variety of healthy lunch options and creating appealing lunch menus that reflect nutritional guidelines.
	    • Setting up designated areas for social interaction and active play, such as games zones or quiet zones for relaxation and conversation.
	    • Training lunchtime supervisors to facilitate positive social interactions and encourage inclusive play among pupils.
	    • Organising "Lunch and Learn" sessions that incorporate fun activities or discussions about healthy eating and physical activity.
	• **Promote Healthy Lifestyles**:
	  • Implement school-wide initiatives focused on healthy eating, such as "Healthy Eating Week," cooking workshops, and nutrition education sessions led by professionals.
	  • Increase opportunities for physical activity, including regular fitness challenges, sports clubs, and active playtimes, ensuring all pupils are engaged in physical activity.
	• **Mental Health and Wellbeing Initiatives**:
	  • Introduce programs focused on mental health awareness, resilience, and emotional wellbeing, including workshops, guest speakers, and resources for pupils and staff.
	  • Train staff on recognising and supporting mental health issues, fostering a supportive environment for pupils to discuss their feelings and seek help.
	• **Parent and Community Engagement**:
	  • Organise workshops and events for parents to educate them about healthy
		• **Award Application Submission**: The application for the Silver Award is submitted by the end of the school year, with evidence demonstrating compliance with the required criteria.
		• **Pupil Engagement**: At least 80% of pupils actively participate in health and wellbeing initiatives, including the lunchtime project, as evidenced by participation records and feedback.
		• **Enhanced Lunchtime Experience**: Implemented changes to the lunchtime experience lead to an increase in pupil satisfaction regarding lunch and social interactions, as measured through surveys.
		• **Staff Training and Engagement**: 100% of staff participate in professional development related to health and wellbeing, including training on supporting a positive lunchtime environment.
		• **Parent and Community Involvement**: parents report increased awareness and involvement in the school's health and wellbeing initiatives, as measured by surveys and attendance at related events.

What are we aiming for? (Intent)	How will this be achieved? (Implementation)	How will we know it has been achieved? (Impact)

Achieve the Bronze Rights Respecting Schools Award and begin the process towards obtaining the Silver Award, embedding children's rights into the school culture and practices.
 	
By the end of the academic year, the school will successfully obtain the Bronze Rights Respecting Schools Award, with structures in place to begin preparations for the Silver Award, ensuring that the principles of children's rights are understood and respected by all members of the school community.
	• **Rights Respecting Committee Formation**:
	  • Establish a Rights Respecting Committee consisting of pupils, staff, and parents to lead the Rights Respecting Schools initiative.
	  • Hold regular meetings to discuss strategies for promoting children's rights and plan related activities within the school.
	• **Rights Education and Awareness**:
	  • Incorporate children's rights education into the curriculum across all year groups, ensuring pupils learn about the UNCRC and the importance of rights in everyday life.
	  • Organise assemblies and workshops focusing on children's rights, engaging pupils in discussions and activities that reinforce their understanding and respect for rights.
	• **Promote a Rights-Respecting Culture**:
	  • Develop and display a Rights Respecting Schools charter in prominent areas of the school, outlining key rights and expectations for all members of the school community.
	  • Encourage staff to model rights-respecting behaviour and integrate discussions about rights into everyday classroom management and interactions with pupils.
	• **Celebrate Children's Rights**:
	  • Plan events to celebrate Children's Rights Day, fostering a sense of community and engagement with the principles of the UNCRC.
	  • Recognise and reward classes or individuals who demonstrate a commitment to upholding children's rights within the school environment.
	• **Preparation for the Silver Award**:
	  • After achieving the Bronze Award, create an action plan outlining the steps necessary to work towards the Silver Award, including setting measurable goals and timelines.
	  • Identify additional training or resources needed for staff and pupils to deepen their understanding of rights and enhance implementation across the school.
	• **Monitoring and Evaluation**:
	  • Collect feedback from pupils, staff, and parents on the effectiveness of rights education and initiatives through surveys and discussions.
	  • Track progress towards the Bronze Award criteria and the development of the action plan for the Silver Award, making adjustments based on evaluations and outcomes.
		• **Award Application Submission**: The application for the Bronze Rights Respecting Schools Award is submitted by the end of the school year, demonstrating compliance with the required criteria.
		• **Rights Education**: At least 90% of pupils can articulate their understanding of children's rights and the UN Convention on the Rights of the Child (UNCRC), as evidenced by surveys or class discussions.
		• **Pupil Involvement**: A Rights Respecting Committee is established with representation from pupils, staff, and parents, actively leading initiatives that promote children's rights within the school.
		• **Action Plan for Silver Award**: A clear action plan is developed outlining steps towards achieving the Silver Award, including timelines and designated responsibilities.

What are we aiming for? (Intent)	How will this be achieved? (Implementation)	How will we know it has been achieved? (Impact)

Enhance opportunities for pupils to develop their cultural capital by actively engaging with local community resources and businesses, leveraging the new school building as a hub for collaboration and learning.
 	
By the end of the academic year, the school will establish strong partnerships with local businesses and community organizations, creating a range of opportunities for pupils to engage with their community and enhance their learning experiences through cultural capital initiatives related to the new school building.
	• **Identify Local Partners**:
	  • Conduct a survey of local businesses, cultural organisations, and community groups to identify potential partners for collaboration.
	  • Reach out to identified partners to discuss opportunities for engagement, including workshops, mentoring, or sponsorship of school events.
	• **Develop a Cultural Capital Framework**:
	  • Create a framework outlining how the school will incorporate cultural capital into the curriculum and school activities, ensuring it aligns with local community resources and opportunities.
	  • Identify key themes related to local culture and heritage that can be integrated into lessons and projects.
	• **Leverage the New School Building**:
	  • Utilise the new school building as a venue for community events, workshops, and exhibitions that celebrate local culture and involve community members.
	  • Design spaces within the school that can host local artists, performers, or businesses for workshops or demonstrations, creating a vibrant community hub.
	• **Organise Events and Experiences**:
	  • Plan and implement a series of events, such as cultural days, industry days, or community fairs, where local businesses can showcase their work and engage with pupils through hands-on activities.
	  • Arrange for guest speakers from various sectors to visit the school and share their experiences, providing pupils with insights into different careers and community roles.
	• **Foster Pupil Leadership**:
	  • Encourage pupils to take active roles in planning and organising cultural capital initiatives, empowering them to lead projects that interest them and promote local engagement.
	  • Establish a pupil-led community ambassador program, where selected students represent the school in outreach efforts with local businesses and organisations.
	• **Monitor and Evaluate**:
	  • Collect feedback from participants after each event or program to assess impact and areas for improvement.
	  • Regularly review partnerships and cultural capital initiatives to ensure they are meeting the needs of pupils and enhancing their understanding of and connection to the local community.
		• **Community Partnerships Established**: At least five new partnerships with local businesses and community organisations are established, leading to collaborative projects and events.
		• **Cultural Capital Programs**: Implementation of at least three programs or events that provide pupils with firsthand experiences related to local culture, heritage, and industry, such as workshops, guest speakers, or field trips.
		• **Pupil Participation**: All pupils participate in cultural capital initiatives throughout the year, providing them with opportunities to learn from and interact with the community.
		• **Feedback and Evaluation**: Positive feedback from pupils, parents, and community partners regarding the impact of cultural capital initiatives, with at least 80% of participants reporting increased engagement and understanding of their local community.

Leadership and management – Priority 4 – The leadership will have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This will be evident through strong, shared values, policies and practice – **Lead – Sarah Jane Bellerby**

What are we aiming for? (Intent)	How will this be achieved? (Implementation)	How will we know it has been achieved? (Impact)

Support the successful integration of second-year ECTs and new staff members into the school culture, ensuring they understand and uphold the school's high standards for teaching and learning.
 	
By the end of the academic year, second-year ECTs and new staff members will demonstrate a clear understanding of the school's values, culture, and expectations, resulting in improved teaching practice and positive contributions to the school environment.
	• **Comprehensive Induction Program**:
	  • Develop and implement an induction program that introduces new staff and second-year ECTs to the school's vision, values, and expectations, including key policies and procedures.
	  • Include sessions on teaching standards, behaviour management, and the use of school resources, ensuring new staff feel equipped to begin their roles effectively.
	• **Mentorship Pairing**:
	  • Assign each new staff member and second-year ECT a mentor who is experienced and familiar with the school culture, providing regular one-on-one support and guidance.
	  • Schedule regular check-ins between mentors and mentees to discuss progress, challenges, and strategies for success, fostering a supportive relationship.
	• **Observation and Collaborative Practice**:
	  • Organise a structured observation program where new staff can observe experienced teachers, focusing on high standards in practice, classroom management, and engagement strategies.
	  • Facilitate opportunities for new staff to co-plan and co-teach lessons with their mentors, allowing them to learn through collaboration and receive real-time feedback.
	• **Professional Development**
	  • Offer targeted professional development sessions that focus on the school's high standards, including topics such as effective teaching strategies, assessment practices, and fostering a positive learning environment.
	  • Encourage participation in external training and training that align with the school's goals, supporting new staff in developing their professional skills.
	• **Regular Feedback and Reflection**:
	  • Establish a feedback loop where new staff members and second-year ECTs receive constructive feedback on their performance and areas for improvement, fostering a culture of continuous learning.
	  • Encourage self-reflection and goal-setting, guiding new staff to identify their strengths and areas they wish to develop further.
	• **Community Building Activities**:
	  • Organise team-building activities and social events that promote a sense of belonging and community among staff, enhancing the overall school culture.
	  • Facilitate opportunities for new staff to engage with the wider school community, including involvement in committees, clubs, or events that align with their interests.
		• **Induction Program Completion**: All new staff members and second-year ECTs complete a comprehensive induction program, with staff reporting that it effectively prepared them for their roles.
		• **Mentorship Engagement**: Each new staff member and second-year ECT is paired with a mentor who provides ongoing support and guidance, resulting in improved confidence and job satisfaction as indicated by feedback surveys.
		• **Observation and Feedback**: New staff members engage in a minimum of three observations of effective practice and receive constructive feedback on their teaching, leading to a measurable improvement in classroom practice as assessed through lesson evaluations.
		• **Professional Development Participation**: All staff and second-year ECTs actively participate in professional development sessions focused on the school's culture, pedagogy, and high standards.

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What are we aiming for? (Intent)	How will this be achieved? (Implementation)	How will we know it has been achieved? (Impact)
Successfully implement the school's Relationships and Sex Education (RSE) curriculum, ensuring that key stakeholders are engaged in the process to foster a supportive and informed community. By the end of the academic year, the school will have fully implemented the RSE curriculum across all relevant year groups, with active participation and support from parents, staff, and the wider community, ensuring pupils receive comprehensive education on relationships and sexual health.	•**RSE Curriculum Training**: •Provide training for all staff members on the RSE curriculum, focusing on key topics, teaching methods, and how to create a safe and supportive environment for discussions. •Organise CPD led by experts in RSE to enhance staff confidence and competence in delivering sensitive topics. •**Stakeholder Engagement Plan**: •Develop a stakeholder engagement plan that includes informational sessions, surveys, and feedback opportunities for parents, guardians, and community members regarding the RSE curriculum. •Schedule a series of parent workshops to discuss the RSE curriculum, addressing concerns, answering questions, and providing resources for further support at home. •**Pupil Involvement**: •Create opportunities for pupils to contribute to the RSE curriculum, such as focus groups or feedback sessions, to ensure their voices are heard and their needs are considered in the delivery. •**Resource Development**: •Develop age-appropriate resources and materials to support the delivery of the RSE curriculum, ensuring they are inclusive and reflective of the diversity within the school community. •Share resources with parents and guardians, enabling them to engage in conversations about relationships at home. •**Implementation and Monitoring**: •Roll out the RSE curriculum in a phased approach, allowing time for reflection and adjustment based on initial feedback from teachers and pupils. •Establish a monitoring framework that includes regular assessments of how the curriculum is being delivered, along with evaluations from pupils and parents to gauge understanding and comfort levels. •**Evaluate and Adapt**: •Collect and analyse feedback from stakeholders throughout the year, using this data to make necessary adjustments to the curriculum and its delivery.	•**Curriculum Implementation**: The RSE curriculum is delivered effectively across all year groups, with teachers reporting confidence in teaching the material as outlined in the curriculum. •**Stakeholder Engagement**: At least 80% of parents and guardians participate in informational sessions regarding the RSE curriculum, providing feedback and input to inform its delivery. •**Feedback and Evaluation**: Positive feedback from pupils, parents, and staff regarding the RSE curriculum, with participants reporting increased understanding and comfort discussing relationships and sexual health topics. •**Monitoring Framework**: Establishment of a monitoring framework to assess the effectiveness of the RSE curriculum, including regular reviews and adaptations based on stakeholder feedback.

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What are we aiming for? (Intent)	How will this be achieved? (Implementation)	How will we know it has been achieved? (Impact)
Increase pupil recruitment and strengthen the school's reputation through targeted outreach, community engagement, and showcasing the school's strengths and achievements. By the end of the academic year, the school will be oversubscribed for the 2024-25 academic year, as well as improved community perceptions, resulting in heightened interest from prospective families and stakeholders.	•**Marketing and Communication Plan**: •Develop a comprehensive marketing strategy that highlights the school's achievements, values, and unique offerings, utilising various channels such as social media, newsletters, and community bulletins. •Create promotional materials, including brochures and digital content, that showcase the school's successes, extracurricular activities, and community involvement. •**Open Days and Tours**: •Organise regular open days and school tours for prospective families, providing opportunities for them to meet staff, visit classrooms, and learn about the curriculum and school culture. •Encourage current pupils and parents to share their positive experiences during these events, fostering a welcoming atmosphere for visitors. •**Community Partnerships**: •Establish partnerships with local businesses, community organisations, and parent groups to co-host events that promote the school and engage families in the local area. •Involve pupils in community service projects and initiatives that reflect the school's commitment to social responsibility and community engagement. •**Showcase School Achievements**: •Regularly highlight student achievements, both academic and extracurricular, through newsletters, social media, and local media outlets to raise the school's profile in the community. •Create opportunities for pupils to present their work or talents to the community, such as performances, exhibitions, or competitions, to demonstrate the school's commitment to excellence. •**Feedback and Testimonials**: •Collect testimonials from current pupils and parents to be featured in marketing materials, showcasing their positive experiences and the school's impact on their lives. •Conduct surveys to gather feedback from families regarding their reasons for choosing the school and their perceptions of its strengths, using this data to inform recruitment strategies. •**Monitor and Evaluate**: •Track application numbers and community engagement metrics throughout the year to assess the effectiveness of recruitment strategies and make adjustments as needed. •Evaluate the success of outreach events through attendance records, feedback surveys, and social media engagement to refine future recruitment efforts.	•**Application Increase**: Achieve a target of at least a 10% increase in pupil application for the upcoming academic year compared to the previous year. •**Community Engagement**: Organise at least five community engagement events or activities that highlight the school's achievements, values, and offerings, with participation from at least 75% of local families. •**Positive Feedback**: Collect feedback from new and prospective families indicating a better understanding of the school's strengths and values, with at least 80% reporting a positive impression. •**Online Presence and Outreach**: Enhance the school's online presence, with a 20% increase in engagement on social media platforms and website traffic related to recruitment content.

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What are we aiming for? (Intent)	How will this be achieved? (Implementation)	How will we know it has been achieved? (Impact)

Maximise the use of new facilities during the partial and full occupation of the school site to enhance the curriculum while ensuring robust safeguarding measures are implemented.
 	
By the end of the academic year, the school will successfully integrate new facilities into the curriculum, ensuring that all areas are utilised effectively and safely, enhancing learning experiences for all pupils.
	•**Curriculum Planning**:
	   •Collaborate with teachers to develop lesson plans that incorporate the new facilities, ensuring that curriculum objectives align with the resources available.
	   •Organise curriculum workshops where staff can brainstorm and share ideas on how to best utilise the new spaces for various subjects and activities.
	•**Timetable and Scheduling**:
	   •Create a flexible timetable that allows for effective rotation and scheduling of classes in the new facilities, ensuring all pupils have access to these spaces.
	   •Consider the needs of different year groups and subject areas to maximise the use of facilities throughout the school day.
	•**Safeguarding Procedures**:
	   •Develop and communicate clear safeguarding policies and procedures specific to the new facilities, including protocols for access, supervision, and emergency procedures.
	   •Train all staff on these procedures, ensuring they are aware of their responsibilities regarding safeguarding in relation to the new facilities.
	•**Monitoring and Evaluation**:
	   •Establish a monitoring system to regularly assess the usage of new facilities, including who is using them, how often, and for what purposes.
	   •Gather and analyse feedback from staff and pupils on the effectiveness of the facilities in enhancing teaching and learning, making adjustments based on this data.
	•**Community Engagement**:
	   •Involve parents and the local community in showcasing the new facilities through open days or events that highlight their impact on student learning.
	   •Create partnerships with local organisations that can utilise the facilities, offering community-based programs that align with school goals.
	•**Health and Safety Checks**:
	   •Conduct regular health and safety checks of the new facilities to ensure they meet all regulatory requirements and are conducive to a safe learning environment.
	   •Implement a reporting system for any concerns related to health and safety, ensuring prompt resolution.
		•**Facility Utilisation**: Good usage of new facilities for curriculum delivery across all year groups, including classrooms, outdoor areas, and specialised spaces.
		•**Safeguarding Compliance**: Conduct safeguarding audits at least twice a year, with 100% compliance with safeguarding policies and procedures related to the use of new facilities.
		•**Feedback on Facilities**: Gather feedback from staff and pupils regarding the impact of the new facilities on teaching and learning, with staff reporting a positive effect on their educational experience.