

GROUP: School Forum
Pupil Parliament Subject Action Planning

Start Date – September 2019 **End Date** – July 2020 **School:** WHA
Reported to – Head of School and LGAB

Key Focus: Improving the overall experience for pupils at Windmill Hill Academy.

Expected Outcome: Improved overall experience for all pupils at Windmill Hill Academy.

Target/ Action Point:	Completed Actions: (Narrative)	Outcome and Evidence:	Impact and Evidence:
<p>Priority 1:</p> <p>Improve the wider curriculum by effectively implementing the Capabilities Curriculum.</p> <p>(AIP Priority 3)</p>	<ul style="list-style-type: none"> Enrichment days/trips as part of learning connection blocks. Parents to be invited to enrichment days/trips. Invite visitors to school to introduce a new learning connection block. Parent drop ins at the end of a learning connection block. More workshops to support pupil's learning. Share learning with other classes/whole school. Be part of evidence scrutinies with subject leaders. Be involved in learning walks. Pupil voice regarding the curriculum and the different capabilities. 	<p>Year 1: have had enrichment days, parent drop ins, sharing learning and pupil voice.</p> <p>Year 2: have had enrichments/trips (Launceston Castle), parent drop ins, sharing learning and pupil voice.</p> <p>Year 3: have had enrichments (Launceston Town visit), parent drop ins, sharing learning and pupil voice.</p> <p>Year 4: have had enrichments (Roman burial dig, sporting festivals), parent drop ins, sharing learning and pupil voice.</p> <p>Year 5: have had enrichments (Bodmin Recycling, sporting events), parent drop ins, sharing learning and pupil voice.</p> <p>Year 6: have had enrichments (Davidstow museum and sporting events), parent visiting (talking about WW2 history), parent drop ins, sharing learning and pupil voice.</p> <p>Neil Swaite (Academy Improvement Officer) has visited WHA twice this academic year and we have received two very positive reports. The first visit on the wider curriculum and the second focused on phonics and early reading. Pupil voice was part of these visits and some of our PP group were representatives.</p> <ul style="list-style-type: none"> <i>Report 1 (22.11.19): Pupils say that is it fun attending this school. They say that the teachers are really nice and are good at helping them to learn and keep them safe. Pupils say that they get to study lots of different subjects in-depth. Pupils confidently talk about how their learning is set out into blocks and how the different classes all cover the same concept. Pupils speak with confidence about their current areas of study. For example, they give examples of renewable and non-renewable sources of energy and coastal features. However, pupils sometimes struggle to remember key technical vocabulary. In history, pupils talk about the periods studied with interest, demonstrating a good understanding of key events and people e.g. Samuel Pepys / The great fire of London. They can give examples of what life was like during different points in time. However, pupils are</i> 	<p>Neil Swaite (Academy Improvement Officer) has visited WHA twice this academic year and we have received two very positive reports. The first visit on the wider curriculum and the second focused on phonics and early reading. Pupil voice was part of these visits and some of our PP group were representatives.</p> <p>Pupil surveys (Spring 2020) demonstrate that the vast majority are learning a lot at this school and the clear majority agree that lessons are interesting and fun.</p>

		<p><i>not secure in their understanding of how different periods of time relate to one another. Pupils are particularly strong in their knowledge of WW II. Pupils speak enthusiastically and knowledgeably about this work. They particularly enjoyed a visitor to school who shared a range of war memorabilia and their visit to Davidstow war museum. They found these experiences really helped their learning in this subject. This is evident in how well they discuss this work. Pupils recall of learning from the previous academic year is not secure.</i></p> <ul style="list-style-type: none"> • <i>Report 2 (13.1.20): All pupils agree that their teachers read to them on a daily basis. They confidently give examples of the some of the books that they have recently heard, providing some details of key events and characters (e.g. David Copperfield; Bills new frock; Oi frog; The boy who grew dragons). Pupils say that they enjoy listening to stories - it encourages them to read books by different authors. Pupils in KS2 talk knowledgeably and enthusiastically about their favourite authors. They give a range of examples of books they have read and can explain why they have enjoyed them. Pupils say that there is a good selection of books from which they can choose from. However, pupils in KS1 are a little less confident talking about their favourite books and authors. Pupils' speak enthusiastically about the schools reading karate book band rewards.</i> <p>Positive pupil surveys related to the curriculum – Spring 2020. <i>Next steps: Ensuring the key technical vocabulary is used by pupils. Be secure in understanding of how the different periods of time relate to one another. Recalling previous learning. KS1 pupils being more confident in talking about their favourite books and authors.</i> <i>Visitors linked to learning concepts, learning and learning evidence scrutinies.</i></p>	
Priority 2: To improve the experience of golden time as part of our updated behaviour policy.	<ul style="list-style-type: none"> • Different Clubs for KS1 & KS2 to develop different skills and interests. • Trial KS2 sign up sheets. • Involve parents to lead some of the clubs. • Updated behaviour policy. 	<p>Behaviour policy has been updated (September 2019) and shared with pupils, parents, staff and Governors. It is in line with the UNICEF Rights.</p> <p>KS1 are happy with the way golden time runs on a Friday. Activities have included: Lego, construction, design and technology, outdoor.</p> <p>KS2 would like a different system due to not always being able to undertake the activity they would like to, e.g. Computing as it is already being used.</p> <p>Key representatives attended KS2 meeting and staff have reorganised KS2 golden time. JP has put a box outside of Y5 for suggested activities.</p> <p>Positive pupil surveys related to the curriculum – Spring 2020. <i>Next steps: Sharing suggestions with staff once collected. Staff then to organise Golden time accordingly.</i></p>	<p>Pupil surveys (Spring 2020) demonstrate that the vast majority of children have to behave well.</p>
Priority 3: To support the different pupil parliament groups in order to improve the	<ul style="list-style-type: none"> • Have a focus group each month/half term. • Support other groups in their projects. • Support with raising money for other 	<p>Representatives from School Forum attended different PP groups last week (4.3.20). Listened to their actions and feedback in the following meeting to SF:</p> <p>Communities and Charities</p> <p><i>Next steps: forming links with Tesco to raise more money to support school.</i></p> <p>Healthy Schools</p>	

school environment.	<p>groups, e.g. eco group in improving the school garden.</p> <ul style="list-style-type: none"> Involve parents to help with activities. 	<p><i>Making healthy posters to promote eating around the school and on ClassDojo. Next steps: exercises, mindfulness and health and well-being week.</i></p> <p>Playground <i>Next steps: Staff versus pupil football match. Cakes sale/lolly to raise money for playground equipment.</i></p> <p>Outdoor <i>Next steps: developing the school garden through enrichment day. In the process of creating posters and writing letters for support.</i></p> <p>Eco <i>Next steps: reducing single use waste at lunchtimes. Reducing electricity use.</i></p> <p>VL/RR <i>Next steps: surveys linked to RR for pupils, parents and staff in order to gain the RRSA bronze award.</i></p> <p>SF to voted on group that they would like to support first: Playground. Playground group will meet in the hall next week to share their plans and incorporate School Forum in supporting them.</p>	
Identified Next Steps for Group:	<ul style="list-style-type: none"> Continue to share learning in end of concept sharing, e.g. assembly. Subject leaders to involve pupils in evidence scrutinies/learning walks. Support focus pp groups for the month/half term. 	<p>Expected outcomes and evidence:</p> <ul style="list-style-type: none"> A wider curriculum experience. Improved learning and progress in all areas. Parental engagement in curriculum to improve. Improved attendance and few behaviour incidents. Other groups achieving their priorities from support from pupil forum. 	

RAG Rating – Red = Not enough IMPACT

Amber = Limited IMPACT with evidence/ongoing

Green = Good IMPACT evidence