'Excellence, Enjoyment and achievement together in a nurturing Christian Community'
'They will soar on wings like Eagles – Isaiah 40:31'

Vision
A quality education

Pupil outcomes are strong on account of the quality of education at our setting. Data at end of KS2 is consistently in the top 20% nationally.

Vulnerble children and those with identfied SEND are supported to make progress against SMART targets, which are monitored through the APDR process.

The connected curriculum enables children to develop stong disciplinary skills and knowledge, as well as equipping pupils to be brave changemakers in a global context.

Vision
Leadership and Management-
Continuous Improvement

Our setting is committed to educational innovation through working with others, school based research and the creation of a self-improving model.

School leadership is committed to high quality CPD. Opportunities to participate in research, develop and share practice will be encouraged.

Leaders have developed a clearly sequenced curriculum developing the skills and knowledge for children to be 'secondary school ready'.

Vision
Pupil Personal Development

We are committed to the development of children's learning behaviours as we recognise that children's ability to articulate themselves, listen to others and converse, supports their social, emotional development as well as strengthen links in learning.

We are committed to embedding our values of *'Excellence, Enjoyment and achievement together in a nurturing Christian Community'* 'within all aspects of school life - including play. We recognise that play is integral to a happy and healthy childhood and we are therefore committed to providing high quality play opportunities.

At St Helen's, we believe that children have the right to independence, choice and inclusion. We seek to provide opportunities for personal growth and emotional health and wellbeing through the Thrive approach.

1

'Excellence, Enjoyment and achievement together in a nurturing Christian Community'
'They will soar on wings like Eagles – Isaiah 40:31'

SCHOOL DEVELOPMENT PLAN OVERVIEW

CONTENTS	PAGE
Part 1 A quality education **Maths:** How are children's procedural and conceptual understanding developed in tandem through the use of concrete resources to aid representation and structure and mathematical thinking? Prepare for 2024-25: To improve our approach to securing fluency of mathematical facts, such as 'number sense'/arithmetic and times tables. **Reading for Pleasure**: How does the teaching of reading facilitate a culture where reading is pleasurable for children? **Learning environments:** How does our school learning environment promote the school ethos, vision and expectations? "The spaces children learn have the potential to transform the way pupils learn, at the same time as sending powerful messages about school expectations, values and beliefs." MITA Evidence-based recommendations from the Maximising the Impact of TAs project to be embedded in whole-school practice. Please note this will be added as an additional SDP targets.	
Part 2 Leadership and Management- Continuous Improvement **Curriculum**: How does the connected curriculum support children's personal development? **Subject Leadership CPD** : Is there consistency in how subject leaders monitor, evaluate and identify areas for improvement? **SEND Support** : How are our more vulnerable children across school supported to achieve our vision statement? Development of MITA project – deployment of adults, challenge for SENDK Children	
Part 3 Pupil Personal Development **Thrive: Are all children's SEMH needs met?** Continue to embed the Thrive system to help develop children's SEMH **OPAL and Play across the school:** How does our environment lend itself to enhancing imaginative play and children independent skills?	

Behaviour and Attitudes: Are all children are explicitly aware of school values, routines and behaviours? Development of new behaviour policy which has very clear links to thrive practices and the restorative practices that we have in school.

DATA OUTCOMES FOR 2022-23 AND TARGETS 2023-24 TBC							
	EYFS				PHONICS		
	2022	2023	TARGETS 2024		2022	2023	TARGETS 2024
ALL							

TEACHER ASSESSMENT OUTCOMES 2022-23						
YEAR GROUP 2022-23	READING % At expected +	READING % At Greater Depth	WRITING % At expected +	WRITING % At Greater Depth	MATHS % At expected +	MATHS % At Greater Depth
YEAR 1 (27)						
YEAR 2 SATs (30)						
YEAR 3 (30)						
YEAR 4 (30)						
YEAR 5 (26)						
YEAR 6 SATs (29)						

TEACHER ASSESSMENT TARGETS 2023-24 to be conducted in staff meeting at Week 5.						
YEAR GROUP 2023-24	READING % At expected +	READING % At Greater Depth	WRITING % At expected +	WRITING % At Greater Depth	MATHS % At expected +	MATHS % At Greater Depth
YEAR 1						
YEAR 2						
YEAR 3						
YEAR 4						
YEAR 5						
YEAR 6						

PART ONE A quality education - KEY PRIORITY AREAS TO DEVELOP IN 2023-24			
	Maths	Reading for Pleasure	Learning Environment	SEND
Rationale	In learning walks across the previous years and in observations, children's use of a range of mathematical resources (such as to develop procedural and conceptual understanding) is limited.	In a recent external review (March 2023) it recognised the school's focus on the teaching of reading and the subsequent successes. The school now recognises that it needs to raise the profile of 'reading for pleasure', as well as reading as a tool to access all learning. We found that when the teachers widened their knowledge and pleasure in reading children's literature and other texts and become more aware of their own and the children's reading practices, they began to reconceptualise reading from the inside out, and more effectively built a RfP pedagogy and strong communities of readers within school (Cremin et al., 2014). https://ourfp.org/findings/	"The spaces children learn in, have the potential to transform the way pupils learn, at the same time as sending powerful messages about school expectations, values and beliefs." R Carpenter 'A manifesto for excellence in schools.' In recent years, we have developed expectations around Maths and English working walls and templated connected curriculum showcase displays. There are strong examples of this across the school and there now needs to be greater consistency. In addition to this, the school recognises that the spaces in which we spend most of our time convey important messages about what we value most. Through a high quality, organised environment, we encourage a culture of high-quality learning and behaviour linked explicitly to our school vision statement.	We believe that all children, including those identified as having SEND, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life as far as possible.
LONG TERM GOALS (in 3 years …)	• To develop procedural and conceptual understanding in tandem through the use of concrete resources to aid representation and structure and mathematical thinking. • Prepare for 2024-25: Improve our approach to securing fluency of mathematical facts, such as 'number sense'/arithmetic and times tables	1. For our children to be able to talk about their favourite authors and the features of the authors' writing. 2. For the classrooms and general areas to promote a love of books and reading. 3. For the school website to promote high quality reading texts and the latest, recommended children's authors. 4. For the children to have access to their own copies of the curriculum books when reading together in the classroom. 5. Children will see their teachers and school staff as readers.	1. Curriculum displays model excellence, inspire pupils and create a stimulating learning environment. 2. Maths and English learning walls act as the silent teacher in supporting learning as well as promoting excellence. 3. Displays in KS1 act to support children's learning as well as evidence learning across the curriculum. 4. Classrooms are tidy and organised creating a calming environment, conducive to learning – 'Every student will walk around	1. Class teachers consistently use a range of evidence-based strategies to support pupils with SEND through high quality teaching. 2. Pupils with SEN make accelerated progress from their starting points. 3. Pupils with EHCPs receive personalised learning that is appropriate to their development and areas of need, with a balance

		6. Teachers and staff will widen their knowledge of children's literature and other texts.	with a picture of what is acceptable, what is good enough' – R Berger. 5. Classrooms are designed and equipped with the intention to support excellence in learning as well as create calm and a purposeful learning environment. 6. All staff will have collective responsibility for the whole school ensuring that displays are maintained to a high standard and communal spaces remain tidy and clutter free. 7. Through modelling and high expectations, children have greater respect for the school environment and resources.	between inclusion in class and alternative provision 4. Pupils have access to a range of evidence-based, structured interventions that link to each area of need and are delivered by trained staff, with their impact regularly reviewed.
End of year Term 6 2024 Goals - Success criteria	1. Children are demonstrating independent learning skills demonstrating their procedural and conceptual understanding in tandem, through the use of concrete resources to aid representation and structure and mathematical thinking. 2. A comprehensive progression for addition and multiplication facts is embedded across the school, resulting in children finishing Year 4 secure in their multiplication facts. Children enter Year 5 and 6 with EXS in arithmetic procedures. 3. Consistently high expectations are maintained. Teachers seek feedback from children to adapt their teaching (e.g. review pitch of check point question and	1. Children will enthuse about books they have read and be confident to share recommendations. 2. Children will choose to read a book at every opportunity. 3. The influence of specific author styles will be apparent in children's own writing. 4. Visitors to the school will recognise the high profile of 'reading for pleasure' through their conversations with children and the school environment. 1. Children will have their own copies of **at least two** curriculum books, which they will use in a 'Just Read' approach in the classroom. 2. Classrooms will have 'baskets' of books, in different curriculum areas, which are accessible and promoted to all children. 3. Staff will model a 'love of reading' to the children through expressive and inspiring reading and storytelling.	1. Displays showcase and support learning, displays are of a high standard and are consistent across the school. Display are created, maintained and renewed in line with the policy document. 2. Staff act as role models for pupils in maintaining a tidy and organised environment and develop routines to support pupils in sharing in this responsibility. 3. The environment is tidy and organised thus modelling the school's ethos of high expectations and respect. 4. 'The standard you walk by, is the standard you expect' – all staff and pupils take collective responsibility for maintaining a tidy, well organised environment	1. Learning walks and pupil conferencing identify that teachers are implementing strategies recommended by SENCO or external agencies to support pupils with SEND as part of whole-class high quality teaching 2. Pupil timetables for pupils with EHCPs identify a combination of time in-class and time for personalised provision 3. Interventions addressing all of the four broad areas of need embedded throughout the year and their effectiveness reviewed.

	response) and sequence of learning.	4. Classrooms will promote 'new', 'classic' and 'favourite' books to widen children's reading diets. 5. Children will be exposed to different readers and storytellers through audio books and clips.		
AUTUMN MILESTONES	1. Maths lead to gain an understanding of Maths across EYFS-Y6 post maternity leave to inform future professional development. 2. FunKey Maths TT cards for home learning are re-launched, ordered and shared with families. 3. Re-share times tables policy (including progression and assessment guidance) prior to the end of Term 1 - meet with teachers to support with the implementation of the conceptual understanding assessment upon their request, following an email offering this e.g. Year 5. 4. Term 2 staff meeting to focus on using concrete resources in Maths, focusing on the block of learning mostly happening across the school at that time so it is meaningful practice. Within this staff meeting, as a starter, focus on times tables teaching by recapping the step counting process (including the short form	1. Parents and Carers will be informed of the school reading aspiration and be asked to provide a class curriculum book for their child, to use in the classroom. 2. Staff will identify areas in the classroom where baskets of books can be displayed and promoted for all children. 3. Staff will consider ways of sharing books and authors with the children and provide time and ways for children to share their recommendations. 4. Staff will read the stories with enthusiasm and expression, which will bring the characters and stories alive, for the children.	1. Teachers have a clear understanding of what should be displayed on the working walls and how these should be used to support teaching and learning- Introduction on Inset Day #1 and Staff meeting week 1. 2. Connected curriculum displays showcase children's topic learning as well as art and high-quality writing in line with school policy 3. Displays in communal areas showcase learning and are renewed in line with whole school rota 4. Teachers in KS1 use display spaces to showcase and support learning as well as evidence the learning journey in National Curriculum subjects. 5. Staff have a shared vision of 'excellent' environments. They have a clear understanding of their role in having a collective responsibility for the school environment. 6. Teachers have a clear understanding of why it is important to keep classrooms organised and clutter free. This is evidenced by the excellent environments they create and the routines they develop with children to maintain these.	1. All teachers using whole-class visual timetables, dyslexia-friendly fonts and low-arousal classroom environments. 2. SEN resource bank developed, with additional resources needed funded by FOSH 3. Specialist advice sought from external professionals for whole-class or individual issues to support teachers and TAs to improve their support for pupils with SEND. 4. Intervention programme linked to all four areas of need developed, overseen and reviewed by leaders.

	soundbite used) and discuss the conceptual understanding assessment.			
Autumn Review				
SPRING MILESTONES	1. Greater consistency has been developed with times tables teaching and assessment. 2. Concrete resources are used 'more often' in lessons to develop conceptual understanding. 3. Learning walls are more consistent and updated more frequently in line with the guidance provided in the Autumn Term.	1. Basket of books are available for children to enjoy in the classrooms and in other areas in the school. 2. Teachers facilitate conversations with children to enable them to talk about themes, genres and favourite authors. 3. Displays promote reading, authors and themes to promote children's reading 4. Reading is promoted to families through newsletters, the website and events in school.	1. Subject leader monitoring evidences that English and Maths working walls are and integral part of teaching and learning and look consistent thus supporting children's transition through the school. 2. Connected Curriculum displays in classrooms and in communal spaces have been renewed in line with the rota or maintained to ensure they continue to demonstrate the school's ethos of high expectation and respect. 3. Subject leaders are able to use KS1 displays and floor books to support their own monitoring. 4. The class culture demonstrates good routines which value a tidy and well organised learning environment. 5. Staff and pupils take collective responsibility for maintaining communal areas ensuring they are free from clutter and resources are stored in their designated spaces.	
Spring Review				

	PART TWO Leadership and Management- Continuous Improvement KEY PRIORITY AREAS TO DEVELOP IN 2022-23		
	A curriculum that support children's personal development	**Subject Leader Development**	**MITA Project**
Rationale	In recent years the schools have worked collaboratively to develop a connected, global curriculum. Having created comprehensive documentation and spotlighted the importance of subject specific knowledge, school leaders intend to highlight the intent of the curriculum in develop pupil personal development	Monitoring activities have identified an inconsistency in the confidence of subject leaders to articulate evidence-based knowledge of children's learning. Not all subject leaders have been able to identify **particular** gaps in understanding, which hinders learning and development.	The Maximising the Impact of Teaching Assistants project uses research evidence to inform best practice for the deployment of TAs. We identified through the initial stages of this project that we could develop the preparedness of our TAs, children's independent skills and our intervention provision.
LONG TERM GOALS (in 3 years …)	1. The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character as well as develop and stretch pupils' talents and interests. 2. The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy and sustain healthy relationships. 3. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. 4. The school prepares pupils for life in modern Britain effectively, British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. 5. Pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities. 6. The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way. 7. Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged	1. For all subject leaders to be using a consistent approach to the leadership of their subject areas. 2. Effective subject leadership has a direct and effective impact on pupil progress, over time, through efficient monitoring and assessment. 3. Gaps in learning will be quickly identified and appropriate strategies used to accelerate progress. 4. Subject leaders will analyse and build the appropriate provision in their subject. 5. Staff's pedagogical content knowledge will maximise learning across the school.	1. Children will be explicitly taught independent skills and their independence will be actively monitored and developed 2. All tasks will be designed to be within children's zone of proximal development, with the view that they could complete the task independently. 3. Lessons will have clear objectives, process success criteria and outcomes, which all staff in the lesson are actively aware of 4. TAs are prepared for lessons 5. Teachers work directly with pupils with SEND, including those with EHCPs, on a daily basis and TAs work with a range of pupils across the class. 6. Teachers have full responsibility for the planning and preparation of the curriculum for pupils with SEN, and for any activities which are prepared by TAs due to their specialist training in that area, teachers provide TAs with time to do so.

	pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.		7. Pupils will have access to a range of evidence-based, structured interventions that link to in-class expectations and are delivered by trained staff, with their impact regularly reviewed.

End of year Term 6 2024 Goals - Success criteria	1. School leaders can evidence where the Connected Curriculum supports pupil's personal development through:
	   a. Character building and nurturing talents
	   b. Staying safe and being healthy
	   c. Spiritual, moral social and cultural development
	   d. Fundamental British Values
	   e. Equality and diversity
	   f. Citizenship and cultural capital
	2. The school community can articulate how personal pupil development is a golden thread that runs through the connected curriculum.
	3. Leaders can identify strengths in how personal development is supported though the curriculum and know areas for future development the curriculum and wider opportunities in 2024-25
		1. Consistency in knowledge and understanding of all subject leaders. A more consistent use of the teacher SEF to ensure that all subject leaders are collating aligned, key information to inform their decision making is seen,
		2. Subject leaders will be equipped to identify gaps in pupil understanding in their subject area and have time to share with class teachers.
		3. Subject leaders will complete regular pupil conferencing, each term, to capture the conceptual understanding of the children.
		4. Subject leaders will be responsible for locating and delivering appropriate CPD opportunities for all staff, based on their data and intel.
		5. Consistency in the action planning and reporting of all subject leaders.
		6. Subject leaders produce concise and accurate analysis of pupil outcomes and progress over time.
			1. Staff questionnaires show an improvement to the MITA outcomes compared to initial questionnaires in terms of TA preparedness and consistency
			2. Learning walks demonstrate that teachers and TAs are aware of the learning objectives, process success criteria and outcomes of the lesson
			3. Learning walks and pupil conferencing identify that teachers and TAs work towards pupils' independence through task design, use of resources and scaffolding
			4. Teachers and TAs feed back that time together is used effectively to prepare and include all members of the team regarding teaching and learning priorities
			5. Intervention provision to be less broad and more focused on whole-school priorities and needs

AUTUMN GOAL	1. Work with staff to identify the significance of pupil personal development and work together to identify where this is already happening in school. 2. School leaders collate evidence for pupil personal development through scrapbooking and using the PD Evaluation document (Introduce during staff meeting-Week 4.)	1. Review of the teacher SEF to ascertain which aspects are most impactful and effective. 2. Audit of subject leader knowledge and understanding of key objectives, to be completed in term one. 3. Subject leaders to identify any training that ensures they are confident to complete the teacher SEF, in line with all subject leaders.	1. Teacher-TA agreements developed 2. Teacher-TA teams meeting weekly to discuss teaching and learning 3. Teachers share unit overviews, small step Learning Objectives, signs of success and lesson outcomes with TAs prior to lessons

	3. Learning council/ Lead changemakers work with school leaders to generate evidence through video conferencing around Equality and Diversity (Linked to identity and diversity topic), Staying Safe (Online Safety	4. Subject leaders to produce an action plan based on the information gathered through their monitoring activities.	
Autumn Review			
SPRING GOAL	1. School leaders collate evidence for pupil personal development through scrapbooking and using the PD Evaluation document 2. Learning council/ Lead changemakers work with school leaders to generate evidence through video conferencing around British Values (through Social Justice)	1. Subject leaders to review the action plan and update with successes and further areas for development. 2. Opportunities for subject leaders to share and discuss their action plans and the impact of their monitoring activities. 3. Subject leaders to review assessment outcomes and identify any common gaps in pupil learning.	
Spring Review			

		PART THREE Pupil Personal Development KEY PRIORITY AREAS TO DEVELOP IN 2022-23		
		Thrive	**Opal and Play**	**Behaviour and Attitudes**
Rationale		Pupil's social, emotional and mental health has a significant impact on their ability to excel, enjoy and achieve in school. Pupils at our school are learning social skills, emotional regulation and knowledge about themselves and others alongside curriculum learning.	Play makes up 20% of school life in UK primary schools In terms of the Primary Years this means that 1.4 years out of 7 is spent in play. Play is essential to well-being and happiness. At St. Helen's we feel that the opportunities for more imaginative play can be developed.	Children should never have to ask themselves 'What am I suppose to be doing?' when they enter the classroom nor should they be able to claim not to know what they should be doing. You want children to know what to do and to know there is no ambiguity.'Are all children are explicitly aware of school values, routines and behaviours? Development of new behaviour policy which has very clear links to thrive practices and the restorative practices that we have in school.
LONG TERM GOALS (in 3 years …)		• All staff have a secure understanding of the Thrive approach. They are able to speak with confidence in regards to how Thrive supports children's emotional development including an understanding of PACE, WINS and VRFs • Staff use Thrive strategies to support children as part of daily practice. • The school has a designated calm space to use when supporting children • A team of Thrive practitioners are trained in supporting children identified as needing individual or group support. • The Thrive lead is able to monitor the impact of Thrive and plan for next steps • The wider school community have a good understanding of Thrive and feel supported in using strategies at home.	• We are committed to providing the strategic and operational leadership needed to provide and maintain quality play provision for all of our children. • The grounds at St Helen's provides a varied, challenging and stimulating environment • Play aids children's physical, emotional, social, spiritual and intellectual development • Staff are confident in supporting and innovating play. • Children and adults have a clear understanding of risks in play. The documentation is in in place and reviewed by leaders but more importantly adults and children are able to make dynamic risk-assessments of their play. • There is continued investment and development in the school site. • The children talk positively about play and the opportunities they have to explore enjoy and excel though play.	• The wider school community know the strategic vision for behaviour and how to develop children's learning attitudes in school. • All children (especially children who are at a disadvantage and those with SEND) demonstrate good learning and behaviour attitudes. • All staff embed our vision for Flying High behaviour across the school environment. • Children will be able to talk confidently about how their behaviour shapes how they learn and how they use the school values and how by following our values help them learn • Clear behaviour processes and systems are in place to help those most vulnerable make good progress.

End of year Term 6 2024 Goals - Success criteria	1. Teachers are confident in using the profiling tool to identify those in need of 1:1 or group support and use this to identify strategies to use with the whole class. 2. The Thrive Practitioner has accessed quality CPD that is relevant to the needs of the school. 3. Those delivering Thrive-based interventions have access to the resources needed to deliver these effectively. 4. The wider community have developing understanding of Thrive through information shared on the website, Dojo and via school newsletters 5. Monitoring evidences this impact of Thrive sessions and the use of action plans in the classroom. 6. The school has a designated calm space to use when supporting children - use of the sensory room is impactful. 7. The Thrive lead is able is able to articulate and evidence the impact of Thrive. 8. The application of the school behaviour policy reflects the principles of Thrive.	1.Develop smaller social spaces – quieter areas with books areas. 1. Successful final audit of the school's OPAL program 2. Continued LBS CPD meetings to support culture change towards playtime 3. Community engagement in improving play – wider staff team, parents, governors, children 4. Creation of a small world areas and quiet areas. 5. Development of the grounds – rock/log area 6. All staff are familiar with and act to support the risk assessment 7. Surveys show that children have a positive attitude toward play. 8. Observations show that children are engaging in purposeful play. 9. Equipment is managed by LBSs to ensure that children have access to a range of equipment that will support different aspects of play.	1. Children's behaviour is deemed to be good throughout any external visits. 2. Positive attitudes to learning is observed in all children during learning walks and through all areas of the school eg corridors, break times, 3. Low Level disruption is eradicated and children are focussed on their learning. 4. Children confidently talk about how their behaviour can shape their learning
AUTUMN GOAL	1. Teachers have competed the first Thrive profiling for their class and used information to identify those in need of support and strategies to use in the classroom. 2. The Thrive practitioner has identified children for individual support and worked with others to plan, deliver and review sessions. 3. Resources needed for individual Thrive sessions have been purchased using FOSH funding.	1. Development of OPAL team across the whole school. 2. Meetings/CPD with LBS team – online training modules complete 3. Development of the website page	1. The new behaviour policy is shared 2. Learning walks shows that there are clear routines across the school in different areas 3. Value posters are displayed around school and Flying High rules and values are displayed prominently. 4. Use Dojo as a platform for sharing behaviour expectations and successes

	4. The school behaviour policy has been launched and teachers are applying this in line with Thrive principles		
Autumn Review			
SPRING GOAL		1. Use of social media and the school website to celebrate OPAL and the progress made 2. Final audit of OPAL 3. Additional resources ordered and implemented	1. Learning walks from external visitors deem that behaviour is good and that low level behaviour is dealt with and eradicated immediately. 2. Relationships with parents are strengthened and clear actions developed for any children who do not have
Spring Review	1.	4.	3.

SDP Area	4/9 Week 1	11/9 Week 2	18/9 Week 3	25/9 Week 4	2/10 Week 5	9/10 Week 6	16/10 Week 7	Half Term Milestone SDP updates RAG Rate above: Impact and Next steps:
Part 1 A quality education								
1a) Maths		Learning walk – Maths lessons and environments		Re-launch FunKey Maths TT Cards for home learning Re-share times tables policy (including progression and assessment) with teachers	Learning walk – times tables	Create display guidance Review Flashback 4 Order FunKey Maths TT Cards	Handout FunKey Maths TT Cards for home learning	Maths lead to gain an understanding of Maths across EYFS-Y6 post maternity leave to inform future professional development.
1b) Reading for Pleasure								
1c) Learning environments	Expectations for learning environments and learning walls.						Good examples of Learning walls demonstrated and shared with staff.	
Part 2 Leadership and Management- Continuous Improvement								
2a) Connected Curriculum		CC overviews given to parents,					Pupil conferencing in all subjects via learning council.	

2b) Subject Leadership CPD : Is there consistency in how subject leaders monitor, evaluate and					Subject leadership staff meeting- shared SEF and Impact reports.	Deadline for SL impact reports.	SL SEFs started and all subjects Term 2 aims highlighted on the RAP.	
2c) SEND	SEND / PP register							
Part 3 Pupil Personal Development								
3a) Thrive:	Pupils identified for individual Thrive sessions	Individual Thrive sessions planned	Individual Thrive sessions delivered weekly from this point			Additional resources required for Thrive sessions identified and requested		
3b) OPAL and Play across the school:							OPAL video for T1-considerations via FOSH of outdoor environment revamp. SEND	
3c) Behaviour and Attitudes:		Behaviour Policy on school website.		Behaviour review at staff meeting.		Behaviour policy to governors.	Behaviour review. Pupil Conferencing of perceptions of behaviour.	
Staff meeting Focus Linked to SDP:	Expectations: 1c	Writing 1a	Back to School meeting 1	Behaviour Policy review 3 c	Subject Leadership: Review of 2022-23 one page	Target Setting and Assessment Setting new targets:	Professional Growth – one page presentations review – consider groups from last year.	

					document SEF review			
Assessment:							CC grids completed for Term 1.	
SLT Book Focus:								
Attendance					Attendance review with EWO.			