



THE WEMBLEY SCHOOLS FEDERATION

LYON PARK PRIMARY SCHOOL

SCHOOL COUNCIL ACTION PLAN 2021 - 2022

SCHOOL VISION

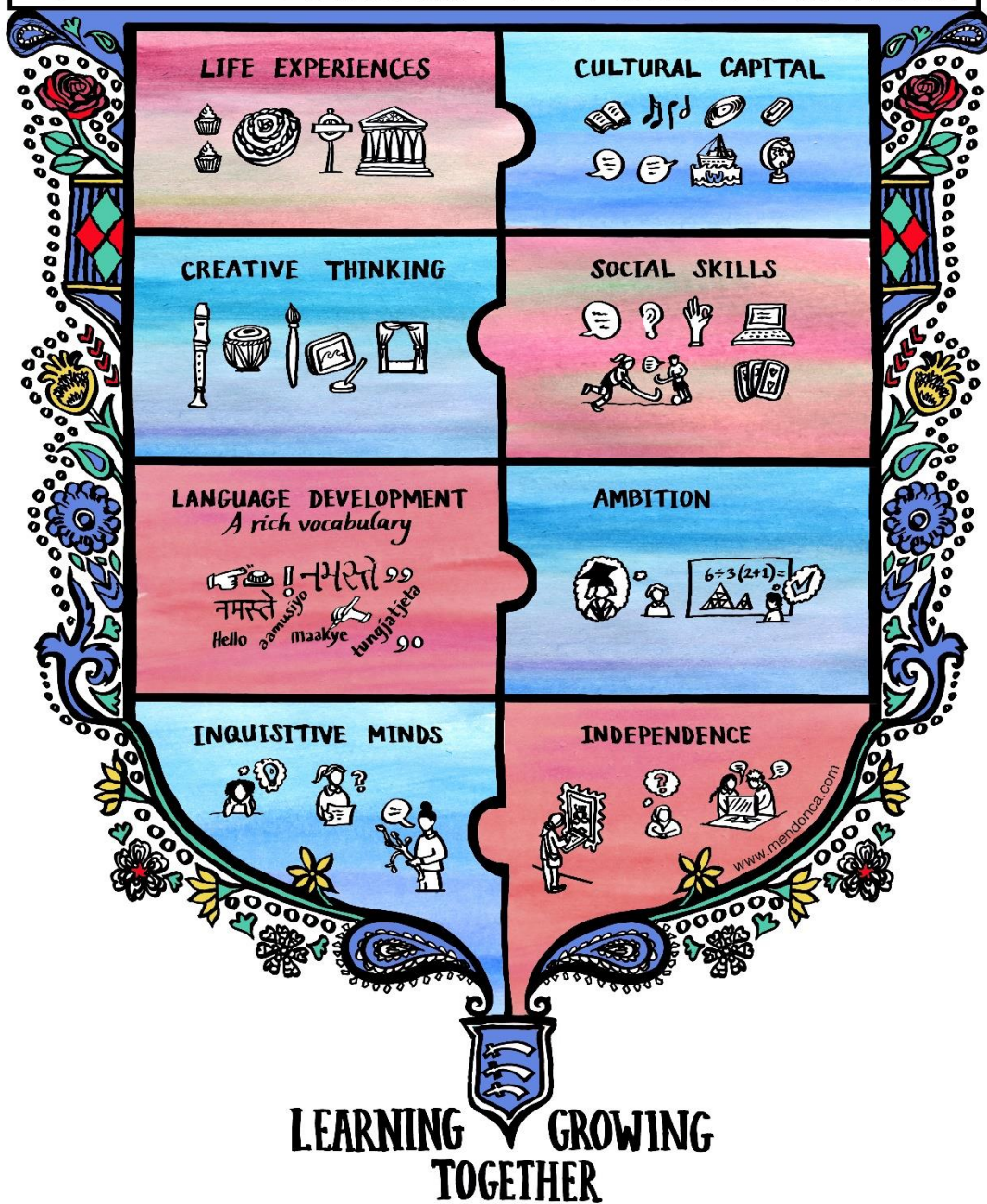


Lyon Park Primary School is a flourishing learning community whereby inspirational teaching creates a love of learning for a diverse community, dedicated to achievement.



Learning and Growing Together

LYON PARK PRIMARY CURRICULUM INTENT



At Lyon Park, our curriculum builds progressively towards children acquiring key knowledge and skills linked to the National Curriculum. It has been created with a strong sense of enquiry at its heart, encouraging children to be inquisitive, to research and present information taking full account of their ability to retain key knowledge and skills for the long term. The curriculum is rich in oracy, key skills and real-life experiences to support the high percentage of EAL and disadvantaged children; there is an emphasis on children acquiring subject-specific vocabulary and using this appropriately. Leaders have ensured that they have taken into account children's context, including their locality, when designing the curriculum. Our curriculum intent is designed to ensure that children develop skills within 8 key areas:

At Lyon Park, our Curriculum Intent is designed to ensure that children develop skills within 8 key areas:

Life experiences to develop lifelong skills so they can problem solve and enquire.

Cultural capital to prepare children to live in a culturally diverse country.

Creative thinking to ensure that children can find solutions to problems.

Social skills to develop skills of communication and collaboration.

Language development to acquire a wealth of vocabulary and use it effectively.

Ambition see the world from a wide range of perspectives, aspire to achieve more and contribute to the wider world.

Inquisitive minds to develop children as critical thinkers.

Independence to build skills to deal with challenges through perseverance and resilience.

Wellbeing



TALK & LISTEN,
BE THERE,
FEEL CONNECTED



DO WHAT YOU CAN,
ENJOY WHAT YOU DO,
MOVE YOUR MOOD



REMEMBER
THE SIMPLE
THINGS THAT
GIVE YOU JOY



EMBRACE NEW
EXPERIENCES,
SEE OPPORTUNITIES,
SURPRISE YOURSELF



Your time,
your words,
your presence



Choose a subject...



Curriculum

SAFETY			
Specific Objectives (Specifically what we want to achieve)	Actions (What we need to do to make it happen)	Lead & time	Success Criteria (What will the impact be?)
Ensure that all areas of school are safe.	<ul style="list-style-type: none"> Carry out a Safety Walk with the Headteacher / School Business Manager; plot areas that could be improved. School Business Manager, Caretaker and School Council group to create an action plan for areas identified. 	School Business Manager	All children will feel safe in all areas of the school (inside and outside).
Ensure that there are clear rules / signage in the playground areas.	<ul style="list-style-type: none"> School Council to conduct a questionnaire with a sample of children from each year group to identify areas to be focused on in the playgrounds. School Council group to agree on rules and ways to display this through signage. 	School Council Lead	All children are following the rules in the playgrounds. Less accidental injuries in the school playground.
Introduce the use of a Friendship Bench to encourage building positive relationships.	<ul style="list-style-type: none"> School Council to research the use of a Friendship Bench and feedback in School Council meeting. Order a Friendship Bench (KS1 & KS2) and liaise with the School Business Manager and Caretaker to identify where these will be positioned. School Council to monitor the use of the Friendship Bench; model to other children how this can be used. 	School Council Lead	All children are engaged in play. Children feel confident to talk about their feelings and can resolve it with each other.

WELLBEING			
Specific Objectives (Specifically what we want to achieve)	Actions (What we need to do to make it happen)	Lead & time	Success Criteria (What will the impact be?)
Raise the profile of Wellbeing within the classroom environment.	<ul style="list-style-type: none"> Headteacher to arrange a meeting between the staff Wellbeing Leads and School Council to talk about what 'Wellbeing' means. Look at the Wellbeing Tracker and discuss ways in which this will be introduced to each class. School Council to ensure that the Wellbeing Tracker is completed every half term. School Council to meet with the Wellbeing Team each half term to discuss the analysis of the Wellbeing Tracker and actions that need to follow. Ensure that every year group has a termly Wellbeing Day. 	Wellbeing Leads School Council	Children have a clear understanding of what is meant by 'Wellbeing'. Wellbeing is tracked and analysed across the school. Wellbeing initiatives are embedded in the school.
Ensure that children can confidently talk about Wellbeing.	<ul style="list-style-type: none"> School Council to carry out pupil interviews. Every Wellbeing Day to include a discussion around strategies if wellbeing is not positive. 	School Council	Termly Wellbeing Days take place for all year groups. Children are able to talk about wellbeing and strategies that they can use to improve this.

SUSTAINABLE DEVELOPMENT GOALS

Specific Objectives (Specifically what we want to achieve)	Actions (What we need to do to make it happen)	Lead & time	Success Criteria (What will the impact be?)
Introduce the role of Eco-Warriors. Increase the amount of recycling of paper / card.	<ul style="list-style-type: none"> • School Council to create an advert for the role of Eco-Warriors (4 roles). • School Council group to lead an assembly to discuss the role and how to advertise. • School Council and Headteacher to carry out interviews. • School Council to purchase green bins for paper / card recycling. • Create a rota for how paper recycling will be collected each day. • Ensure that lights are switched off when not in use. 	Headteacher School Council	Recycle bins reduce the amount of waste in the general little bins. Increased awareness of recycling.
Encourage the use of bins in the playgrounds.	<ul style="list-style-type: none"> • School Council to liaise with the School Office to order more bins for the playgrounds; may look at recycle bins too. • School Council to talk to their classes about the use of bins and the impact of throwing litter on the ground. 	School Council	School is litter free. Less litter being blown out of overfilled bins into the playground.

CURRICULUM

Specific Objectives (Specifically what we want to achieve)	Actions (What we need to do to make it happen)	Lead/ time	Success Criteria (What will the impact be?)
Increase pupil voice in relation to our school curriculum.	<ul style="list-style-type: none"> • School Councillors to talk to their classes about which topics of the curriculum they enjoy and don't enjoy and the reasons for this. • School Council group to meet with the Deputy Headteacher every term to share this feedback. • Deputy Headteacher to share this information with other leaders and adapt the topics where needed. 	Deputy Headteacher School Council	Increased use of pupil voice to evaluate the school's curriculum provision. Children are able to provide clear justification for reasons for choices.
Ensure that children can talk about their learning.	<ul style="list-style-type: none"> • Carry out more pupil interviews with different staff members to develop confidence of children talking. • School Councillors to welcome visitors to each classroom; encourager talk. • Senior Leaders to walk around classes and ask children about their learning. 		Children can confidently articulate themselves when talking about their learning. Increased confidence and self-esteem.