

Action Plan:	Personal Development & Mutual Understanding (PDMU)	Year(s):	2017-20
Curriculum Team:	R Magee Principal K Jensen KS2 J Hanafin KS1 A Savage KS1 A Hamilton FS L Ambrose FS	Link Governor(s) (if appropriate): <i>Is this a strategic or maintenance plan?</i>	C Nixon, C Webster Strategic <i>(Linked to Principal's PRSD, staff PRSD, lesson observation by PDMU Team)</i>

Areas for improvement (as identified by inspection/self-evaluation/survey):	<ul style="list-style-type: none"> PDMU hasn't undergone any strategic development in last 3 SDPs PDMU curriculum well-resourced through 'Learning for Life' box resources AMPS continues to pilot NSPCC Keeping Safe project - in PDMU 'time' Implementation of PERMA & Growth Mindset links easily with PDMU Renew focus on Pastoral Care in the broadest sense - as a key component of school development & the learning environment; preparation for eti visit Summer 2017? Revision of medium-term planners in Literacy & Numeracy include focus on the LEARNING PROCESS as well as content - infusion of PERMA
Where are we now? Include evidence where appropriate, eg quantifiable data, qualitative references/sources:	<ul style="list-style-type: none"> <i>NB - Complete Keele Survey data as an Appendix to SDP 2017-20 - areas listed here relate to feedback of <95% agreement and are used as examples only; those in blue are highlighted as particularly relevant to PERMA & the Growth Mindset</i> Keele Survey April 2017 - pupil surveys (P4-7), examples of potential areas for development: <ul style="list-style-type: none"> 93% say that they are happy at school 85% say that their teacher sets targets to improve their work 38% say that the teacher often talks to them about how they can make their work better 88% agree that the teacher tells them when s/he is pleased with their work 94% say that they have lots of friends at school 79% sat that they like working in groups 89% believe that the work they do is important to them 91% think that they are successful in school 86% say that they never or rarely behave badly at school Keele Survey April 2017 - teacher surveys, examples of areas for development: <ul style="list-style-type: none"> 79% agree that staff morale is high 86% feel they are successful teachers for the most part 86% say the feedback they get is almost or mostly useful 93% think that the SLT maintain good relationships with staff

Building a Legacy

	<ul style="list-style-type: none"> • Governor discussions on parental engagement - increasing knowledge, awareness & dissemination of school development targets is required • Staff awareness of increasing need for pastoral focus within all lessons (for pupils) • Staff awareness of increasing need for pastoral focus in dealing with parents <ul style="list-style-type: none"> • Keele Survey April 2017 - support staff surveys, examples of areas for development: 88% say that they would recommend the school to friends 88% say that the pupils treat them with respect and are mostly polite and well-mannered 25 % say they have been involved in discussions about their professional development needs
--	---

2017-18					
Targets to bring about improvement	Success Criteria	Actions to bring about improvement	Resource allocations	Staff - lead responsibility	Dates
<i>What do we want to achieve?</i>	<i>How do we know if we have succeeded?</i> <i>What will be the impact of our work on the children?</i>	<i>What will we do?</i> <i>Align with each success criteria</i>		<i>Who is responsible for each action and what support is required?</i>	
T1 Awareness of PERMA principles - stronger focus on ENGAGEMENT & ACHIEVEMENT	SC1a Children know the 5 pillars; they can articulate the meaning (to them) of engagement & achievement SC1b There are PERMA-related displays in public areas in school SC1c Parents, Staff & Governors aware of 5 pillars SC1d Children & staff celebrate their own uniqueness SC1e Children begin to learn about resilience & building mental strength SC1f Partnerships to build engagement between pupils (KS2 & FS)	Assemblies, PDMU lesson discussions Create displays in public areas - 'back' stairs & main corridor Communicate @ staff meetings, curriculum meetings, through website School to host a 'Be Yourself' day Charity focus on 'Action for Mental Health day' 30 minutes per week, P2 & 7, P1 & 6	Assembly time - school focus during Sept; PDMU curriculum time in class Photographs/posters Staff meetings, Principal's presentation letters home, school website information/examples Letter home; promotion on website/twitter Non-uniform day; incorporation into 'daily mile' Maths games, reading material, parachute, PE equipment	Principal & Vice Principal All staff & pupils Class teachers & pupils - development of pupil voice	Term 1 & 2 2017-18 2017-18 academic year Term 3 2017-18 - 'picnic day' 10-10-17 Terms 2 & 3
T2 Building resources for PERMA & Growth Mindset	SC2a 'Bank' of resources available for copying/download by staff	PDMU Team members initially; all staff subsequently	Twinkle subscription - £70 per annum (per group of teachers) - trial for 1 year	PDMU Team initially Whole staff	Term 1, 2017-18 Terms 2 & 3 2017-18 2017-18 academic year

Building a Legacy

	SC2b Resources accessible through the school website for pupils & parents	Principal/ SLT to continue to promote whole school development issues through the website	Time for website update & publication	Principal & SLT - latter given twitter access	
T3 Continue to embed the NSPCC 'Keeping Safe' programme	SC3a All classes participate in lessons - max of 9 per year	All teachers to participate - teaching & feedback	Keeping Safe programme - through Fronter Continued CPD - leading teachers (J Hanafin & SA Sims)	All staff	All lessons completed by 27-4-18
T4 Awareness of PERMA principles in PDMU curriculum NB - generic target for all Curriculum Areas	SC4a Children are aware of engagement & achievement across the curriculum	Lessons to incorporate PERMA discussion where appropriate (engagement) Celebration of Achievement - focus on EFFORT & the Growth Mindset	PERMA resources Growth Mindset resources	Whole school	Term 2 & 3

2018-19					
Targets to bring about improvement	Success Criteria	Actions to bring about improvement	Resource allocations	Staff - lead responsibility	Dates
<i>What do we want to achieve?</i>	<i>How do we know if we have succeeded? What will be the impact of our work on the children?</i>	<i>What will we do? Align with each success criteria</i>		<i>Who is responsible for each action and what support is required?</i>	
T1 Awareness of PERMA principles - focus on POSITIVITY, RELATIONSHIPS & MEANING	SC1a Children know the 5 pillars; they can articulate the meaning (to them) of engagement & achievement SC1b There are PERMA-related displays in public areas in school SC1c Parents, Staff & Governors aware of 5 pillars SC1d Children begin to learn about resilience & building mental strength SC1e Partnerships to build engagement between pupils (KS2 & FS) SC1f Children host iPad afternoon for eg grandparents	Assemblies, PDMU lesson discussions Create displays in public areas - 'back' stairs & main corridor Communicate @ staff meetings, curriculum meetings, through website School to host a 'Be Yourself' day 30 minutes per week, P2 & 7, P1 & 6 ICT Team to coordinate & train pupils - Digital Leaders?	Assembly time - school focus during Sept; PDMU curriculum time in class Photographs/posters Staff meetings, Principal's presentation letters home, school website information/examples Letter home; promotion on website/twitter Maths games, reading material, inc pupils' own writing, parachute, PE equipment ICT Suite	Principal & Vice Principal All staff & pupils Class teachers & pupils - development of pupil voice ICT Team, class teachers	Term 1 & 2 2018-19 2018-19 academic year Term 3 2018-19 - 'picnic day' Terms 2 & 3 Term 2 2018-19

Building a Legacy

T2 Revisit available resources on dealing with bereavement	SC2a Teachers & pupils are introduced to relevant resources	Creation of resource inventory	Existing resources, possible additional examples Staff Meeting	PDMU Team - Miss Savage	Term 1 2018-19
T3 Awareness of PERMA principles in PDMU curriculum NB - generic target for all Curriculum Areas	SC3a Children are aware of engagement & achievement across the curriculum	Lessons to incorporate PERMA discussion where appropriate (engagement) Celebration of Achievement - focus on EFFORT & the Growth Mindset	PERMA resources Growth Mindset resources	Whole school	Term 2 & 3

2019-20					
Targets to bring about improvement	Success Criteria	Actions to bring about improvement	Resource allocations	Staff - lead responsibility	Dates
<i>What do we want to achieve?</i>	<i>How do we know if we have succeeded?</i> <i>What will be the impact of our work on the children?</i>	<i>What will we do?</i> <i>Align with each success criteria</i>		<i>Who is responsible for each action and what support is required?</i>	
T1 review the impact of PERMA on school community	SC1a Children are aware of 5 pillars SC1b Children understand the term/application of EFFORT & the Growth Mindset SC1c Pupils, Staff (& parents) participate in questionnaires	Lessons to incorporate PERMA discussion where appropriate Celebration of Achievement - focus on EFFORT & the Growth Mindset Survey carried out & data analysed; PDMU Team produce report	PERMA resources Growth Mindset resources Survey resources & time for analysis/feedback	Whole school SLT - whole staff participation	Term 2 & 3
T2 Jobs Carousel for P6 & 7 pupils	SC2a Children have an overview of professions & vocations	Engage K Jensen to coordinate Local businesses contacted to take part	K Jensen Assembly Hall	Principal in liaison with K Jensen	Term 3

Strategies to monitor & evaluate				
Success Criteria	What?	Who?	When?	
2017-18				
SC1a Children know the 5 pillars; they can articulate the meaning (to them) of engagement & achievement	Classroom displays; pupil & teacher feedback; recorded evidence, eg children's work, assemblies	All class teachers; Principal & PDMU Team	April 2018	

SC1b There are PERMA-related displays in public areas in school	As above	As above	December 2017
SC1c Parents, Staff & Governors aware of 5 pillars	Curriculum Evening presentation; BOG presentation; school website; parent focus group	Principal; SLT in liaison with volunteer parents	Oct-Nov 2017; focus groups by end of June 2018
SC1d Children & staff celebrate their own uniqueness	'Living Corridor' display of photographs; 'Be Yourself' day	PDMU Team	Beginning December 2017; Term 3 2018
SC1e Children begin to learn about resilience & building mental strength	PDMU lessons; assemblies	All class teachers, Principal; parents (through home tasks/discussions)	By June 2018
SC1f Partnerships to build engagement between pupils (KS2 & FS)	Curriculum projects - paired between FS & KS2	P1, 2, 6 & 7 class teachers	Terms 2 & 3
SC2a 'Bank' of resources available for copying/download by staff	Resources from internet, books, teachers, pupils, parents	All staff, pupils & parents	By June 2018
SC2b Resources accessible through the school website for pupils & parents	As above	As above, collated & uploaded by Principal & more?	By June 2018
SC3a All classes participate in lessons - max of 9 per year	Continuing use of lessons from 2016-17; NSPCC resources, 3 per term; additional assemblies	All class teachers, non-teaching staff, pupils, parents & Principal	By May 2018
SC4a Children are aware of engagement & achievement across the curriculum	Incorporated in SC1 criteria; recognised in all curriculum action plans & across classroom practice	All staff; PDMU Team focus (PRSD lesson observation); Principal observations	By June 2018; process beginning Term 1
2018-19			
SC1a Children know the 5 pillars; they can articulate the meaning (to them) of engagement & achievement SC1b There are PERMA-related displays in public areas in school SC1c Parents, Staff & Governors aware of 5 pillars SC1d Children begin to learn about resilience & building mental strength SC1e Partnerships to build engagement between pupils (KS2 & FS) SC1f Children host iPad afternoon for eg grandparents SC2a Teachers & pupils are introduced to relevant resources	To be completed following s-e of 2017-18	To be completed following s-e of 2017-18	To be completed following s-e of 2017-18

SC3a Children are aware of engagement & achievement across the curriculum			
2019-20			
SC1a Children are aware of 5 pillars SC1b Children understand the term/application of EFFORT & the Growth Mindset SC1c Pupils, Staff (& parents) participate in questionnaires SC2a Children have an overview of professions & vocations	To be completed following s-e of 2018-19	To be completed following s-e of 2018-19	To be completed following s-e of 2018-19