



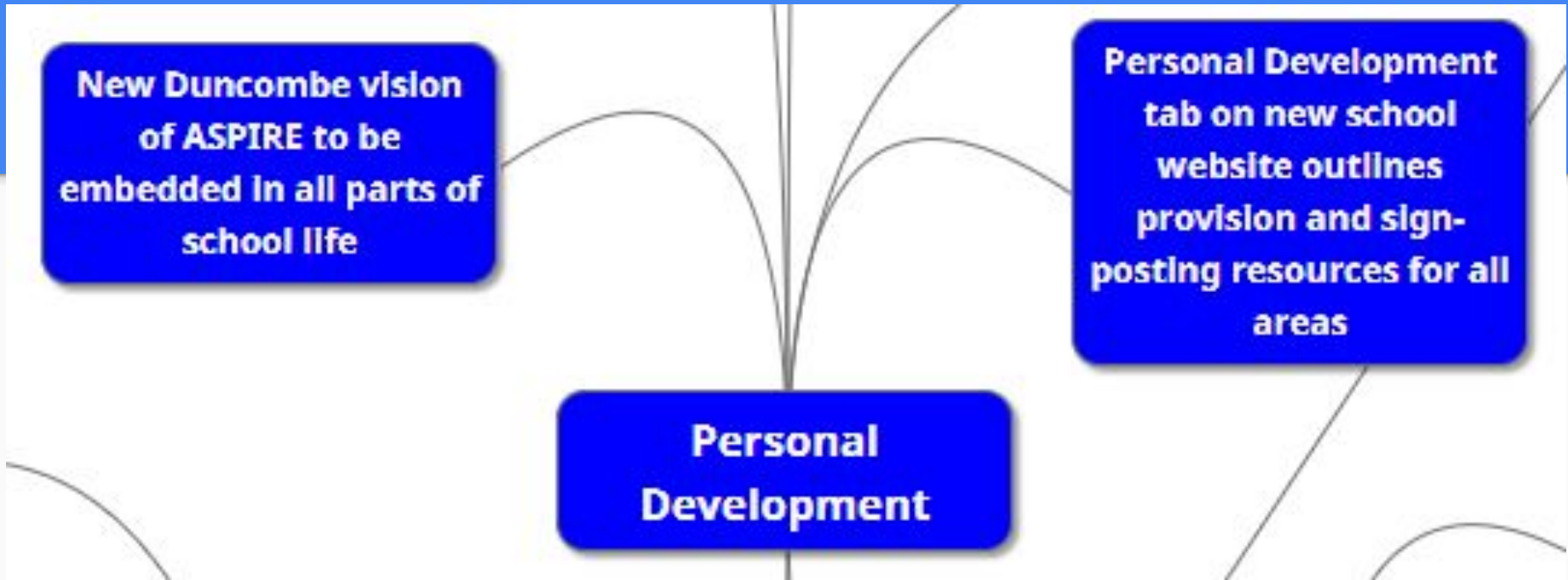
Personal Development 2020/21

Post-Covid Well-being

- Recovery Curriculum for Autumn term includes regular well-being sessions (stories, resources, P4C)
- Self-regulation techniques to be used in all classes (staff training took place in September)
- Pastoral team pick up concerning cases (CAMHS, school therapist, well-being groups, school counsellor)

Vision for Personal Development 2020-21

- Children have opportunities throughout their time at Duncombe to have rich and varied experiences.
- Regardless of their background, children develop their 'cultural capital' while at Duncombe
- Physical and mental well-being are prioritised as much as academic achievements
- Families involved where possible, to support all areas of their child's personal development



PD to be at the heart of Duncombe's practice next year.

Duncombe's core values: ASPIRE

ASPIRE



Ambition



Self-Esteem



Perseverance



Independence



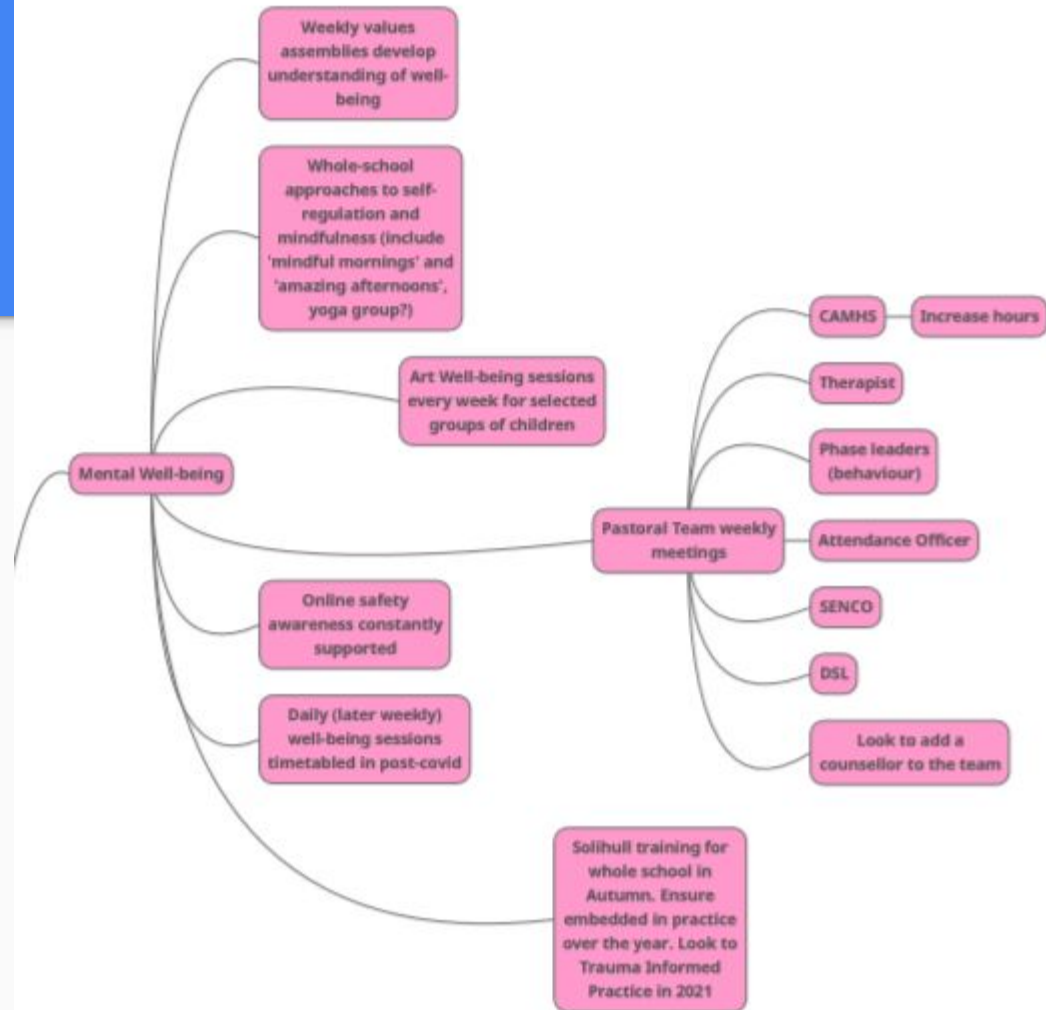
Respect



Enthusiasm

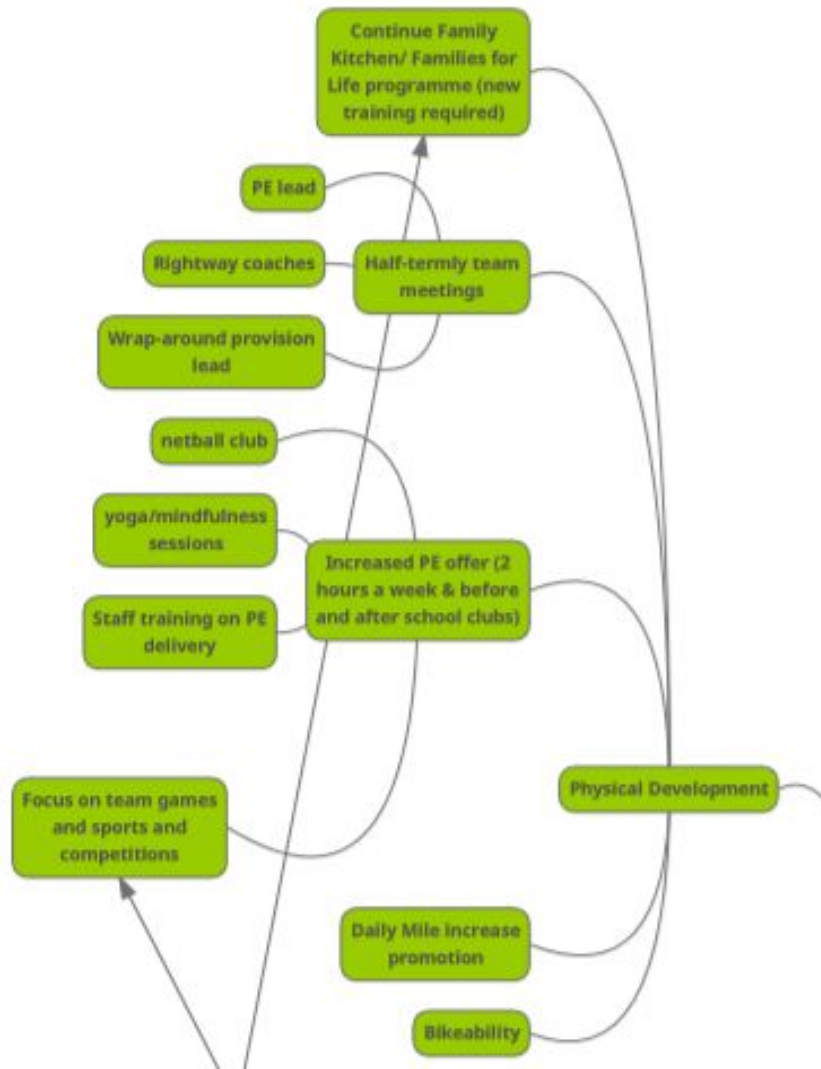
Mental Well-being

- Solihull training, then iTIPs
- Regular well-being sessions
- Weekly art well-being sessions
- Outdoor learning opportunities
- Whole school self-regulation practice (lifeskills)
- Pastoral team holistic approach (widening the team)
- Values assemblies
- Point of not understanding training
- Online safety more constant



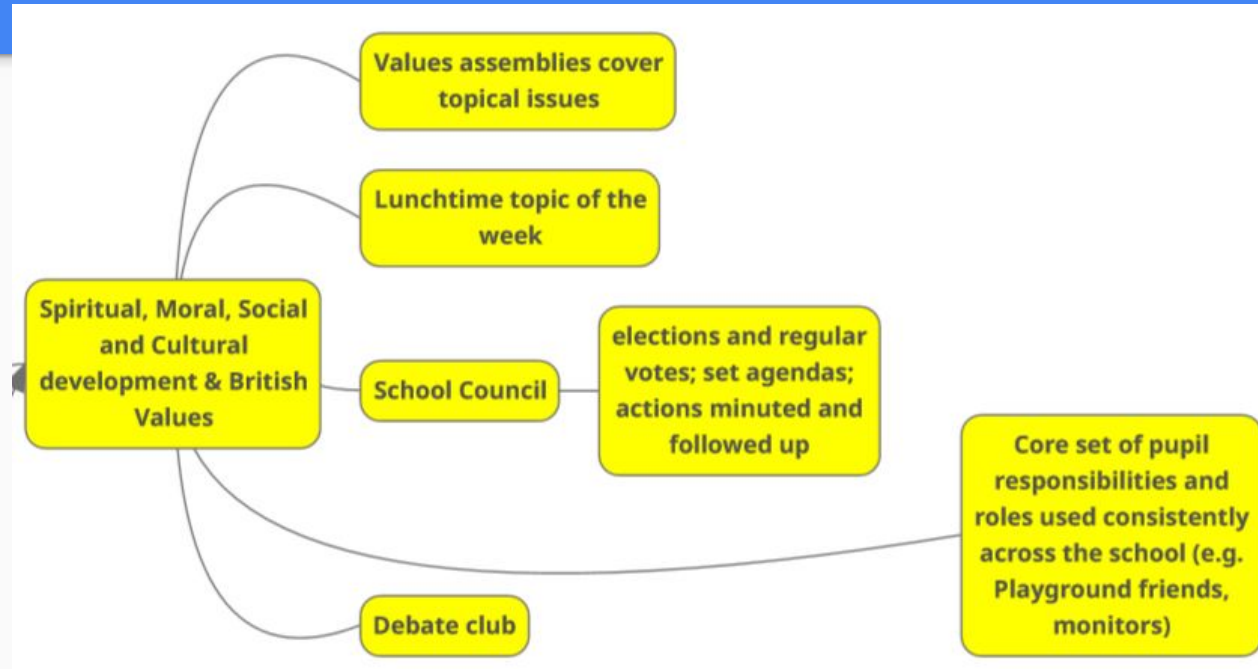
Physical Development

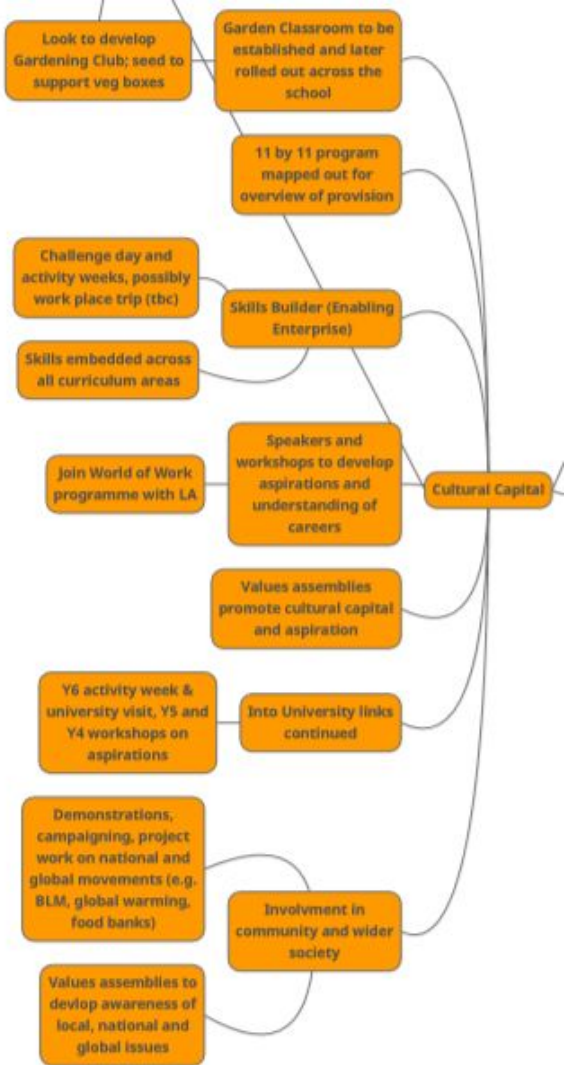
- Increased PE time for every child (focus on being physically active as well as skills)
- More after school sports club (survey)
- Termly team meetings
- Daily Mile
- Staff training
- Bikeability
- Family Kitchen/Families for Life/ cooking club?



SMSC & British Values

- Values assemblies
- School Council
- Lunchtime topics
- Debate team
- Increase pupil responsibilities



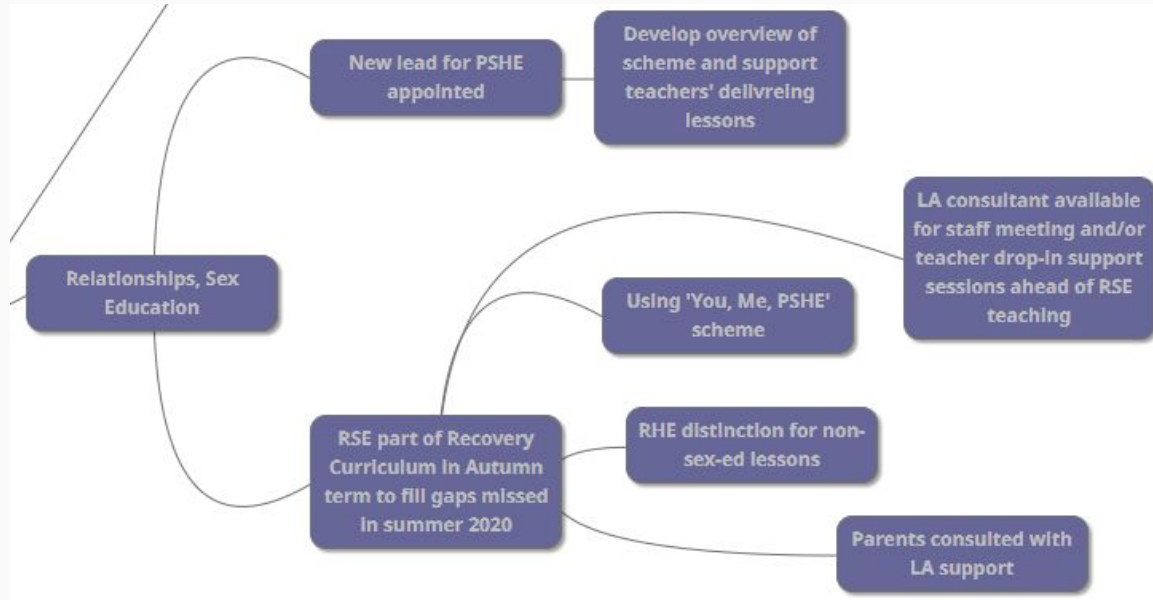


Cultural Capital

- Values assemblies
- 11 by 11 program
- Skills Builder (Enabling Enterprise); events as well as embedding across the curriculum
- Into University (target Y6, Y5, Y4 for workshops and activity weeks)
- Garden Classroom (possibly gardening club too)
- Develop aspirations (school vision; speakers/ visitors, World of Work)
- Wider community/citizenship work (demonstrations, campaigns, food bank etc)

Relationships Sex Education

- New PSHE lead
- Use of You, Me, PSHE scheme of work. Develop overview and expectations
- LA consultant to support staff (training/ drop-in)
- Parent consultation (separate RHE to sex ed)



Measuring Impact of PD

From Ofsted framework:

Personal development

216. The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. The personal development judgement evaluates the school's intent to provide for the personal development of all pupils, and the quality with which the school implements this work. **It recognises that the impact of the school's provision for personal development will often not be assessable during pupils' time at school.**

217. At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere. Schools can teach pupils how to build their confidence and resilience, for example, but they cannot always determine how well young people draw on this. Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so. In this judgement, therefore, **inspectors will seek to evaluate the quality and intent of what a school provides, but will not attempt to measure the impact of the school's work on the lives of individual pupils.**

So, how can we track intent and implementation (and impact)?

- Baseline pupil voice on well-being (work with Pastoral Team to develop this)
- Staff training overview for the year (September training on self-regulation; Solihull INSET; training through wave 2 of Emotional Mental Health Practitioner; iTIPS; develop resources available for PD practice across the school)
- Behaviour incident records (CPOMS)
- Pastoral meeting minutes
- Number of referrals and open cases (CPOMS, CAMHS)
- Case studies (therapist, counsellor, other professionals, in-school work)
- Parental feedback
- iMARHS audit 2021

PD Working Document

The action plan for Personal Development is a working document and can be shared with IEB at any time.

Termly RAG rating against targets set in line with SDP.



Personal Development Action Plan 2020-2021

Personal Development Lead: Kirstie Stroud (KS)
 PSHE Lead: Ruth Traynor (RT)
 PE Lead: Eugene Toerien (ET)
 School Business Manager: Monique Roberts (MR)

Family Liaison Officer: Ibo
 Art Lead: Kate Davis (KD)
 Art teacher: Lorraine McCourt (LM)
 Deputy Headteacher/Equalities Lead: Jane Carrington (JC)

Strategic Objective (from SDP, Personal Development)	Actions	By who? Update notes			Evaluation/Next steps
		Autumn 2020	Spring 2021	Summer 2021	
1. Prepare the school community (particularly parents) for the new relationship, sex education and health education programme	Complete a parent consultation in line with the agreed policy		Survey to be carried out in Spring term (RT, KS)		
	Parent meetings to look at resources and explain the approach, and the statutory guidance		Schedule for Spring 2020 (RT, KS)		
	Continue to complete assemblies about equalities for the pupils	Values assembly schedule (KS, SLT)			
	Staff to be trained on what the new legislation says and to have confidence in their delivery using the resources available		Schedule for Spring term (RT, KS)		
	Join the PHSHE association to support with develop a long term plan and whole school overview for PSHE	RT to enquire with LA leads about this			
2. Further develop pupils "character" and "values" through a range of internal and external activities which raise the profile of cultural capital within the curriculum	Encourage and support teachers to use the planning documents to develop structured PSHE lesson plans.	You ME PSHE being used by teachers for PSHE curriculum coverage and planning. No PHSHE scheduled for Autumn term.	Planning to take place in spring term (RT with support from LA adviser)	Teaching to take place in summer term	
	Roll our ASPIRE core values across Duncombe	Core values assemblies scheduled for Autumn 2 (KS, SLT)			
	11 by 11 programme	11 postponed virtual meetings with 11x11 consultants times activities in Autumn due to covid. Look at curriculum based variety	Review 11x11 offer in new year in light of government guidelines for values.		
	Garden Classroom workshops	Recovery and wellness project for all KS1 and KS2 classes (KS)	Book in 'winter warmer' days for all KS1 and KS2 classes for January 2021 (KS)		
	Seed to supper – develop garden with vegetable boxes for each year group	Induct new Family Liaison Officer and plan set up of gardening club (KS, FLO)	FLO to begin weekly gardening schedule with pupils	Vegetable boxes to be prepared for all classes (turnover/ food banks/ family boxes) FLO	
	Enabling Enterprise	Look to postpone offer with EE for next academic year (new staff, new curriculum)			
	Into University	Plan overview for the year with IU colleagues (KS)	Promote homework clubs to families (KS) Y6 focus weeks in January Y5 university workshops in March	Y4 careers workshops in July Y6 focus weeks in January Y5 university workshops in March	Plot 2021-2022 offer (KS)
Values assemblies cover range of issues, including understanding of social issues and developing own identity	See Values assembly schedule				
Identify the areas of SMSC that are catered for in each curriculum topic so they can be explicit in their planning.					