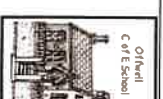


Offwell School Improvement Plan (SIP) May 2021 - 2023

Our Vision: **Be Well; Learn Well; Live Well!** **Our Values:** Caring, Sharing, Forgiveness, Loyalty, Honesty, Compassion
(Categories based on Ofsted Inspection framework 2019)



School Actions and Strengths

Through adhering to our shared vision and values, our school community has adapted and survived over the past year of the global Coronavirus pandemic, despite two school closures to all except those in need. We put in place safety measures and support for those required to be in school, to ensure the health of the whole school community; We offered online work via Google Classroom, which was progressive and coherent; we provided telephone support to our families at home; we have continued to develop our online offer so that in the second school closure we included daily online face-to-face sessions, online lessons and collective opportunities for worship and celebration; we have provided telephone and online face-to-face support for our most vulnerable children and families throughout; we have continued to develop our curriculum offer, adapting to the needs of our pupils, through exploring better ways we can support emotional development, teach core skills and expand our children's horizons; In our weekly newsletter and Google Classroom, we have provided consistent communication, care and support for our school community, through information and offers of support for wellbeing, mental and physical health, financial support and opportunities to engage in academic, creative, charitable and environmental activities. We want to build on our strengths - Our focus on developing the whole child, our sense of family and strong community spirit, our love of the natural environment, and commitment to life-long learning - and we work to build on these strengths, as set out in our whole school aims and priorities.

Whole School Aims

Be Well – All our children feel mentally, emotionally and physically well and understand how to help themselves maintain wellbeing. They are able to be caring, calm and confident, because they are treated with care, calm and confidence in their potential to be so, and this helps them to learn.

Learn Well – All our children know their strengths, can be creative and resilient when facing learning challenges and have the knowledge and skills they need to achieve their goals. They are taught to recognise their strengths, enjoy the process and the results of learning and be ambitious for the future.

Live Well – All our children are kind to themselves and others, and actively contribute to a more harmonious, sustainable future. They show they understand the reciprocal nature of compassion, honesty and forgiveness, and they are given opportunities to engage in positive action.

Whole School Priorities

- **Respond to impact of Covid Pandemic** - Identify and meet needs of each cohort holistically: look at physical, emotional, spiritual, communication & cognitive provision.
- **Create Pupil Profiles** to identify and build on strengths (rather than deficits); engage children in their own learning; to teach a growth mindset approach and metacognition; assess using Boxall profiles when appropriate, to identify needs, actions and progress.
- **Build achievement in Core Skills (including PSHE) especially Writing** - assess emotional, cognitive & language next steps, to show progress from baseline.
- **Engage with research to educate ourselves, our pupils and our parents** – train staff in the Relational Approach; engage in Stand Together project and the Primary Futures programme, and engage parents through information meetings, online or in person when possible.
- **Grow pupil numbers** – raise awareness of our unique vision and offer and ensure entry and exit numbers balance – through governor and school community actions e.g: curriculum projects, improving our grounds; developing our emotional & academic support; engaging in positive community and environmental actions.

Baseline data

SATS were cancelled for 2019-20 and 2020 – 2021. Formative assessments were carried out at the end of June 2020, providing information for each child, to be shared with them and their families, next teaching team and next school.

Autumn Term 2020 – this data shows the baseline to end of term progress which was achieved for the majority, even after a lockdown of 10 weeks. Spring Term data 2021 – this shows that results were often sustained from the end of Autumn Term, despite school closure of another two months.

Our next steps are to ensure careful analysis of each child's data, and build a clear picture of which groups need which support to move on to their next learning goal. Individual Pupil Profiles will be used to communicate each child's strengths, next steps and progress, where conventional data is not available and in a position where we need to adapt our provision to meet a new range of needs.

Category	Description - Guided by our vision and values...
1. Quality of Education	Intent: Offwell pupils learn well; they know their strengths across the curriculum and achieve high standards in core subjects, relative to their starting points. Implementation: Staff, Pupils and Parents have a shared understanding of the steps towards achievement in each subject and in core subjects. Children are regularly assessed in core subjects and taught according to their needs. Offwell pupils enjoy a coherent, creative and inspirational curriculum that is differentiated to support the needs of all learners, with a focus on children's strengths and next steps. Impact: Offwell pupils learn well, know their strengths across the curriculum and achieve high standards in core subjects, relative to their starting points.
2. Behaviour and Attitudes	Intent: Offwell pupils achieve high standards of attendance and behaviour, through: Implementation: A school-wide approach to safeguarding; a shared behaviour policy based on positive reinforcement, restorative justice and Relational Practice; Positive, proactive relationships with Parents and Carers, focused on children's wellbeing; an approach to inclusion and equality which is embedded in our practice and curriculum; explicit teaching of growth mind-set approaches. Specific support for children with barriers to learning or attendance, embedded within our universal provision; a coherent, creative and inspirational curriculum. Impact: Our pupils' behaviour and attitudes are consistently high, as is evident in their outcomes.
3. Personal Development	Intent: Offwell children are healthy in mind, body and spirit; know their strengths and value others: Implementation: Develop our school-wide approach to emotional support, spiritual development and mental health through: teaching of positive, healthy relationships; R, E, staff training in Relational Practice and Language development; implementation of Boxall profile; constantly building positive, supportive relationships with Parents and Carers, focused on children's wellbeing, through regular contact and information sharing e.g; newsletters, workshops; Fostering the unique interests, strengths and talents of our children; providing opportunities to become courageous advocates for others and our environment; Impact: Our children's personal development enables them to be well, learn well and live well
4. Leadership and Management	Intent: Offwell's Leadership provides a clear and ambitious vision, providing a high-quality, inclusive education for all through: Implementation: Embedding our vision and values within policies and practice that safeguard us and create a culture of confidence, creativity and compassion e.g: Equality, Behaviour, Curriculum, Safeguarding, SEND etc. Developing shared leadership, with all staff contributing to the implementation and impact of a rich and inspirational curriculum. Promoting professional development opportunities, action research, wellbeing support, to create confident, creative and compassionate practitioners. Providing a rich environment with inspirational resources and opportunities that motivate children to learn. Engaging parents and carers in our collective responsibility for safeguarding and educating children. Impact: Our children are well balanced, make good progress from their starting points, and are able to move on to their next stage successfully.