



Offwell School Improvement Plan (SIP) 2024 -2025



Our Vision: Be Well; Learn Well; Live Well! Our Values: Caring, Sharing, Forgiveness, Loyalty, Honesty, Compassion*

Last SIAMS 2019 Good. Last OFSTED 2022 Good (SIP Categories based on Ofsted Inspection framework 2019 – to be revised).

Whole School Vision

Be Well – All our children feel safe and cared for: they understand the importance of physical, mental and spiritual wellbeing for themselves and others.

Learn Well – All our children enjoy learning: they know their strengths and have the skills and knowledge to achieve their full academic potential, at each stage.

Live Well – All our children demonstrate our values in action: they engage in opportunities to make their home, class, school, community and environment better for all.

Key Questions: How do you feel? Who/what helps you to feel happy? How do you help other people? Do you enjoy learning? What/who helps you to learn? What knowledge, skills and talents are you developing? How do you think you can use your knowledge, skills and talents? What do you want to achieve next? How do we make life better, together?

Strategic approach	Be Well – build safe, caring relationships between all. *Values: Be Kind, grow in Empathy	Learn Well – grow in skills, knowledge and understanding. Values: Be Patient, develop Perseverance	Live Well – offer curriculum opportunities to open minds: Values: Be Brave, Be Fair, share Forgiveness, build Belonging.
Actions across each area NB: Safeguarding – through training, recording, sharing information and taking action to prevent harm, we create a caring culture that underpins all we do and protects children.	Mental Health Support Team – Ongoing support for staff, pupil and parent/carer wellbeing, through workshops, referrals for support, <i>plus support in place for identified pupils.</i> Pupil and Parent voice – relationships build our school community, so we value the contributions of all pupils and families to our school, via the School Council, Ethos Group, Eco-Team, our PTFA and Parent Carer meetings and workshops, in addition, <i>every child is to have individual time to talk with their teacher in Golden Time.</i> *Reviewing our Values – central to our children’s spiritual and moral development – with each part of the school community involved, to make clear links to our vision, with a coherent, motivating message and imagery that children can understand and use in their daily lives.	Developing achievement in Core areas – Reading & Writing: All staff are trained in our Phonics scheme and we have invested in new literacy resources, to inspire our pupils, maintain our strong reading results and boost achievement in spelling, punctuation and grammar, supporting attainment in writing. In Maths , we are using a new approach to help children understand place value at different levels, so they can build on this to add, subtract, multiply and divide efficiently and fluently. SEND (Special Educational Needs) – our new SENCO (September 2024), is supporting the co-production of My Plans with pupils and parents and engaging with external agencies as necessary; <i>we will be rolling out Ordinarily Available Inclusive Provision across each class, to ensure practice that enables all children to access learning.</i>	EDI (Equality, Diversity and Inclusion) – ongoing work to diversify our curriculum and improve representation and access across all protected characteristics, through Subject Leader actions. This includes all areas of the curriculum and working with other partners, such as Exeter’s Global Education Centre. Environmental education – through our close link with Offwell Woods Trust and Forestry England, as well as wider opportunities e.g: God’s Acre, we give our children a love of nature and understanding of the part we play in protecting it and our shared future. Ongoing involvement with Torbay & Devon Award – Year Six pupils take part across the year, engaging in social and personal development activities, such as adventurous activities, hobbies and raising funds for charities, to build confidence and resilience.

Category	Description
1. Quality of Education	<u>Intent</u>: Offwell pupils achieve high standards in all Core Subjects relative to their starting points, making rapid and sustained progress. <u>Implementation</u>: Our curriculum is set out coherently and progressively for all members of the community, via our Progression Maps. All staff are Subject Leaders, with clear actions shared via their Action Plans. Professional development is integrated into our staff meeting plan. Our dedicated SENCO works across the school to meet the needs of our children with barriers to learning and embed Ordinarily Available Inclusive Provision. Our SEND (Special Needs) data remains above National average, but we aspire to better outcomes for all groups, including PP (Pupil Premium) and EAL (Additional Language) <u>Impact</u>: Our children's outcomes are high, showing rapid progress from baseline, with disadvantaged groups performing in line with their peers.
2. Behaviour and Attitudes	<u>Intent</u>: Offwell pupils achieve high standards through excellent attendance and behaviour for learning <u>Implementation</u>: Our Values are refreshed and shared, guiding behaviour and supporting spiritual development. We support children's attendance and wellbeing; Relational Practice is evident in each class and our Behaviour Policy reflects this, with an emphasis on restorative justice. Specific support for children with barriers to attendance, learning or other needs is considered, rapid and effective. Our curriculum is representative and inclusive across all protected characteristics, so our children feel valued and know how to value others as individuals. <u>Impact</u>: Our children's attendance is high and standards of behaviour are excellent, as is evident in their outcomes.
3. Personal Development	<u>Intent</u>: Offwell children are kind, curious, creative, resilient and confident people, who care about themselves and others: <u>Implementation</u>: We work with the Mental Health Support Team to promote positive, proactive relationships with Parents and Carers. Staff are confident in relational practice. Positive, supportive relationships with Parents and Carers help children to better well-being and to access their education, through parent information workshops and regular, supportive contact. Individual pupil interests, strengths and unique talents, are fostered through a coherent, creative and inclusive curriculum. There are regular opportunities to enact our values on behalf of others and our environment . <u>Impact</u>: Our children demonstrate the attitudes, knowledge, skills and values they need to flourish and contribute positively to society.
4. Leadership and Management	<u>Intent</u>: Offwell's Leadership provides a clear and ambitious vision, providing high-quality, inclusive education for all. <u>Implementation</u>: Our vision and values are communicated clearly and are embedded within policies that safeguard us and create a culture of confidence, and compassion. All staff contribute to the implementation and impact of a rich curriculum, with inspirational resources and opportunities that motivate children to learn. Promoting professional development opportunities and wellbeing support creates confident, creative and compassionate practitioners. Parents and the wider school community are engaged and supported in our collective responsibility for safeguarding and educating our children. <u>Impact</u>: Our children's outcomes are good relative to national, showing progress from baseline in all groups, attendance is good and standards of behaviour are excellent, equipping them with the attitudes, knowledge, skills and values they need to flourish and contribute positively to society.

For details, see Leadership & Management Action Plan, SEND Action Plan & Subject Leader Action Plans.