



School Context Intent	What we have done in previous years to implement:	What we have done last year (2020 – 2021) to implement:	What we are considering for the future:
<p><b>1. Encourage our children to be aspirational so that they reach their true potential.</b></p>	<ul style="list-style-type: none"> <li>• Introduce and implement our new school vision/school motto – Nurture the Potential to Succeed</li> <li>• Introduce our new school values – <b>STRIVE</b></li> <li>• Introduce Family Points (to replace superstars) – names of families chosen relate to inspirational people who represent both male and female role models and including representation of people from different cultures, diversity, from the local area and further afield.</li> <li>• Growth Mindset.</li> <li>• Assembly themes linked to school values, growth mindset and qualities required to reach potential.</li> <li>• Began to redesign our subject curriculum long term plans and teaching and learning sequences to include a wider range of diverse role-models/significant people.</li> <li>• Work in liaison with local High School (Hope Academy) to develop curriculum long term plans and leader’s subject knowledge and expertise.</li> <li>• Introduction of B-Squared Assessment for SEND pupils to demonstrate the progress of this group of learners and identify their potential.</li> <li>• Aspirations/Careers Week</li> <li>• Family Share Workshops (externally delivered)</li> <li>• Have a range of recognition and reward points e.g. family points, class attendance awards, Times Tables Rockstars, Reading Certificates, Head Boy and Head Girl etc</li> <li>• Further increase extra-curricular opportunities to include a wider range of subjects/areas, including opportunities to play an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to embed our school vision/motto.</li> <li>• Marketing materials to reflect our school motto and values e.g school signs/school badge at the front entrance and display boards in the school foyer.</li> <li>• Introduce Pupil Ambassadors</li> <li>• Introduce revised PSHE and RSE curriculum based upon the school context.</li> <li>• Introduce Marvellous Me (behaviour app) – to foster further partnership with parents.</li> <li>• Develop ‘Let’s Celebrate’ assembly -focus on the new school values.</li> <li>• Introduce Picture News as a tool to drive aspiration and make links with British Values.</li> <li>• Continue to develop our subject curriculum.</li> <li>• Develop an Educational Visits overview which reflects our subject curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to embed our school vision/motto</li> <li>• Further exterior signage to be displayed on the school grounds to reinforce or vision and values.</li> <li>• Further quotations/ wall art related to potential and success to be displayed around school to reinforce this message.</li> <li>• Artist in Residence (September 2021) – School Values to display in school.</li> <li>• Develop and embed Pupil Ambassadors.</li> <li>• Develop our assembly programme further to include visitors and/or aspirational speakers and qualities required to achieve potential.</li> <li>• Continue to ensure consistency of Marvellous Me across school.</li> <li>• Continue to develop our subject curriculum.</li> <li>• Continue to develop our PSHE and RSE curriculum to ensure it meets the needs of our pupils.</li> <li>• Continue to foster liaison with nearby High Schools to develop the curriculum</li> <li>• Create links with local universities, organise guest speakers and potential class visits to these universities with both children and parents in order to raise aspirations and improve parental knowledge of further education opportunities.</li> <li>• Introduce school led Parent Workshops</li> <li>• Introduce Hold an Enterprise Week in school.</li> <li>• Tackle stereotypes through our SMSC, including gaining Stonewall Bronze Award</li> <li>• Introduce a new, smarter uniform.</li> <li>• Continue to review and identify potential educational enrichment opportunities both externally and internally</li> </ul>

<p><b>2. Develop pupils' language, vocabulary and communication skills.</b></p>	<ul style="list-style-type: none"> <li>• Introduced a 'new vocabulary' section to our Reading Comprehension lesson teaching and learning sequence.</li> <li>• Introduced a 'new vocabulary' section to our Maths lesson teaching and learning sequence.</li> <li>• Introduced specific vocabulary to all Medium Term Plans (Curriculum Unit Plans) which is explicitly discussed and displayed as part of the teaching of specific units.</li> <li>• Revised Long Term Plans in English to ensure texts chosen are challenging and expose pupils to a wide range of vocabulary.</li> <li>• Introduced 'Knowledge Organisers' for children to record and learn upcoming vocabulary.</li> <li>• Invested heavily in school reading scheme books, class texts and phonics books (Read, Write, Inc) in library/classroom books.</li> <li>• Use aspects/strategies from Early Talk Boost to improve early language and communication skills</li> <li>• Oracy Training and employed SLE</li> <li>• Purchased Vocabulary Ninja</li> <li>• Participation in the Hanen Speech and Language trial in Nursery.</li> <li>• Elklan Training for LSAs.</li> <li>• External agency support (Speech and Language Therapists)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop vocabulary teaching across school in all subjects to ensure it is clearly mapped out and progressive.</li> <li>• Develop teachers' abilities to improve and expand vocabulary.</li> <li>• Supplement reading scheme (and exposure to language further) by purchasing Bug Club – online reading books in line with our school book banding system.</li> <li>• Develop vocabulary sections to all class displays</li> <li>• Carry out M&amp;E in EYFS - 'hot and cold spots' in relation to print and language, identify actions and next steps.</li> <li>• Revise EYFS Long Term Plans to ensure the units taught reflect the school context and provide plentiful opportunity to develop language, vocabulary and communication.</li> <li>• Introduce a whole school intervention timetable in which Speech and Language interventions are delivered.</li> <li>• External agency support (Speech and Language Therapists)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce 'Time to Talk' to improve early language and communication skills.</li> <li>• Explore further Speech and Language intervention programmes e.g. Early Talk Boost to improve early language and communication skills to support pupils in EYFS.</li> <li>• Revise and develop continuous provision in EYFS to ensure pupils are exposed to high quality language.</li> <li>• Training for EYFS LSAs re: questioning and developing language using Early Excellence materials.</li> <li>• Revisit Long Term Plans for English and cross reference opportunities for talk (Including drama and roleplay).</li> <li>• Revisit Long Term Plans in all curriculum areas and cross reference opportunities for talk (including drama and role play).</li> <li>• Evaluate and revise the whole school intervention timetable to identify and deliver Speech and Language intervention.</li> <li>• Arrange as part of the school's Educational Visits overview, opportunity for library visits.</li> <li>• Arrange Speech and Language CPD for staff.</li> <li>• External agency support (Speech and Language Therapists)</li> <li>• Continue to develop the intent and implementation of knowledge organisers, including key vocabulary, to embed language across the curriculum within school and as part of home learning</li> <li>• Revise planning documents to include key vocabulary where appropriate to ensure teachers at all levels focus on subject specific, tiered vocabulary.</li> </ul>
<p><b>3. Promote a love of reading.</b></p>	<p><b>AS WELL AS INFORMATION STATED ABOVE:</b></p> <ul style="list-style-type: none"> <li>• Introduced a new whole class approach to teaching reading (Year 1 – Year 6).</li> <li>• Year of Reading to ensure a greater focus on reading from home and for pleasure.</li> <li>• Themed Week – Book Week.</li> <li>• Book Bus.</li> <li>• Arrange a visiting author to promote reading</li> <li>• Introduced rewards for reading – reading book marks and bronze, silver and gold reading certificates.</li> <li>• School Reading Café (Tues and Thurs morning).</li> <li>• Developed 'Book Corners' in all classrooms to promote reading.</li> <li>• Reading Gardens.</li> <li>• Reading Expectation document introduced, which included revised book bands and phonics stages in line with end of year ARE.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to acquire full class sets of all books taught in whole-class reading lessons so all children have their own copy where possible.</li> <li>• Improve reading materials that link to other areas of the curriculum – Library Loans SLA 2020 - 2021</li> <li>• CPD for all staff on Early reading and reading across the curriculum by SLE</li> <li>• Introduce 1:1 Read, Write, Inc catch-up interventions to support readers at the earliest stages.</li> <li>• Introduce reading catch up interventions to support readers across school, delivered by school staff.</li> <li>• Introduce external tutors through the National Tutoring Programme (FFT and Tutor Trust) to deliver catch up intervention to identified pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• School Reading Café to be re-introduced (once Covid restrictions lift).</li> <li>• Book Week to be planned (based on guidance in relation to Covid) at the time.</li> <li>• Reading Expectation Document revisited, and changes made if needed in relation to missed learning, gaps in knowledge and catch up intervention.</li> <li>• Further RWI Training for staff.</li> <li>• Consider 'Reading Buddies' initiative</li> <li>• Reading Club.</li> <li>• Acquire grant funding from the Foyle Foundation to purchase further class library books, including those that provide diversity and reading material that relates to areas of the year group curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduced a personalised phonics teaching and learning structure.</li> <li>• Introduced Read, Write, Inc 'Book Bag Books' which link to the phonemes taught in class.</li> <li>• Continued to revise use of using Read, Write Inc to teach phonics consistently.</li> <li>• Read, Write, Inc training for staff.</li> <li>• Introduction of Class Reader and daily story time in EYFS – Y6.</li> </ul>		<ul style="list-style-type: none"> <li>• Develop Class Book Corners further e.g. display of class reader/English text in a frame with key questions.</li> <li>• Introduce a new homework policy to ensure a greater focus on reading from home and for pleasure.</li> <li>• Visits to local library in line with school's Educational Visits overview – access reading competitions, enhance reading across all areas of the curriculum and promote the number of children accessing the local library service</li> <li>• Send home weekly nursery rhymes in EYFS</li> <li>• Re-establish Reading Gardens on the school playgrounds - free library boxes on the playground to encourage personal book ownership and sharing of reading</li> <li>• Audit opportunities for reading outdoors in EYFS – establish a 'reading shed.'</li> <li>• Introduce a 'Free Library' stand/ bookcase on the playground to encourage personal book ownership and sharing of reading.</li> <li>• Website to display links to copies of texts for pupils to access at home with parents. Particularly helping vulnerable pupils as a pre-teach.</li> <li>• Continue to audit long term plans across the curriculum to identify reading opportunities in all subjects.</li> <li>• Develop a Well-Being 'Book Nook' KS2</li> <li>• Consider after school strategies to engage Parent/Pupil reading focus e.g. Hot Chocolate and a bedtime story in Pyjamas – winter time.</li> </ul>
<p><b>4. Develop our children's 'cultural capital' by providing a wide range of experiences and opportunities.</b></p>	<p><b>AS WELL AS INFORMATION STATED ABOVE:</b></p> <ul style="list-style-type: none"> <li>• Educational visits, linked to an area/areas of the curriculum, including visits to local church (Christmas Story and Easter Story).</li> <li>• CulturED SLA – enabled pupils to visit art galleries.</li> <li>• Y6 Residential – PGL (Winmarleigh Hall)</li> <li>• Young Voices</li> <li>• Visits and experiences linked to school behaviour system e.g. den building with park rangers, Mountain Monkeys, pizza making workshop, sporting activism at local leisure centre, making bird boxes etc.</li> <li>• Visits to the local High School – science, PE, cookery and DT workshops.</li> <li>• Visitors invited to school in enrich curriculum experiences.</li> <li>• 'Wow' moments at the start of units where possible.</li> <li>• Artists in residence.</li> <li>• Life Skills Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce a 'Food Week' as part of our D&amp;T curriculum</li> <li>• Buy into LA SLA school library service to include a wider range of cultural materials</li> <li>• Redesigned our history and geography curriculums to improve children's understanding of local heritage and different cultures.</li> <li>• Resigned our PSHE and RSE curriculum to improve children's understanding of personal and social issues related to the school context e.g mental health awareness, financial management, positive relationships.</li> <li>• Catch up programme in place delivered by teachers and school staff both during the school day and outside the school day.</li> <li>• Catch up programme in place delivered by outside providers via the National Tutoring Scheme (FFT, Tutor Trust and 3<sup>rd</sup> Space Learning).</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce a full programme of school-funded visits to a range of different places, making links with the school curriculum, including different places of worship to increase awareness of diversity. E.g. art galleries, music and ballet performances as well as trips to a national park and to a river.</li> <li>• Create links with the National Trust to gain access to a wider range of opportunities promoting cultural capital</li> <li>• Increase our offer of extra-curricular clubs</li> <li>• Introduce an Enterprise Week</li> <li>• Provide opportunities to perform, including singing at the local care home/church etc</li> <li>• Consider a further residential visit further afield e.g. London or France.</li> <li>• Consider a further residential visit for younger pupils e.g. Y2 – Fox Howl – Delamere Forest.</li> </ul>

	<ul style="list-style-type: none"> <li>• Music Tuition.</li> <li>• Extra-Curricular Clubs (in particular PE) provided in-house and by external providers.</li> <li>• Began to introduce, and tailored, a new Spanish scheme (Speekee) starting in Y3.</li> <li>• 'Crucial Crew' - Life Skills day</li> <li>• 'Bikeability' cycling lessons</li> <li>• Healthy Living Team – Pupil and Family workshops.</li> <li>• Be Safe Week</li> <li>• Magic Breakfast</li> </ul>	<ul style="list-style-type: none"> <li>• Artist in residence – Henry Iddon</li> <li>• Capoeira Workshop</li> <li>• Supporting local charity (Business for Youth) and work in partnership with them to cater for the needs of disadvantaged pupils and their families.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve resources for RE to increase exposure to religious artefacts and link to new RE syllabus.</li> <li>• Increase the number of charity events our school supports.</li> <li>• Develop a 'bucket list' of experiences from Nursery – Year 6 and see how these can be incorporated into the school curriculum offer.</li> <li>• Arrange visits from community figures to talk to pupils about the impact of the curriculum/learning in the wider world</li> <li>• Introduce further role-play activities across the curriculum for all year groups to recreate social opportunities and experiences <i>e.g. speeches, dinner party discussions, hosting art gallery exhibitions, hosting musical performances</i></li> <li>• Pupil ambassadors to work towards and lead school in drive to achieve 'Green Flag' award as an Eco-School.</li> </ul>
<p><b>5. Ensure children have a strong understanding of, and exposure to, diversity and British Values.</b></p>	<p><b>AS WELL AS INFORMATION STATED ABOVE:</b></p> <ul style="list-style-type: none"> <li>• Trial Picture News to increase exposure to current national and international events as well as increase explicit links to British Values.</li> <li>• Improved texts chosen and read as part of the English curriculum - some of which promote diversity in all forms.</li> <li>• Continued to ensure all teachers deliver effective scheme for PSHE.</li> <li>• Improve the design of the current Art curriculum so that it has a greater diversity of artists and focuses</li> <li>• Continued to deliver a full RE curriculum.</li> <li>• Head Boy and Head Girl – Democracy.</li> <li>• Democracy Day – Y6 – St Helens Town Hall</li> <li>• Continued to hold parent briefings on our teaching approach to SRE.</li> <li>• Continued to hold themed weeks e.g. Anti-Bullying Week/E-Safety/Internet Safety.</li> <li>• Awareness Days and Weeks e.g. British Values Week, Neurodiversity Week etc.</li> <li>• Assemblies delivered by Rev Stafford (All Saints Church)</li> <li>• SMSC, British Values, RE and PSHE Termly Cluster Subject Meetings to share good practice.</li> <li>• Boccia Competition – Lansbury Bridge.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an assembly overview for the year that strategically plans each assembly making links with school values, British Values, local news/events, cultural events, other calendar events in the school year.</li> <li>• Develop an Educational Visits Overview that includes visits to places of worship and exposure to cultural events.</li> <li>• Fully implement Picture News into our assembly cycle for exposure to current events</li> <li>• Introduce 'Classroom Ballot Boxes' in all classes to vote on school-based decisions and increase exposure to school democracy.</li> <li>• Develop further an 'SMSC and British Values display' in school to continually reinforce the values and celebrate difference.</li> <li>• Revisit and revise the school British Values and SMSC Policy.</li> <li>• SMSC Subject Overviews</li> <li>• Produce an SMSC and British Values overview.</li> <li>• Continued to run Anti-Bullying week and support the 'odd socks' campaign.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide more explicit opportunities for staff and children to share, and celebrate, their diversity.</li> <li>• Improve explicit promotion of British Values around school, linked to assemblies and school values.</li> <li>• Use of school ambassadors to support with voting events / debates on whole-school issues that are brought to light via pupil voice.</li> <li>• Introduced opportunities for the Pupil Ambassadors to meet with the Head Teacher and with Governors to report on their work and request improvements.</li> <li>• Introduced regular 'pupil voice mornings' to routinely gather their thoughts and opinions on our school in order to improve.</li> <li>• Arrange visits from community figures and a spectrum of school staff to talk to pupils about the impact of the curriculum/learning in the wider world</li> <li>• Continue to review long term plans to ensure themes of British Values are embedded throughout the curriculum.</li> </ul>

<p><b>6.Support the social and emotional development of our children.</b></p>	<p><b>AS WELL AS THAT SAID ELSEWHERE:</b></p> <ul style="list-style-type: none"> <li>• Pastoral Manager/Team.</li> <li>• Established a mental health assembly</li> <li>• Acquired books linked to feelings/emotions</li> <li>• Introduced a Mindfulness Club</li> <li>• Increased small-group and 1:1 interventions to support vulnerable children</li> <li>• Embed Pastoral Leader and her team to provide more bespoke emotional support for those most in need.</li> <li>• Yoga Club.</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn Term English texts linked to mental health and well-being.</li> <li>• Acquired further texts linked to feeling and emotions to be shared with pupils.</li> <li>• Explore initiatives that support/teach the promotion of wellbeing management – for example, a wellbeing curriculum, peer massage, playground buddies</li> <li>• Improve our current nurture groups so that there is a clearer structure and end goals (including across lunchtime).</li> <li>• Increase the opportunities for children to have school responsibilities/monitor roles.</li> <li>• Mental Health and Well Being Week (x2)</li> <li>• Revised school PSHE and RSE curriculum to clearly incorporate a unit on Mental Health and Well Being.</li> <li>• Children’s Mental Health CPD for Staff – JD and KMc.</li> <li>• Mindfulness Training for staff delivered by KMc.</li> <li>• SEMH Audit Tool Established and used as a tool to identify pupils who need pastoral support.</li> <li>• Introduce a whole school intervention timetable in which SEMH interventions are delivered e.g. Anxiety Gremlin.</li> <li>• Counselor from Listening Ears based on site one day per week to enable her to see as many pupils as possible who require external support.</li> <li>• Y6 Lancaster Questionnaire delivered by school health. School actions drawn up in response to the data collected.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop the SEMH team next year to include a L2 LSA.</li> <li>• Implement further a wellbeing curriculum and wellbeing events.</li> <li>• Explore the viability of Forest School.</li> <li>• Develop the school quads – make one into a tranquil setting designed for relaxation.</li> <li>• Introduce a Mindfulness Club.</li> <li>• Provide staff with CPD around positive self-talk and ‘growth mindset’ language structures in order to implement these within day-to-day school life, modelling to pupils how to support themselves through positive reinforcement.</li> <li>• Well-Being ‘Book Nook’ = KS2</li> <li>• Parental awareness sessions on mental health and how to support themselves and their children.</li> <li>• Further develop the Pastoral Support Team so particular LSAs become specialised in delivering particular programs to support in targeted areas such as BOSS skills, Anxiety, Trauma</li> <li>• Consider arrangements for a therapy dog.</li> </ul>
<p><b>7.Give children opportunities to be creative.</b></p>	<p><b>AS WELL AS THAT SAID ELSEWHERE:</b></p> <ul style="list-style-type: none"> <li>• Introduced the Charanga music scheme to ensure full music coverage and the opportunity for all children to learn a musical instrument.</li> <li>• Increased opportunities to write stories and write at length.</li> <li>• Removed cross-curricular links that were tenuous so creativity in Art &amp; D&amp;T is not stifled.</li> <li>• School Art Gallery as part of the Summer Fair.</li> <li>• Began to redesign our Art and DT curriculum.</li> <li>• CultureED .</li> <li>• Weekly singing assemblies</li> <li>• Introduced Rock Steady in Y4 – rock band/music tuition.</li> <li>• Introduced a Cheerleading Club and school had the opportunity to perform a routine at a St Helens Rugby Match.</li> <li>• Drama Club – led to whole school performance.</li> <li>• Cohort Assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT and MLT to facilitate the delivery of a broad and balanced curriculum.</li> <li>• Complete the redesign of the Art/D&amp;T curriculum and increase visual art opportunities and educational visits.</li> <li>• Bespoke teaching and learning sequences implemented in Art and D&amp;T.</li> <li>• Continue with Rock Steady, an opportunity for Y4 groups to learn a musical instrument.</li> <li>• Introduce new dance and gymnastics units, including staff training, to improve opportunities to be physically expressive. Purchase ‘Complete PE’ to support with this.</li> <li>• Improve Art resources and use of sketchbooks</li> <li>• Introduce an Art show/gallery event</li> </ul>	<ul style="list-style-type: none"> <li>• Whole-school Art project – school values.</li> <li>• Introduce a drama curriculum or increase opportunities for drama performances.</li> <li>• Increasing writing competition opportunities</li> <li>• Increase opportunities to appraise music through assemblies.</li> <li>• Hold an Enterprise Week</li> <li>• Develop the school choir and include visits to the Philharmonic</li> <li>• Increase opportunities for singing performances</li> <li>• Introduce sketching, construction, drama and dance club</li> <li>• Increase opportunities to showcase class based projects to peers and the wider community <i>e.g. art exhibition. Design and technology showcase, puppet shows etc.</i></li> </ul>

	<ul style="list-style-type: none"> <li>Christmas Performances and end of Year Performance for Year 6.</li> </ul>		
<b>8. Encourage children to keep themselves safe.</b>	<ul style="list-style-type: none"> <li>Staff awareness training on Child Exploitation (externally delivered).</li> <li>Worked in partnership/collaboration with external agencies to deliver key aspects of local and national safeguarding issues such as knife crime, CSE, drugs and alcohol, internet safety.</li> <li>Themed weeks 'Be Safe.'</li> <li>Themed assemblies in relation to keeping safe.</li> <li>External performances/plays to reinforce 'Keeping Safe' messages.</li> <li>National On-line Safety training for all staff.</li> <li>Parents access to National On-line Safety.</li> </ul>	<ul style="list-style-type: none"> <li>Junior Road Safety Officers trained and delivered training to younger classes</li> <li>Themed assemblies in relation to keeping safe.</li> <li>National On-line Safety training for all staff.</li> <li>Parents access to National On-line Safety.</li> <li>Additional website page and literature shared with pupils and parent carers throughout lock down (links with remote education).</li> </ul>	<ul style="list-style-type: none"> <li>Links with Arial Trust to teach our children key skills in relation to CSE.</li> <li>Monthly newsletter for parents.</li> <li>External staff awareness training in relation to E-Safety</li> <li>Termly magazine subscription – linked with Vodaphone for KS2 parents, which explicitly makes reference to internet safety.</li> <li>Google Internet Legends Year Group competition – E Safety targeted towards Y5 cohort.</li> <li>Parent/child workshop – E-Safety</li> <li>Engage with outside agencies to deliver bespoke awareness sessions for our children such as NSPCC, PCSO, Arial Trust</li> <li>Implement Educated World Curriculum for the future:</li> </ul>
<b>9. Encourage children to be active.</b>	<ul style="list-style-type: none"> <li>Invested heavily in PE curriculum resources.</li> <li>Increased the number of sports competitions participated in, resulting in achieving the School Sports Competition Gold Award</li> <li>Increased the number, and breadth, of sports clubs.</li> <li>Increased the variety of sports on offer during Sports Day.</li> <li>Implement Playground Leaders alongside PE Lead on KS2 at lunchtimes.</li> <li>PE teacher to lead games and physical activities on the playground at lunchtime.</li> <li>Resources ordered to be used over lunchtime.</li> <li>Fit4All initiative.</li> <li>Health Living Team – pupil and family workshops.</li> <li>Intensive swimming 'catch up' course for Year 6 non-swimmers.</li> <li>Continued to offer 'Bikeability' cycling course</li> <li>Offer sports clubs/activity before the school day.</li> <li>Sports Ambassadors.</li> </ul>	<ul style="list-style-type: none"> <li>Revised the PSHE and RSE curriculum to ensure a unit is delivered on Healthy Lifestyles.</li> <li>Educational Visits Overview to include sport-related trips such as skiing, ice skating and water sports.</li> <li>Further improve play equipment to encourage activity at play/lunchtimes.</li> <li>Further increase the breadth of sporting clubs offered before and after the school day, across the year (as and when is possible in light of Covid restrictions).</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number and breadth of sports clubs e.g archery and fencing.</li> <li>Explore opportunities to involve parents/carers in shared activity, including Daily Mile</li> <li>Consider employing a PE Apprentice.</li> <li>Further increase inter-school competition to result in achieving the School Sports Competition Platinum Award</li> <li>Promote, and increase the number of, intra-school competitions.</li> <li>Purchase of fixed play equipment in EYFS that encourages physical development.</li> <li>Purchase of fixed gym equipment on the Y5/Y6 playground to promote physical exercise at breaktime and lunchtime.</li> <li>Purchase 'bespoke' school games kit/ uniform to encourage participation in all PE lessons/tournaments.</li> <li>Explore potential links with local sports clubs e.g. <i>St Helens Community Foundation, Newton RUFC, Newton Storm rugby league, Newton football club, RW Street Dance.</i></li> <li>Work in partnership with the Healthy Living Team to develop joint activities with parents and children.</li> </ul>

<p><b>10. Work in partnership with parents and the wider community.</b></p>	<p><b>AS WELL AS THAT SAID ELSEWHERE:</b></p> <ul style="list-style-type: none"> <li>• Parents' Evening</li> <li>• Cohort Assemblies</li> <li>• End of Year Musicals for Parents – Lion King, Aladdin, Matilda etc.</li> <li>• Newton's Got Talent Performance</li> <li>• Family Share sessions</li> <li>• E-Safety Workshops for Parents</li> <li>• Healthy Living Team – Family workshops to encourage a healthy lifestyle.</li> <li>• CulturED workshops for parents and families.</li> <li>• PTFA: Easter and Christmas Bingo, Christmas Fayre, Summer Fayre.</li> <li>• Participated in the Big Walk (Charity led walk in the local community).</li> <li>• Remembrance Day Service in Newton/Earlestown – school and pupil representation.</li> <li>• Christmas Carol Singing in Earlestown.</li> <li>• Park Ranger service - Den Building, Marshmellow toasting, nature walks.</li> <li>• Worked in Partnership with Ariete Restaurant and Vernona Kitchen – links to School Reward System.</li> <li>• Parent Forum</li> </ul>	<p><b>AS WELL AS THAT SAID ELSEWHERE:</b></p> <ul style="list-style-type: none"> <li>• Staff carried out home visits to check on the welfare of parents and their families during the Covid pandemic.</li> <li>• Staff delivered breakfast as part of the Magic Breakfast scheme during the pandemic.</li> <li>• Close liaison and working with local charity – Business for Youth (BFY).</li> <li>• Robust system of contacting parents during the pandemic to support them – School Vulnerable Tracker.</li> <li>• Virtual Parents' Evening via Microsoft Teams calling.</li> <li>• Staff have collected children to bring to school, and to take children home, when parents have struggled to do this.</li> <li>• Marvellous Me app has been used to involve parents in their child's education by: sending messages, reminders, activities and school values badges</li> <li>• Parents have been consulted about the RSE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-establish a school PTFA – increase number of members.</li> <li>• Set up a Community Room in school.</li> <li>• Establish a pre-school session.</li> <li>• Deliver Parenting Workshops e.g Triple P</li> <li>• Continue to make links with Hope Academy and other feeder high schools.</li> <li>• Make further links with the community e.g. Christmas Carol Singing at local care homes.</li> <li>• Develop parents drop in sessions to support children with SEND or parents struggling to manage concerns in the home such as debts. Link with Advanced Solutions, Torus, School Health, BIT Team, EWB</li> <li>• Develop parent/carer information sessions in relation to Safeguarding, Internet Safety</li> <li>• Link parent/carer workshops to curriculum areas</li> <li>• Deliver PIE (Parental Involvement and Engagement) sessions as planned before lockdown was introduced.</li> <li>• Re-establish Parent Forums.</li> <li>• Investigate ways in which Marvellous Me can be used to support reading at home.</li> </ul>
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