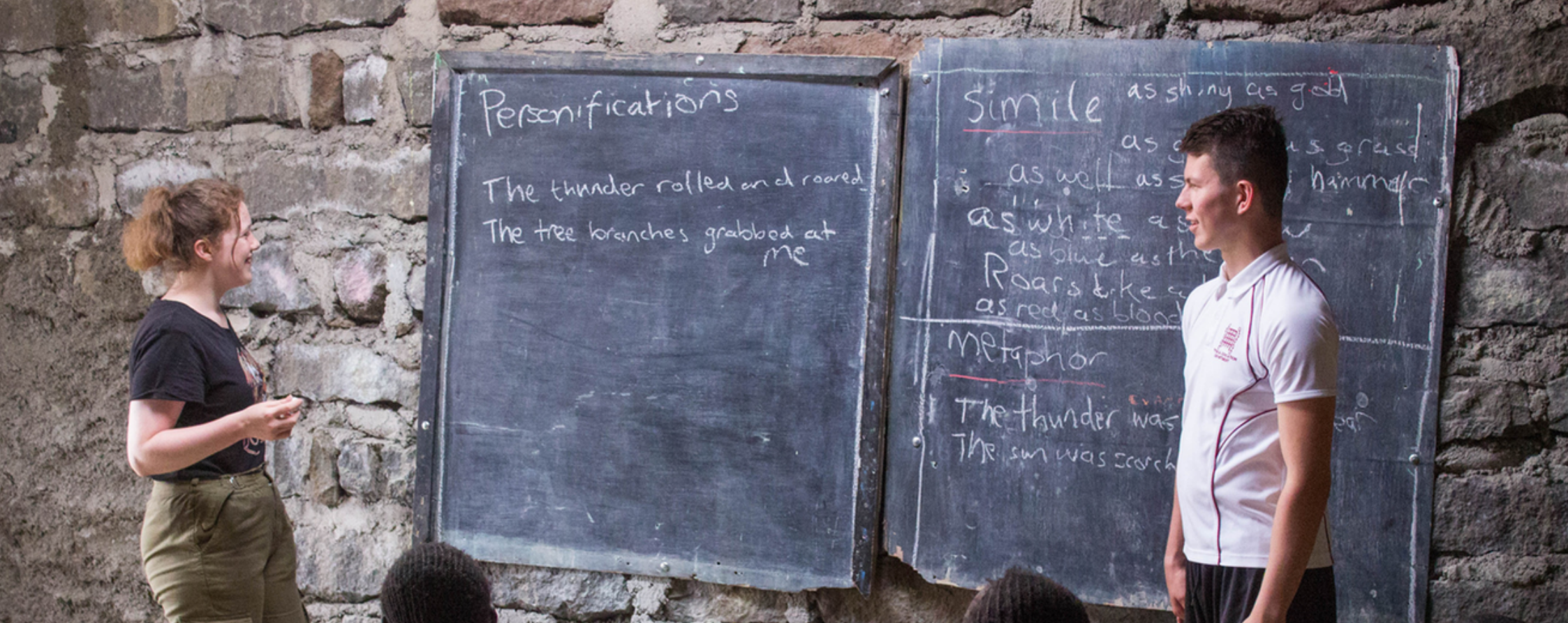


DEPARTMENT IMPROVEMENT PLAN

With reference to Ofsted Handbook 2022





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OVERVIEW

The outlines below demonstrate how the African Adventures programme can help to target various areas of the department improvement plan.

Curriculum

As advised by the Ofsted Handbook (September 2022), the curriculum provided by schools should extend beyond the academic, technical or vocational. Curriculum maps can be adjusted to allow for development of the curriculum in this way, through engagement of various subjects, alongside the African Adventures trip and associated experiences, both within school and externally. These areas of the curriculum can include; geography, history, citizenship, music, languages, sport, design and technology, amongst other areas of the curriculum to be explored and developed in line with the national curriculum.

Teaching and Learning

Teaching and learning will be developed through development of skills learned through the fundraising process, the experience of attending an overseas, long-haul trip and the skills necessary whilst in-country. Essential life skills that are often not taught within the curriculum will be developed across all subjects. Teachers provide opportunities to embed knowledge and develop fluency through whole school review of key areas associated with the trip.

Behaviour and attitudes

Attendance on the trip and associated events depend on positive behaviour and enterprising attitudes from the students, thus generating a positive association with the trip and school life.
Can be used as an incentive for students to engage with the trip to maintain positive behaviour.
Students considered to be/have the right skills set can be targeted, or seen as a desirable quality to possess.

OVERVIEW CONTINUED

Personal development, including cultural capital

Opportunities for enterprise skills through fundraising.

Engagement with various global cultures via the communication and engagement with the designated partner school.

Development of knowledge and experience of different communities.

Development of the holistic approach to education and learning outside the classroom.

Availability to create a legacy of humanitarian work through engagement with the partner schools in developing countries.

Global change is contributed towards through the linking of communities within the partner schools in developing countries and the school/students.

Leadership and management

Student leadership responsibilities within the school through engagement with the fundraising opportunities provided through the partnership with African Adventures.

Staff leadership experience for various fundraising experiences, as well as the opportunity to be a group leader and be responsible for the school based aspects of the trip.

Liaison with African Adventures, allowing engagement with external providers to develop staff skills outside of the school environment.

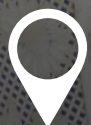
Below, you will find a breakdown of how your department/school intended involvement with African Adventures can be implemented into each strand with the impact on your students outlined within this area. These are not limited, nor are exclusive, depending on your school requirement.

CURRICULUM INTENTION

- ✓ Ofsted 2022
'Sense of enjoyment and fascination in learning about themselves, others and the world around them'.

Curriculum maps can be adjusted to allow for development of the curriculum through engagement with various subjects, alongside the African Adventures trip and associated experiences, both within school and externally.

These areas of the curriculum can include; geography, history, citizenship, music, languages, sport, design and technology, amongst other areas of the curriculum to be explored and developed in line with the national curriculum.



A volunteer teaching maths

CURRICULUM IMPLEMENTATION

Review and support of the KS3 and KS4 History curriculum, specifically through the exploration of Africa and Britain's Transatlantic Slave Trade.	Staff lead KS3/4 History lead	Completion Term 1
Review and support of the KS3 and KS4 Geography curriculum, specifically through the exploration of locational knowledge and place knowledge of Africa.	KS3/4 Geography lead	Term 1
Creation of opportunities for students to engage with volunteering, as per the citizenship national curriculum, through fundraising experiences and engagement within the volunteering experiences within country on the visit/within school as appropriate.	PSHE/ Citizenship lead	Ongoing
Review of other areas of the curriculum to incorporate links with the trip/partnership; examples may include, design technology to look at materials available for building and construction within Africa; food technology to investigate nutrition of other countries; modern foreign languages to introduce the structure of different languages spoken within the partner school country, PE to look at the development of sports coaching as a potential volunteering activity and how sport in Africa can be similar/different to the UK; art and design to review of Africa has impacted the arts in the UK and around the world; music to incorporate the various genres of music from the African country partnered with.	Head of department	Ongoing
PSHE/Citizenship curriculum to be reviewed, with whole school opportunities included for fundraising, enterprise skills, communication with partnered school via drop down days/PSHE lessons/assemblies/etc.	PSHE/ Citizenship lead	Ongoing

CURRICULUM IMPACT

✓ Ofsted 2022
'Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively'.

Term 1

Curriculum maps have been reviewed for term 2 to incorporate appropriate links with the partnered school – knowledge of the partner school/country is school wide in a variety of curriculum areas.

Students have had opportunity to develop their enterprise skills through fundraising experiences across the year – students will develop an interest in, and commitment to, participation in volunteering and other forms of responsible activity.

Term 2

Curriculum maps have been reviewed for term 3 to incorporate appropriate links with the partnered school – knowledge of the partner school/country is school wide in a variety of curriculum areas.

Students have had opportunity to develop their enterprise skills through fundraising experiences across the year – students will develop an interest in, and commitment to, participation in volunteering and other forms of responsible activity.

Term 3

Curriculum maps have been reviewed for following academic year to incorporate appropriate links with the partnered school – knowledge of the partner school/country is school wide in a variety of curriculum areas.

Students have had opportunity to develop their enterprise skills through fundraising experiences across the year – students will develop an interest in, and commitment to, participation in volunteering and other forms of responsible activity.

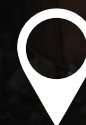
TEACHING AND LEARNING INTENTION

Teaching and learning will be developed through acquisition of skills learned through the fundraising process, the experience of attending an overseas, long-haul trip and the skills necessary whilst in-country. Essential life skills that are often not taught within the curriculum will be developed across all subjects. Teachers provide opportunities to embed knowledge and develop fluency through whole school review of key areas associated with the trip.



Ofsted 2022

'Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated'.



A volunteer teaching
music

TEACHING AND LEARNING IMPLEMENTATION

Meetings can be held with involved students to help with development of key skills required – long-haul trip preparation, pre-departure information sessions.	Staff lead Group leader	Completion Ongoing
PSHE lessons will run, either with targeted group/whole cohorts to develop whole school attitude to volunteering.	PSHE coordinator	Ongoing
Key words from the trip (e.g. Volta region, Volunteering, Global impact) can be incorporated within form teacher lessons/literacy strategy/specific department terminology.	Literacy lead	Ongoing
Adaptation of elements of the curriculum to facilitate skills required on the trip (sports coaching sessions within PE lessons, public speaking/peer teaching within suitable subjects, construction/building skills could be implemented within technology lessons).	Head of department	Ongoing
Shared teaching resources and best practice with partner schools/other visiting school to develop teaching styles.	Group leader/Heads of department	Ongoing

TEACHING AND LEARNING IMPACT



Ofsted 2022

'Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds'.

Term 1

Literacy links have been reviewed to include key terms from the trip – Further enhancement and exposure of key terms will help to develop literacy skills of students.

Medium term plans have been reviewed for applicable departments to facilitate skills needed on the trip – Students skills set will be developed alongside the national curriculum and additional areas.

Key skills audit has taken place to assess key skills needed for the visit – All staff and students are fully aware of the requirements of their role and misconceptions are addressed timely and accurately in what they are to do.

Term 2

PSHE lessons have been introduced to incorporate volunteering/trip information – All students, regardless of attendance to the trip, will develop their understanding of the region being visited/reasons for volunteering.

Meetings held with the students to continue to develop key skills needed for the visit – All students are fully aware of the requirements of their role and misconceptions are addressed timely and accurately in what they are to do.

Term 3

Teaching resources are shared within visiting schools/partner schools to review teaching methods and develop practice. – All staff involved in the education of students are developing their teaching delivery and offering the highest quality provision.

Meetings held with the students to continue to develop key skills needed for the visit – All students are fully aware of the requirements of their role and misconceptions are addressed timely and accurately in what they are to do.

BEHAVIOUR AND ATTITUDES

INTENTION

Attendance to the trip and associated events depend upon positive behaviour and enterprising attitudes from the students, thus generating a positive association with the trip and school life. Can be used as an incentive for students to engage with the trip to maintain positive behaviour. Students considered to be/have the right skills set can be targeted, or seen as a desirable quality to possess.



Ofsted 2022

'Develops pupils' characters, which we define as a set of positive personal traits, dispositions and virtues that informs pupils' motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society'.



Volunteers cooking local food in Kenya



BEHAVIOUR AND ATTITUDES IMPLEMENTATION

<p>Trip will be launched to students, with focus on positive behaviour to secure attendance.</p>	<p>Staff lead Group leader</p>	<p>Completion Term 1</p>
<p>Weekly/monthly/termly meetings will take place to ensure all attending students are on track with fundraising targets.</p>	<p>Group leader</p>	<p>Ongoing</p>
<p>PSHE lessons will run, with targeted group/whole cohorts, to develop whole school attitude to volunteering in line with the citizenship curriculum.</p>	<p>PSHE lead</p>	<p>Ongoing</p>
<p>Fundraising committee will be established within the department/school to include students about whole school fundraising opportunities.</p>	<p>Group leader</p>	<p>Term 1</p>
<p>Assemblies will run to update whole school on progress with fundraising successes throughout the school year.</p>	<p>Group leader/Assembly lead</p>	<p>Ongoing</p>
<p>'Funded' places/incentives given across whole school (in line with whole school reward policy) for attendance (money off places/best fundraiser awards/most successful fundraising event awards).</p>	<p>Group leader</p>	<p>Ongoing</p>

BEHAVIOUR AND ATTITUDES

IMPACT

Term 1

Trip has been launched to students - Behaviour within school, specifically targeted individuals, has improved/remained positive.

Fundraising committee will meet, at least once, to review progress - Students' enterprise skills will be evident and shown as good practice.

Incentives for fundraising/enterprise skills are introduced and outlined with the students - Students are given opportunity to develop their enterprise skills, with good practice praised and shared with others.

Term 2

Assemblies have taken place to update whole school on progress of the fundraising/trip - Positive atmosphere/impact on attitudes to fundraising/volunteering will be addressed and reinforced.

PSHE lessons have been introduced to incorporate volunteering/trip information - All students, regardless of attendance to the trip, will develop their understanding of the region being visited/reasons for volunteering.

Fundraising committee will meet, at least once, to review progress - Students' enterprise skills will be evident and shown as good practice.

Term 3

Assemblies have taken place to update whole school on progress of the fundraising/trip - Positive atmosphere/impact on attitudes to fundraising/volunteering will be addressed and reinforced.

School rewards events have included fundraising element to support the pupils involved in any fundraising - Students are able to celebrate their fundraising efforts for their trips and/or any additional funds raised for the trip/AAF.

Fundraising committee will meet, at least once, to review progress - Students' enterprise skills will be evident and shown as good practice.

PERSONAL DEVELOPMENT, INCLUDING CULTURAL CAPITAL INTENTION

- Opportunities for enterprise skills through fundraising.
- Engagement with various global cultures via the communication and engagement with the designated partner school.
- Development of knowledge and experience of different communities.
- Development of the holistic approach to education and learning outside the classroom.
- Availability to create a legacy of humanitarian work through engagement with the partner schools in developing countries.
- Global change is contributed towards through the linking of communities within the partner schools in developing countries and the school/students.



Ofsted 2022

'The extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement'.

PERSONAL DEVELOPMENT, INCLUDING CULTURAL CAPITAL IMPLEMENTATION

	Staff lead	Completion
Whole school outline on importance of volunteering to be introduced (various volunteering roles within communities – coaching/charities/local attractions/first aid volunteers/social work/sporting events) via assemblies/PSHE lessons.	PSHE lead/ Assembly coordinator	Ongoing
Introduction of the partner school/schools via assemblies/PSHE lessons to develop whole school attitudes to the trip/link with the partner school.	Group leader/PSHE coordinator	Term 1
Incorporation of culture, religion, lifestyle, food, geographical location etc of country to be visited within lessons, where applicable.	Head of Departments	Ongoing
Understanding of and communication with partner school/schools to be developed via project work (letters, presentations, relationship development between staff attending and in country staff).	Group leader	Ongoing
'Review of progress on fundraising/impact in country of involvement with students/staff involved, and within school via assemblies/headteacher reviews/governor updates.	Group leader	Termly

PERSONAL DEVELOPMENT IMPLEMENTATION

PSHE lessons will run, with targeted group/whole cohorts, to develop whole school attitude to volunteering in line with the citizenship curriculum.

Fundraising committee will be established within the department/school to include students about whole school fundraising opportunities.

Staff lead

Completion

PSHE lead/

Ongoing

Group leader

Term 1

PERSONAL DEVELOPMENT IMPACT

Term 1

Term 2 lessons are reviewed across applicable subjects to incorporate partner school culture – Students are delivered a holistic approach to the partner school and country to be visited, developing their capital culture from multiple angles.

Trip has been launched and whole school outline on volunteering has been reviewed – Students are aware of the need for volunteering and the various roles this applies to.

Partner school is introduced to the students, allowing for a more bespoke link to be created between departments and the students – Students develop a deeper, more connected approach to the trip and partner schools, further progressing their attitude to volunteering.

Term 2

Term 3 lessons are reviewed across applicable subjects to incorporate partner school culture – Students are delivered a holistic approach to the partner school and country to be visited, developing their capital culture from multiple angles.

Staff have met with (letter/email/call) in country team and relationships are building – Whole school approach to the development of the partnership has created a lasting impact on the school and partner school.

Term 3

Term 1 and next year's lessons are reviewed across applicable subjects to incorporate partner school culture – Students are delivered a holistic approach to the partner school and country to be visited, developing their capital culture from multiple angles.

Review has been completed on progress towards fundraising targets and presented to the appropriate bodies – Students and staff are aware of, and held accountable for, the level of fundraising occurring with the school, both on a personal and whole school approach. Students meet the deadlines for payment for the trip costs.

PERSONAL DEVELOPMENT

IMPACT

Term 1

Staff have met with (letter/email/call) in country team and relationships are building – Whole school approach to the development of the partnership has created a lasting impact on the school and partner school.

Review has been completed on progress towards fundraising targets and presented to the appropriate bodies – Students and staff are aware of, and held accountable for, the level of fundraising occurring with the school, both on a personal and whole school approach. Students meet the deadlines for payment for the trip costs.

Fundraising committee is established and has met to review progress – Students/Staff are able to develop leadership skills, review progress and are aware of progress for the fundraising and can address next steps/concerns where applicable.

Term 2

PSHE lessons have been introduced to incorporate volunteering/trip information – All students, regardless of attendance to the trip, will develop their understanding of the region being visited/reasons for volunteering.

Review has been completed on progress towards fundraising targets and presented to the appropriate bodies – Students and staff are aware of, and held accountable for, the level of fundraising occurring with the school, both on a personal and whole school approach. Students meet the deadlines for payment for the trip costs.

Fundraising committee has met to review the progress of the fundraising for the trip – Students/staff are aware of progress for the fundraising and can address next steps/concerns where applicable.

Term 3

Fundraising committee has met to review the progress of the fundraising for the trip – Students/staff are aware of progress for the fundraising and can address next steps/concerns where applicable.

LEADERSHIP AND MANAGEMENT INTENTION

Student leadership responsibilities within the school through engagement with the fundraising opportunities provided through the partnership with African Adventures.

Staff leadership experience for various fundraising experiences, as well as the opportunity to be a group leader and be responsible for the school based overseeing of the trip.

Liaison with African Adventures, allowing engagement with external providers to develop staff skills outside of the school environment.



PERSONAL DEVELOPMENT IMPLEMENTATION

Regular meetings/communications between African Adventures staff and group leaders to review group progress/address concerns/general updates.	Staff lead	Completion
	Group leader	Ongoing
Roles within school will be distributed for attending staff (fundraising committee lead/group leader/student support etc) to facilitate with the trip.	Group leader	Term 1
Student leadership roles are introduced to facilitate the trip within school – inclusion onto fundraising committee/fundraising activity leaders etc.	Group leader	Term 1

PERSONAL DEVELOPMENT IMPACT

Term 1

Roles are assigned in school to available/attending staff – Development of staff skills with outside agencies.

Meetings between AA/School are scheduled, when required, to ensure the trip is on track/running smoothly – Trip runs efficiently with minimal disruption to the whole school processes.

Student leadership roles are introduced within the school – Student leadership is developed within the school, leading to increased profile of leadership within the school/community.

Term 2

Meetings between AA/School are scheduled, when required, to ensure the trip is on track/running smoothly – Trip runs efficiently with minimal disruption to the whole school processes.

Student leadership roles are reviewed and continue to be held in high regard within the school – Student leadership is developed within the school, leading to increased profile of leadership within the school/community.

Term 3

Meetings between AA/School are scheduled, when required, to ensure the trip is on track/running smoothly – Trip runs efficiently with minimal disruption to the whole school processes.

Student leadership roles are reviewed and continue to be held in high regard within the school – Student leadership is developed within the school, leading to increased profile of leadership within the school/community.



WHY BOOK?

✓ Ofsted 2022

'The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.'

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