

Senior Leader leading school improvement team		Champion	UPR
Improving life chances HOS-Amy Goulding	Early English English AP-Clare Boot	Amy Goulding	English advocates
		<i>Reading champion</i> Clare Boot	Kat Sima
		<i>Writing champion</i> UPR – Kat Nixon	Mobility advocate- Tausif
		<i>GAPS champion</i> UPR – Sima Prajapati	
		EAL I-Cherry Wibberley (PT) J-Sumaiyyah Hafiji	
Developing citizens HOS-Elle Newnham	RE	I-Nikisha Bhima J-Lucie Evans-Green	Staff advocate - Lisa
	PE	I-Lisa Bale (PT) J-TLR - Kat Nixon (sports prem)	
	PSCHE	I-Roshni Beck J-Amanda Bowe	
	Oracy	I-Saffron Charles J-Rachel Royal (PT)	
Developing the curriculum – Sophie Hart	Developing creativity AP-Sophie Hart	Art I-Maisie Piper J-Jem Gohil	
		DT I-Sima Prajapati (PT) J-Aiman Alkhlaif	
		Languages (KS2) J-Claire Irons	
		Music I-Jalpa Vanmali J-Leah Hunting	
	Developing Knowledge TLR – Tausif Lorgat	History I-Grace Thrower J-Tom Paciolla	Eco advocate - Tom F
		Computing I-Farzana Sattar J-Milli Overton	
		Geography and Eco J-Rumaysa Alimahomed J-Tom Fournier	
Developing curiosity AP-Nic Hall	Science	J-Kajal Jethwa J-Simone James	
	Maths	I-TLR - Alisha McKee J- Chris Wisson	
Developing leadership Zoe Simpson	PLT	Zoe Simpson	
	SEN	AP – Natalie Clarke TLR - Amanda Bowe TLR - Dilraj Seehra	VI children advocate – Amanda VI children advocate - Dilraj

### 3 x link meetings per year (Sep/Feb/June)

Subject champions will also;

- Complete monitoring and evaluation (additional PPA release)
- Support and sign post teachers to allow them to be the best they can be
- Complete a parent workshop where required
- Keep the website up to date with pride
- Keep resources up to date with pride
- Ensure that strategic documentation reflects current practice.

Timescales and priorities for these will be set in link meetings for cycle ahead.

Development plan – Art

Leaders: Jem Gohil Link Leader: Sophie Hart					
Intelligence already gathered	Subject champions have created documents to support subject knowledge of teachers and the effective delivery of Art. As a result, we are now going to look at monitoring and assessing the use of these documents. Previous M&E indicated that: Art skills development books are not being used consistently. Washing lines are being used effectively to display artwork in classrooms. Art planning and staff voice identified that more time was needed for art. This has been implemented for 23-24 to allow some big questions to have an additional week for art/DT focus.				
Next steps lifted from 23/24 action plan	Introduce full new LTP at the start of the academic year and work with year groups to support another big question as this showed at impact. 2024-2025 – monitoring of journaling/seesaw in art to assess impact of LTP and outline of units in artist in focus week.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
Creating equity DA children accessing the curriculum, al enrichment provided and are making progress in the subject	<i>Pupil voice, art skills books, seesaw, journals to monitor curriculum offer for DA children.</i>	JG/MP Aut/Spr/Sum	Pupil voice demonstrates that art lessons look similar across the school with examples, skills and modelling. Children are then allowed to practise the skill, sometimes in art skills book, some on paper. Some children could explain the skill using subject specific vocab whereas others described the actions they did. Most children say their artwork is valued and up in the classrooms. Some children said that they felt they did not have long enough for art. Art skills books shows children have done things in their own way and look unique whilst meeting objectives.  Monitoring in journals demonstrates all children completing final art pieces. They demonstrate use of different medias and objectives being met across the school. Some journals demonstrate subject vocabulary and explaining the skills learnt, some do not. Art skills development books shows inconsistencies in using date, LO, skills being practised. Subject champions have sent a message to teachers to clarify expectations of these which will also be clarified at the beginning of next year. Pupil voice indicates that they enjoyed art lessons and would like more of them.	Art books Seesaw Journals	Bulletin message – art 60/40 to allow time, reminder of using art for enrichment days as well as for DT. Subject specific vocabulary – check planning alongside pupil voice. Art skills development books to continue as a focus to ensure consistency. Subject champions to create a model of planning expectations to include skills practise and the final piece, demonstrating a more fair 60/40 split to increase the quality of Art.
	<i>Explore local art companies to see if a club could be offered.</i>	JG/MP Aut/Spr/Sum		Feedback from companies – emails	
Achieving Excellence	<i>New subject champion to develop own knowledge of art in the curriculum.</i>	MP Aut	Both subject champions completed a learning walk across the school from Infants to Juniors to develop own subject knowledge as well as monitoring of teaching and learning. New subject champion feels more confident in her own subject knowledge and progression through school.	Own knowledge	Continue to add to own subject knowledge.
	<i>To add sculpture objectives to Art LTP and develop own knowledge.</i>	JG/MP		LTP	

Achieving excellence: All teachers are ready in their planning, feedback and delivery	Introduce full new LTP at the start of the academic year and work with year groups to support another big question as this showed great impact.	JG/MP Aut/Spr/Sum	Marbling and artwork presented well in books, some understanding of overlapping in collage to develop teacher understanding which impacted on children's understanding. Some year groups demonstrated knowledge of artists and art work but less subject specific vocabulary and understanding. Monitoring of seesaw demonstrates inconsistencies. Staff voice shows that there may be too many methods to record art, journal, book, seesaw and seesaw is a repeat. New LTP is being planned and taught across the school. Artist in focus week showed children's high level of engagements and enjoyment. Pupil voice showed that they knew the skills, artists name and background. Displays show high quality work and varied types of art.	Planning Staff voice	Subject specific vocab and skills – follow up in planning monitoring  25/26 Decide on recording methods and share expectations with staff.  Subject champions to send reminders for new LTP next year.  New expectations for art skills week 25/26
	Monitoring of journaling in art to assess impact of LTP.	JG/MP Aut/Spr/Sum		Journals	
	Monitoring of seesaw in art to assess impact of LTP.	JG/MP Aut/Spr/Sum		Seesaw	
	Monitoring of lessons, pupil voice, art work during artist in focus week.	JG/MP Aut/Spr/Sum		Pupil voice Art work Lesson obs	

Champions: Milli Overton &amp; Farzana Sattar Link Leader: Tausif Lorgat

Intelligence already gathered	<p>Subject champions have started to develop their own subject knowledge to support other members of staff. They have also proposed changes to the long-term plan by looking at the units taught in each year group and outlining any anomalies that do not follow the sequence. They have also focused on ensuring that the lessons taught show a clear progression of skills. The subject champions have also created an action plan that clearly states the actions that will be undertaken throughout the year.</p> <p>Previous M&amp;E indicated that there have been inconsistencies in planning, teaching and assessing across the subject. Teachers and staff members also lacked confidence in teaching due to gaps in subject knowledge.</p> <p>Staff are confident and knowledgeable when delivering computing.</p> <p>AFL strategies have been developed and used to target LA and challenge HA.</p> <p>A new LTP has been developed that builds on prior knowledge and is progressive and sequential.</p>				
Next Steps lifted from 23/24 action plan	<p>To continue to develop subject knowledge and to keep up to date with changes and adaptations within Computing.</p> <p>Observe IT lessons across the school to gain a deeper understanding of how it is taught more widely.</p> <p>To continue to support members of staff with subject knowledge whilst developing own knowledge.</p> <p>Ensure that all levels are recorded on Bromcom at the end of each year.</p> <p>Ensure IT outcomes are consistent across all year groups and are planned for in MTP. Evidence on Pupil drives.</p> <p>Communicate messages on bulletin to ensure consistency.</p> <p>Continue monitoring of computing and to communicate inconsistencies with year groups and HLTAs.</p> <p>Use the data that has been inputted onto Bromcom to identify the bottom 20% to gain a deeper understanding across the school.</p> <p>To introduce new LTP to staff for next academic year.</p> <p>Devise a plan about how to introduce the use of Raspberry Pi for next year.</p>				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done? By whom?	Impact of action – what difference have we made?	Evidence -How will you know? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
Creating equity DA children accessing the curriculum, all enrichment provided and are making progress in the subject	<i>Monitoring of pupil voice – love of subject?</i> Use the data that has been inputted onto Bromcom to identify the bottom 20% along with DA to gain a deeper understanding across the school.	MO & FS  Termly	Pupil voice has showed children enjoy the subject and feel supported by staff. This allows them to make good progress in their lesson with support from adults and articulate their learning during discussions.  Pupil voice for DA children showed strong knowledge and understanding. Key vocabulary was used in the correct context. This demonstrates that the LTP skills and vocabulary has been included and delivered effectively in lessons allow children to build and expand their computing knowledge and vocabulary.	Pupil voice Bromcom	
	Resources to be audited across the school and added to where necessary. Resources across the school to be regularly checked and teachers to check/request ahead of teaching a unit.	MO – Juniors & FS – Infants  Oct half term	Having knowledge of resources available and working allows for lesson to be resourced well and planned for to help children gain and acquire knowledge.  Teachers and HLTA'S are aware of resources available, which has allowed lessons to be carefully structured and prepared for in a timely manner.	Audit documentation Bulletin	Continue to monitor the upkeep of resources.
Achieving Excellence: Walkthru teaching techniques implemented in subject	<i>Through monitoring and evaluating, identifying where teachers may need support in planning or delivering lessons.</i> To continue to support members of	MO & FS  Termly	Some teachers have shown confidence in adapting planning. This shows the ability to create and teach fun and engaging lessons through adapted planning. Subject champions have supported teachers and HLTA to help them develop their confidence in delivering the subject.	Teacher voice Lesson monitoring Planning	To upskill the HLTA in KS1 and continue to support her in developing lessons to be more engaging and fun.  To continue to develop 'stretch and challenge' document to support staff.

	staff with subject knowledge whilst developing own knowledge.		Lessons are continuing to be adapted and through learning walks it is evident staff are aware of children's varying abilities.		
	To continue to develop subject knowledge and to keep up to date with changes and adaptations within Computing.	MO & FS  Ongoing	Subject champions have done wider reading, attended network meeting and registered with Wake Up Wednesday to help develop their knowledge and skills for computing and apps. Attending network meetings has greatly developed subject champions knowledge and made them feel more confident to lead the subject and put advice for parents to help them to have a better understanding of apps. Excel document created to show skills to be added for Seesaw. This allows champions to understand the skills throughout the school.	Network meetings Relevant courses Excell document - Seesaw	Continue to attend network meetings and carry out professional reading around computing and changes that may arise.
Achieving excellence: All teachers are ready in their planning, feedback and delivery	To introduce new LTP to staff for new academic year.	MO & FS  Termly	LTP has been adapted and shared via the bulletin, and all relevant strands have been included into the progression document. This clearly plans out the strands for each year group and for staff to be aware of what learning has taken place in other year groups as well as their own.	Bulletin LTP	
	Review planning and pupil work to see if knowledge and vocabulary is being embedded	MO & FS  Termly	Appropriate vocabulary has been included during planning allowing children to confidently use relevant vocabulary during pupil voice. This shows that the vocabulary is delivered and embedded throughout the subject. There was a lot of repetition of vocabulary used in lesson plans and the same vocabulary was used by students during learning walks and through pupil voice.	Pupil voice Planning KO Seesaw Pupil drives	Continue to monitor vocab and observe a lesson in alternative key stages
	Monitoring of seesaw.	MO & FS  Termly	Seesaw is being used more consistently throughout the school, in comparison to previous year, and work is evidenced throughout the year. This shows evidence of lessons are being taught and children are demonstrating their understanding. HLTA have been supported by champions to ensure Seesaw is being used effectively and work is being reviewed. Seesaw skills have been completed in readiness for the new academic year, so that all skills are available on Seesaw.	Planning Seesaw LTP Learning walks Excell document - Seesaw	Continue to monitor seesaw

Leaders: Sima Prajapati/Aiman Alkhlaif Link Leader: Sophie Hart

Intelligence already gathered	Dt objectives changed to allow better quality outcomes but less of them. New LTP introduced to teachers in Summer term – but fully introduced in 2024-2025 academic year Design process – thought process slides created to support teachers Monitoring indicated inconsistencies with recording on Seesaw and quality of work in journals				
Next steps lifted from 23/24 action plan	Introduce new LTP at start of year – support year groups if able to as this showed impact on big question 1 Monitoring of journals and seesaw DT showcase for celebration of subject				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
Creating equity DA children accessing the curriculum, al enrichment provided and are making progress in the subject	Monitoring of pupil voice – love of subject? Included in a showcase? How do we celebrate DT in school?	SP/AA	Planning monitoring identified that all year groups are following new LTP effectively. There is clear evidence in all year groups of following the new design process including designing, prototypes, creating and evaluating.  Pupil voice at the infants demonstrated children's love of the subject as well as their development of skills. They were able to talk about their learning and year 2 pupils could say how they improved it further. This was clear progression from last year's pupil voice. Pupil voice at the Juniors demonstrated enjoyment of lessons and spoke particularly proudly of their busy boards in year 4. They could talk about specific skills including stitches, chopping techniques and shared different methods of learning with group and individual work.  DT Showcase at North Mead was reflective and a celebration of how thorough our DT projects are and how coverage is clear. Pupil outcomes of projects (Busy Boards) show that pupils are using the project to showcase skills such a cams, levers and electric circuits.  DT leaders felt confident with how DT progression and outcomes are taught at Kestrel Mead.	Pupil voice	Monitoring of pupil voice –
	Monitoring of seesaw and journals	SP/AA		Seesaw and journals	
Achieving Excellence: Walkthru teaching techniques implemented in subject	Ensuring the design process is being taught by monitoring planning and seeing some lessons	SP/AA		Planning Lessons	
	Through monitoring and evaluating, identifying where teachers may need support in planning or delivering lessons.	SP/AA		Planning Lessons	
Achieving excellence: All teachers are ready in their planning, feedback and delivery	Monitoring of planning using the new LTP	SP/AA	Monitoring of planning demonstrates understanding from teachers and show design process being taught.  Through monitoring of the curriculum, the leaders have put in a order with the DT budget to aid Year 4s big DT project.	Planning	Monitoring of journals....  Journals and pupil voice to demonstrate the evaluative side – verbally or written.  Sustaining the progression of skills.

	Monitoring of journals, seesaw and pupil voice using new LTP	SP/AA	<p>Evidence in floorbooks (Rec and Y1) and journals in Year 2 showed 'I am designer' sections that did not always just focus on the steps but started to journal about the skill too.</p> <p>Floorbooks in the Juniors showed clear 'I am Designer' sections, key vocabulary, variety of ways to show learning including photos, writing, drawings etc. There is evidence of explaining the skills in the journals.</p>	<p>Journals</p> <p>Seesaw</p> <p>Pupil voice</p> <p>Ltp</p>	
--	--	-------	---	---	--

Leaders: Lauren Bickley Link Leader: Zoe Simpson

Intelligence already gathered	<b>IDSR / internal data / monitoring and evaluation 22-23</b> Our external Reading data in KS1 below national. Our Year 2 cohort have been severely impacted by Covid and have high mobility. A significant amount of support and intervention has gone into Year 2 to close the gap and provide extra opportunities for those children who were 1 or 2 steps behind. This has resulted in an increase in reading data from DP2 (48%) to DP3 (58%). Our KS1 writing data at ARE and GD is slightly above national. Our external Phonics data in Year 1 is in line with national at 81%. This is a significant increase from last year (59%). Internal data shows in reading shows that children are making expected progress in Reception and Year 1. Children in Year 2 have made accelerated progress. <b>End of year data:</b> EYFS Reading 69% Writing 73% Year 1 Reading 64% Writing 71% Year 2 Reading 59% Writing 63% <b>Phonics:</b> EYFS children have been taught up to Phase 4 with 48/94 children passed phase 4 and 71/94 children passed Phase 3 ready to move onto Phase 5 in Year 1. Year 1 children have been taught up to Phase 5 block 5 75% of the cohort ready to move onto Phase 5 block 6,7 and 8 in Year 2. At the end of Year 2 64% of children have passed phonics with 36% of children needing to continue in Year 3. <b>Previous M&amp;E indicated that:</b> Phonics interventions were taking place but were not always focussed on the specific area the children needed support with. Phonics lessons show fidelity to the ALS scheme. Book match can sometimes be inconsistent. Reading fluency is low and an area for development.																				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3																
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.	Leader to refine the phonics assessment cycle ensuring interventions are timely, effective, and focussed.  Leader to upskill teachers knowledge of phonic decodable books and the correct book match for each individual child.	LB Autumn term  LB/AG Autumn term	A standardised approach to phonics assessments has led to consistency in the effective use of data for all year groups. Documentation ensures that interventions are timely, effective, focussed and have impact. Monitoring of Year 1 phonics interventions shows impact and fidelity to the ALS scheme.  Phonics data at this point is: <table><tr><td>Rec</td><td>Yr 1</td><td>Yr 2</td><td>Yr 3</td></tr><tr><td>Ph 2</td><td>Ph 5</td><td>Ph 5</td><td>Ph 5</td></tr><tr><td>All blocks</td><td>Block 4</td><td>Block 8</td><td>Block 8</td></tr><tr><td>72%</td><td>76%</td><td>67%</td><td>82%</td></tr></table>	Rec	Yr 1	Yr 2	Yr 3	Ph 2	Ph 5	Ph 5	Ph 5	All blocks	Block 4	Block 8	Block 8	72%	76%	67%	82%	Phonic date and assessment cycles  No. of children on track  Correct book match	Monitor Reception interventions. Continue to touch base with year groups at each assessment point.  24-25 Continue to track interventions Continue to monitor book match Book areas
	Rec	Yr 1	Yr 2	Yr 3																	
Ph 2	Ph 5	Ph 5	Ph 5																		
All blocks	Block 4	Block 8	Block 8																		
72%	76%	67%	82%																		
Leader to review the classroom book areas and ensure they are purposeful and promote different books, authors and children's interests.	AG Spring term	Clear guidance around levels of fluency and phonic abilities ensures that children are reading books matched to their abilities. February 2024 book match shows that children are reading the correct book level matched to their phonic abilities and interventions.  OFSTED and internal book match show that children are reading the correct level book that matches their phonic abilities. Regular tracking alongside phonics interventions ensures teachers and leaders are well informed.  Regular monitoring and tracking of assessments and interventions has ensured leaders are aware of	Effective book areas  Children accessing a range of books																		



			<p>progress against the long-term plan. Support from leaders and adaptations made to respond to children’s progress.</p> <p>Phonics data at the end of 2023-24:</p> <table><tr><td>Rec</td><td>Yr 1</td><td>Yr 2</td><td>Yr 3</td></tr><tr><td>Ph 2</td><td>Ph 5</td><td>Ph 5</td><td>Ph 5</td></tr><tr><td>All blocks</td><td>Block 4</td><td>Block 8</td><td>Block 8</td></tr><tr><td>72%</td><td>76%</td><td>67%</td><td>82%</td></tr></table>	Rec	Yr 1	Yr 2	Yr 3	Ph 2	Ph 5	Ph 5	Ph 5	All blocks	Block 4	Block 8	Block 8	72%	76%	67%	82%		
Rec	Yr 1	Yr 2	Yr 3																		
Ph 2	Ph 5	Ph 5	Ph 5																		
All blocks	Block 4	Block 8	Block 8																		
72%	76%	67%	82%																		
<p>1.3 Effective use of data ensures that pupils make at least expected progress and the school achieves at least in line with national at the external benchmarks. (LB/EN)</p>	<p><i>Evaluate effective ways of measuring fluency as an identified area of weakness through tracking of 100 words per minute</i></p> <p><i>Create regular opportunities for fluency in classroom practice and monitor regular assessment intervals to demonstrate impact</i></p> <p><i>Create and implement interventions in response to the baseline data.</i></p>	<p>Completion of baseline assessment RR Spring 2</p> <p>HOS identification of pupils and establish interventions Spring 2</p>	<p>By completing reading fluency all year groups from 3-6 have an additional measure of reading assessment.</p> <p>Baseline enabled identification of pupils with inconsistencies in data. Leading to targeted interventions delivered by HLTAs. BRWP intervention 4xweekly alongside QFT and reading fluency session lead to increase in reading fluency outcomes. Within 4 weeks all children targeted for intervention showed +20 words per minute improvement.</p> <p>Reading fluency training attended by English Leader and Year 1 teacher. Training and interventions implemented for Year 3 children.</p> <p>Whole class reading structure reviewed with a focus on fluency in the first session.</p> <p>DATA TO BE ADDED</p>	<p>An increase in the number of children reading 100 words per minute.</p> <p>Tracking of interventions show an increase in fluency for identified pupils.</p> <p>Repeat of baseline process will show how pupils reading fluency has increased.</p>	<p>24-25</p> <p>Reading fluency intervention to start in infant building</p> <p>Regular reading of individual books to support fluency</p>																
<p>3.4 Increase the number of children on track and achieving GD through increased identification and exposure to relevant work</p>	<p><i>Leader to provide incentives to increase pupil engagement in AR and ensure it can be used as a robust assessment tool.</i></p> <p><i>Leader to provide incentives for home reading across the infant building and support parent involvement.</i></p> <p><i>Leader to review writing opportunities and the writing cycle to ensure it allows for enough independence and GD writing opportunities.</i></p> <p><i>To review whole class and shared reading and ensure that children are challenged appropriately.</i></p>	<p>Spring 2 LB/AG</p> <p>Ongoing throughout the year</p> <p>Autumn 2 LB/AG</p> <p>Ongoing throughout the year</p> <p>Spring AG</p>	<p>CPD on The Creative Writing Process has led to refinements in the planning and teaching of writing. Children’s independence and enjoyment levels have increased, this can be seen in English books and through pupil voice.</p> <p>Focussed work completed with Melanie Hendy (LA consultant) to review and replan Year 2 long term plan.</p> <p>Home reading incentives reviewed with a clear plan for academic year 24-25.</p> <p>GD data to be added</p>	<p>AR monitoring</p> <p>Data headlines document</p> <p>Pupil voice</p> <p>Staff voice</p> <p>Pupil progress meeting documents</p> <p>Data headlines document</p> <p>Writing progress data from Bromcom</p> <p>Moderation</p> <p>Learning walks</p> <p>Book looks</p> <p>Pupil voice</p> <p>Pupil progress meeting documents</p> <p>Data headlines document</p> <p>Reading progress data from Bromcom</p> <p>Moderation</p>	<p>CWprocess reality checks to continue in Spring 2.</p> <p>24-25</p> <p>Review year 1 and year 2 writing long term plans</p> <p>GD data to be tracked and opportunities planned for</p>																

		Ongoing throughout the year		Learning walks Book looks Pupil voice	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	<i>Set up a clearly defined M+E schedule that provides and increased knowledge of teachers' subject knowledge and of the quality of teaching and learning.</i>	LB/AG Ongoing throughout the year.	Monitoring and evaluation at the end of Autumn 2 showed significant strengths and areas for development.	Planning scrutiny Book scrutiny Learning walks Pupil voice Staff voice	Focus day with Mel Hendy to ensure expectations are in line with city. DP1 and DP2 exemplification to be created.
	<i>Early English leader will attend TMET English Network meetings and link with other English across the trust to seek advice and share best practice.</i>	LB/AG Ongoing	<p>A clear programme of CPD in January has led to increased knowledge and understanding of guided and shared reading, phonics and shared writing. Early Reading deep dives show that staff follow the ALS scheme with fidelity and consistency across EYFS and KS1. Guided reading sessions follow the agreed structure. Planning and lesson observations show adaptations to shared reading and writing leading to clear modelling of early reading and writing skills.</p> <p>Focussed work completed with Melanie Hendy (LA consultant) to review and replan Year 2 long term plan.</p> <p>Early reading deep dive completed with OFSTED identifying this as a strength of the school with strong and knowledgeable subject leaders.</p>	Meeting notes	

**Development plan – English**

Leaders: Clare James      Link Leader: Zoe Simpson

<b>Intelligence already gathered</b>	IDSR / internal data / monitoring and evaluation 22-23 Previous Monitoring and Evaluation indicated that: A strong book-led curriculum with children articulating that they enjoy and engage with their class novels. Writing in year 3 – 6 was heavily scaffolded. Input from MH indicated not enough writing opportunities in year 6 with the need for more independence. GD data in writing below national at KS2. Whole class reading embedded across KS2. Book look showed a need for more range in genres in WCR.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? <b>Data cycle 1 / Data cycle 2 / Data cycle 3</b>	Evidence -How will you know ? <b>Data cycle 1 / Data cycle 2 / Data cycle 3</b>	Next steps – how do we make further impact? <b>Data cycle 1 / Data cycle 2 / Data cycle 3</b>
3.4 Increase the number of children on track and achieving GD through increased identification and exposure to relevant work	<i>Leader to provide incentives to increase pupil engagement in AR and ensure it can be used as a robust assessment tool.</i>	Autumn 2 CJ Ongoing throughout the year.	Book looks reflect impact of KN, CJ and JH in year 5 and 6. Shorter writing cycles with learning of new skills and planning clearly defined. Learning walk also reflected this with grammar skills being taught as a mechanism before being used as a creative aspect. Meeting with LB ensured that walkthrough was clearly in line with the GD writing focus. WCR in year 6 showing to have greater impact in reading as AR quiz scores continue to rise and children access the SATs style questions with more confidence. (Add assessment data next week to support.)  <b>Work completed with Melanie Hendy to map out next years writing outcomes. Focus on progression of writing genres and increasing quantity of writing pieces. Classic titles added to supplement current book led curriculum.</b>  Review of text types being taught in whole class reading showed a range of genres being taught within year 3, 4 and 5. Review of year 6 genres impacted planning with year 6 children now being exposed to narrative, Non-fiction and poetry.	AR monitoring Data headlines document Quiz usage document Pupil voice Staff voice	24-25 -introduce new reading progression document & whole class reading structure -monitor this and plan actions -introduce new writing long term plans and writing grids
	<i>Leader to review writing opportunities and the writing cycle to ensure it allows for enough independence and GD writing opportunities.</i>	Reviewed Autumn 1. Review after CPD in Autumn 2 CJ		Pupil progress meeting documents Data headlines document Writing progress data from Bromcom Moderation Learning walks Book looks Pupil voice	
	<i>To review whole class reading and ensure that children are exposed to a wide range of texts and skills.</i>	Spring 1 CJ		Pupil progress meeting documents Data headlines document Reading progress data from Bromcom Moderation Learning walks Book looks	
	<i>Create a specific focus on Year 6 GD to ensure accelerated progress. Focus reading sessions on the key skills of WN, R and I. Implement a shorter writing cycle with more GD opportunities that allow for repetition of text types.</i>	Ongoing Review at each data point.		Year 6 data action plan Pupil progress meeting documents Data headlines document Reading progress data from Bromcom Writing progress data from Bromcom Moderation	
3.1 All teachers demonstrate confidence in providing writing opportunities which develop cohesion and independence, with particular impact on GD outcomes	<i>Deliver CPD on different aspects of writing with a focus on developing cohesion in writing. Aim to develop staff subject knowledge, that will be shared amongst students.</i>	Autumn 2 CJ Supported by KN	Leader has gained knowledge of current writing cycles through planning looks. Year 6 writing cycles have been shortened and refined to ensure opportunities for cohesion and independence. Staff voice has supported this. CPD is planned and Walkthru has been agreed following meeting with LB. Impact of this was that we ensured the CPD would be beneficial for all year groups and that the walkthrough could be accessed by the whole school.  CPD delivered with a focus on the creative writing process has allowed teachers to reflect on our	Staff voice Book looks Learning walks. Data headlines Progress data on Bromcom	Analysis of data cycle 1. Use knowledge of KN to plan GD writing CPD. Unpicking of GD writing statements of each year group during phase.
	<i>To provide teachers with CPD on how children should plan writing in a way that encourages more independence and individuality in writing.</i>	Autumn 2 CJ Supported by KN		Staff voice Book looks Learning walks. Data headlines Progress data on Bromcom Improvement in pupil attitudes towards writing.	

		Autumn 2 CJ	<p>writing cycle at each small step. Focus on planning tools has meant teachers have started to move away from heavily scaffolded plans and moved towards more independent plans with a focus on impacting the reader. Initial teacher feedback suggests this has been successful in their writing cycle.</p> <p>CPD cycle 1 has been delivered with a focus on teacher knowledge of cohesion, tone and register. GD CPD focused on impact on the reader and how we model precise language choice and drawing on what has been read.</p> <p>Year 6 1:1 moderation meeting has suggested that we have a range of independent writing evidence. Updated year 6 writing cycle has resulted in larger evidence base with more evidence for EXS and GD compared to this point last year.</p> <p>Unpicking the GD statements for each year group has given teachers a clear success criterion for GD at each year group. Key themes were unpicked during CPD including tone and awareness of audience.</p> <p>Exemplar pieces of EXS and GD writing at year 3, 4 and 5 were shared in CPD, this allowed teachers to highlight what the GD writers were achieving and discuss how we teach this to target GD pupils moving forward. Teachers focussed on their year group.</p> <p>Work completed with Melanie Hendy to map out next years writing outcomes. Focus on progression of writing genres and increasing quantity of writing pieces. Classic titles added to supplement current book led curriculum.</p> <p>Teacher confidence in assessing and teaching GD writing outcomes has improved with an improved knowledge of cohesion, purpose, and audience as well as the GD writing statements. Pupil voice confirmed that a revised writing cycle with more opportunities for independence increased positive attitudes towards writing.</p> <p>Data TBC</p>	<p>Staff voice Book looks Learning walks. Data headlines document Progress data on Bromcom Pupil progress meetings Moderation meeting at each data point.</p>	<p>Analysing GD readers who are not achieving GD writing.</p> <p>English CPD cycle 2 – Embedding the initial knowledge of teaching GD writing. Year 6 focus day.</p> <p>24-25 next steps -Wider exemplification document for all year groups which match new long-term plans. -Continue to work with teachers on levelling writing. CPD session planned around writing grids and objectives.</p>
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and	Set up a clearly defined M+E schedule that provides and increased knowledge of teachers' subject knowledge and of the quality of teaching and learning.		<p>Leader has gained knowledge through monitoring and evaluation activities about the teaching and learning of writing and this has fed into CPD cycle. Post CPD cycle book looks and planning scrutiny's allowed for targeted support to be provided to</p>	<p>Planning scrutiny Book scrutiny Learning walks Pupil voice Staff voice</p>	<p>24-25 Clear M&amp;E schedule for 24-25</p>

evaluation to improve outcomes for children	English leader will attend TMET English Network meetings and link with other English across the trust to seek advice and share best practice.	CJ Ongoing throughout the year.	teachers. Long term planning scrutiny and book look fed into meetings with Melanie Hendy to ensure effective progression of writing on long term plan.		
	Writing across the curriculum – arisen from M&E  Deliberate vocabulary development	CJ to discuss with SH and JH- possible cycle 2 CPD.  Individual support? Summer term?			

## Development plan – Geography

Leaders: Rumaysa Alimahomed & Tom Fournier      Link Leader: Tausif Lorgat

Intelligence already gathered	Subject champions have created documents to support subject knowledge of teachers and the effective delivery of geography. As a result, we are now going to look at monitoring and assessing the use of these documents. Previous M&E indicated that: Teacher's choice of resources were not always consistent and appropriate with the year group being taught. Units of learning were taught in a logical sequence. Some year groups were using the new resources effectively for retrieval during lessons. There were inconsistencies in assessments. <b>Teacher's were not using the 'Outline of Units' document to get the correct assessment points to mark against.</b>				
Next Steps lifted from 23/24 action plan	<b>Map out field work opportunities onto the geography curriculum document.</b> <b>Introduce and deliver (tier 3) vocabulary to the children – highlight these words in the Outline of Units document.</b> <b>To continue to develop the subject champions knowledge and to remain up to date with current changes by joining the Geography Association Network.</b>				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done? By whom?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence - How will you know? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
Creating equity DA children accessing the curriculum, al enrichment provided and are making progress in the subject	<i>Monitoring of pupil voice – love of subject? Specific to DA children</i>	TF/RA Autum / Spring	Pupils spoke with confidence demonstrating high quality teaching and learning taking place. Through pupil voice, children in upper key stage two recalled prior years learning with more confidence than the lower year groups. Students were correctly using subject specific vocabulary during pupil voice and voiced their preference of more practical sessions as being more beneficial, this was voice especially in upper KS2.	Pupil voice	To share ideas of how more practical activities can take place in year groups.
	Review planning to look for field work opportunities in each term and include them onto the geography curriculum document. Support teachers to implement relevant opportunities.	TF/RA Spring / Summer	Champions have planned for some new field work opportunities to make learning more impactful and relevant. This will now be shared with curriculum leaders and then once approved it will go onto the geography curriculum document.	Seesaw – photographic evidence Floor books/Journals Planning Pupil voice LTP Bulletin	To share with curriculum leaders and after approval to be added to the geography curriculum document.
	Introduce and deliver (tier 3) vocabulary to the children, as Identified on the Outline of Units document. Review planning to ensure vocabulary is being explicitly taught.	TF/RA Oct half term	MTP and lesson plans show tier 3 vocabulary being planned for in most year groups. Teachers are then exposing these to children in the lessons and explicitly teaching these to children to understand and use. Children have demonstrated the tier 3 vocabulary through journaling and pupil voice conversations showing further embedment of the language. Through monitoring of journals it is evident that tier 3 vocab is being taught and delivered to the children to deepen their geography knowledge.	Pupil voice Journals/floor books Individual books Lesson observations Working walls Planning KO Bulletin	
	Resources to be audited across the school and added to where necessary. Resources across the school to be regularly checked and teachers to check/request ahead of teaching a unit.	TF/RA Autumn 2	Resources have been audited and stored centrally at each building. This allows teacher to plan and have resources readily available for their lessons.	Audit documentation Bulletin	Continue to audit resources throughout the year.
Achieving Excellence: Walkthru teaching techniques implemented in subject	<i>Through monitoring and evaluating, identifying where teachers may need support in planning or delivering lessons.</i>	TF/RA Autum / Spring	Overall planning and delivery of lessons was good. This allows children to recall key learning as outline in the outline of units document. Reminders have been put on the bulletin to support teachers.	Monitoring and evaluation Lesson plans	

			Teachers have taken on board the advice and guidance which is evident through learning walks.		
	To continue to develop the subject champions knowledge and to remain up to date with current changes by joining the Geography Association Network and newsletter.	TF/RA  Throughout the year	Subject champion (new to the subject) has begun to develop his knowledge by referring to the geography CPD PowerPoint and has familiarised himself with the geography curriculum with support of the continuing subject champion. Subject champions have attended TMET network meeting allowing them to work with subject champions across the trust and share good knowledge and practice with other schools. This allows champions to have the confidence to lead and talk about their subject to a wider audience beyond the school.	Attending Geography network meeting Relevant courses	Continue to attend network meetings and carry out professional reading around geography and changes that may arise.
Achieving excellence: All teachers are ready in their planning, feedback and delivery	Monitoring of seesaw.	TF/RA  Autum / Spring	Subject champions have monitored seesaw and found that Seesaw is not consistently being used across the school. Therefore, children are not receiving feedback from class teachers in a timely manner. Staff have uploaded more work on Seesaw then previously in the year. They have approved and star rated in a timely manner. This shows that they have been responsive to the reminders shared on the bulletin.	Planning Journal/floorbook Seesaw Pupil voice LTP	Subject champions to continue to monitor Seesaw and raise concerns to curriculum leaders.
	Review planning, pre and post assessments and pupil work to see if knowledge and vocabulary from the unit outlines is being embedded and assessed against.	TF/RA  Oct half term	Teachers are completing a pre assessment prior to teaching the new big question. This allows teachers to understand where to pitch the lesson and the knowledge that children have acquired previously. Pre and post assessment have been completed in all year groups. This allowed us to see the attainment to be consistent throughout the school.	Assessment sheets Monitoring and evaluating Outline of units	

Champions: Tom Paciolla &amp; Grace Thrower

Link Leader: Tausif Lorgat

Intelligence already gathered	Teachers are aware of the supporting outline of unit document, teachers are following the LTP, children were able to talk about what they had learnt, and children showed a love for the subject. Children were unable to talk about the sticky words and there were inconsistencies in assessments and work uploaded to Seesaw. <b>Teachers are not using the 'Outline of Units' document effectively to support them in the key learning point during assessment periods.</b> <b>Teachers are unaware of the links and transitions between the different eras.</b>				
Next Steps lifted from 23/24 action plan	To review and refine the outlines of unit document in each year group to support teachers with links and transitions between the different eras taught. Subject champions to visit infants on a more regular basis.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done? By whom?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence - How will you know? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
Creating equity DA children accessing the curriculum, al enrichment provided and are making progress in the subject	Monitoring of pupil voice – love of subject?	TP & GT  Termly	Some infant children could recall key learning that had been taking place and recall vocabulary used in the classroom. Junior children could clearly identify the subject, talk about the key facts as stated in the outline of units document and referred to their journals during their pupil voice discussion. They also expressed that they enjoyed their experiences on educational visits. This shows that learning that is being delivered along with educational trips is positive and meaningful to children. Children in KS1 have grasped more vocabulary and were better equipped to use the vocabulary during pupil voice, this showing the impact of teacher vocab being used in lesson.	Pupil voice	Continue to monitor pupil's voice.
	Review planning to ensure tier 3 vocabulary is being explicitly taught.	TP & GT  Termly	Tier 3 vocabulary is being effectively introduced during lessons and this is also shown in lesson plans. This is then demonstrated in journals and through pupil voice showing children deepening their historical vocabulary.	Pupil voice Journals/floor books Individual books Lesson observations Working walls Planning KO	Continue to monitor planning and undertake learning walks.
	Resources to be audited across the school and added to where necessary. Resources across the school to be regularly checked and teachers to check/request ahead of teaching a unit.	TP & GT  Oct half term	Resources have been audited and shared via the bulletin. Resources are stored centrally at the infant building and in year group at the juniors. Having knowledge of what resources are available allows for lesson to be resourced well and planned for in interactive ways to help children acquire knowledge.	Audited document Bulletin	Continue to monitor the upkeep of resources.
Achieving Excellence: Walkthru teaching techniques implemented in subject	Through monitoring and evaluating, identifying where teachers may need support in planning or delivering lessons.	TP & GT  Termly	Staff have covered the content using the outline of units of work. This shows staff being reflective on advice given through staff bulletins.	Planning Learning walks	Staff to develop historical skills in the next academic year.
	To continue to develop the subject champions knowledge.	TP & GT  Ongoing	Subject champions have attended online CPD to develop and deepen history knowledge of subject champions. Subject knowledge is growing for subject champions making them confident in	Attend History Network meeting Relevant courses	Champions to keep up to date with relevant changes/adaptations to history curriculum.



			championing their subject and being the best they can be.		Leaders to see where online courses clash with CPD sessions and to tag the relevant people into the diary.
Achieving excellence: All teachers are ready in their planning, feedback and delivery	Monitoring of planning, journals, seesaw and pupil voice using LTP	TP & GT  Termly	There is relevant content being covered in journals. This shows children expressing their learning accurately. Planning was effective and demonstrated good history coverage using the outline of units document and LTP. Seesaw has been used sparsely throughout the school to record children's work.	Planning Journal/floorbook Seesaw Pupil voice LTP	Staff to ensure historical skills are reflected in journals.  To continue to monitor Seesaw and champions to clearly share the expectations at the start of the new academic year.
	To review and refine the outlines of unit document in each year group to support teachers with links and transitions between the different eras taught.	TP & GT  Spring 1	Outline of units document has been adapted and will now need to be share to the wider school. This now bring consist to the teaching of history throughout the school.	Outline of Units document Bulletin	To share the new outline of unit's documents at the start of the new academic year.
	Review planning, pre and post assessments and pupil work to see if knowledge and vocabulary from the unit outlines is being embedded and assessed against.	TP & GT  Termly	Some classes throughout the school have completed some pre and post assessments. This allows for some tracking of progression to be seen in some topics. There are still inconsistencies in uploading pre and post assessment.	Outline of Units Assessment sheets	To share and remind staff of the expectations of completing and uploading pre and post assessments at the start and end of each topic.

Champion: Claire Irons    Link Leader: Sophie Hart

Intelligence already gathered	New scheme implemented and impact seen using videos with native speaker Children demonstrated knowledge of current and prior learning. Recording and assessment has begun to be tracked on seesaw – needs to be continued.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
Creating equity DA children accessing the curriculum, al enrichment provided and are making progress in the subject	<i>Pupil voice with children to understand what learning looks and feels like</i>	CI	Pupil voice demonstrated that writing in French feels challenging. Children enjoy French. DA and Non Da pupil voice showed that non DA could vocalise why they are learning French and parts of the lesson. Monitoring of Seesaw shows inconsistencies in recording across different year groups. When work has been recorded it has used the objectives, children's voice and has been marked and assessed well – where previous years we have not had that evidence.	Pupil voice	2025/2026 revisit seesaw expectation of recording inline with other PPA subjects and ensure consistency of recording.
	<i>Monitor use of Seesaw and accessibility within French</i>	CI		Seesaw	
	<i>Viewing of lessons to see engagement of DA pupils</i>	CI	Lesson observation demonstrated children's engagement well and culture to be able to have a go. All pupils were accessing learning and there was no difference in participation and verbalising answers. DA children seemed to find writing of French difficult and not as confident in this. HLTA provided LA support with key words if she noticed them struggling.	Lessons	
	<i>Sharing findings of engagement and achievement levels with SH</i>	CI	Engagement in lesson was good during lesson observation. Pupil voice demonstrates that writing element of French is what children do not like as much.	Staff voice	CI to observe 2 classes in French who seem less engaged. Review writing implementation in 25/26
Achieving Excellence: Walkthru teaching techniques implemented in subject	<i>Working with HLTA to provide ideas of different ways of hearing feedback from all children</i>	CI	Discussion with HLTA around different ways to capture children's feedback, given different suggestions to try in year 3 and 4. Sometimes cold calling isn't always appropriate but is used when needed and HLTA has verbalised knowledge of children to use different methods. Slight change in year 3 in the LTP, scheme is in place and working well. Working with HLTA throughout this year to support her confidence and delivery and use of different feedback methods.	Staff voice	Seesaw – monitor all year groups and check star rating now that objectives are on. Check in with HLTA regarding feedback methods. LTP needs grammar adding to it 25/26
Achieving excellence: All teachers are ready in their planning, feedback and delivery	<i>New LTP is implemented, changes in Autumn term to be discussed with HLTA and CI.</i>	CI		Ltp Planning	
	<i>Monitoring Seesaw being used consistently in French.</i>	CI		Seesaw	

## Development plan – Maths

2 new leaders to Maths leadership as previous leader has left the school. SIP priority is in developing greater percentages of GDS pupils across the school.

Autumn term focus: New leaders to develop understanding of maths within the school in order to determine Spring and Summer development. Leaders accessing NCETM Maths Hub development groups.

Areas in focus	Policy/agreed guidance review	Fluency – <i>Planning progression</i> <i>Planning scrutiny</i> <i>Planning amendments</i>	Reasoning and Problem solving <i>Planning progression</i> <i>Planning scrutiny</i> <i>Planning amendments</i>	Vocabulary progression	Pedagogy <i>Book scrutiny</i> <i>Lessons</i> <i>Working walls</i> <i>Pupil voice</i> <i>Delivery</i> <i>Staff voice</i>	Resources	Assessment <i>What is in place?</i> <i>Used effectively?</i>	Adaptive teaching <i>How effective</i> <i>SEN</i> <i>GDS</i> <i>Homework – adaptive and impact</i>	What is data telling us?  <i>KS2 / KS1 / EYFS</i> <i>Internal</i>
<b>Number</b> Place value			Y2 book look						
<b>Number</b> + and -	Recording expectations	Flipchart & planning review	Flipchart & planning review	Planning review	Staff Voice General feedback  Learning Walks – ALL Yr Groups; EYFS, Y1 & Y2 pupil voice; Y2 book look	27.9.24 Learning Walks – ALL Yr Groups		27.9.24 Learning Walks – ALL Yr Groups	
<b>Number</b> X and divide									
<b>Number</b> Fractions									
<b>Number</b> Ratio/ proportion/ algebra									
<b>Number</b> Statistics									
<b>YR 3&amp;4 Fractions</b>  <b>Measure</b> Length, Mass, Capacity	Yr 3: 2x bookwork	Flipchart & planning review	Flipchart & planning review		Y1 book look Y2 lesson drop ins			Y1/2 Homework book look	
<b>Geometry</b> Shape									
<b>Geometry</b> Position and direction									

Champions: Leah Hunting, Jalpa Vanmali Link Leader: Sophie Hart					
Intelligence already gathered	DFE Music guidance document to be reviewed and a music plan in place Use of seesaw for recording and assessment has not been consistent				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
Creating equity DA children accessing the curriculum, al enrichment provided and are making progress in the subject	<i>New subject champions to review current curriculum offer alongside DFE guidance.</i>	SH/LH/JV Autumn	DFE guidance reviewed and is on the website with actions to develop where required. Initial contact for 1:1 music lessons has been made in school through Leicestershire music – impact of number of children tbc. LH attended music conference and gained knowledge of culture and different styles of music and options of music/CPD/hiring of equipment available. Children all said that they enjoyed music. There was a common theme of children wanting more instruments to play and not just the xylophones – juniors. Infants- children loved lessons including instruments e.g. pulse but found 20 <sup>th</sup> century boring, not as practical. Feedback from staff teaching music, lessons are pitched too high but staff are trying to adapt accordingly. Attended subject champion showcase where all tmet champions spoke about what they were doing at their schools. Many had introduced the LMS recorder unit successfully. Could be something to look into for next year.	Music development plan DFE action plan on website	Discussion with SH/ZS around quality mark, whole class tuition of music and next steps. Continue summer 2025 Analysis of children attending guitar lessons – does this include DA children?
	<i>To seek local companies to offer 1:1 or small group instrumental lessons for all pupils.</i>	LH/JV Autumn 2		Email correspondence or phone call  Weekly guitar lessons at juniors.	
	<i>To seek local companies to offer 1:1 or small group instrumental lessons – to identify DA children with interests.</i>	LH/JV Spring		Identify interests – questionnaire or voice	
	<i>To develop CPD of subject champions through attending music conference event</i>	LH		Subject network	
Achieving excellence: All teachers are ready in their planning, feedback and delivery	<i>Monitor Seesaw recording, to be twice per unit and approved and star rated.</i>	LH/JV	Some evidence of music can be seen on seesaw demonstrating their performance. Seesaw- classes 7-12 no evidence, upcoming training for HTLA, 19 & 20 no music folder, inconsistencies throughout year groups due to staff absence.	Seesaw monitoring document in music folder, updated in Summer	Further monitoring of specific work uploaded to be completed.  Flipchart with overview for all cover staff knowledge when teaching to support recording of music. Support for HLTA at infants with seesaw.
	<i>To make amendments to curriculum as needed to ensure coverage of genres, instruments, units of work.</i>	SH/LH/JV	Review of genres of music demonstrates a wide range covered throughout different year groups in school through listening and some opportunities to recreate different styles of music.	Curriculum LTP  Updated LTP to include two new year-six units and the skills for these units.	Review of year 6 only 2 units – discuss with SL.

Celebrating and sharing musical talents and achievements	<i>To provide opportunities to share and celebrate musical achievements outside and inside school.</i>	LH/JV Spring	Drummers Friday Flair – performed the drums in the Sikh parade. Before the summer, we can arrange for the guitar children to perform in assemblies - this could promote lessons to other children ready for next year.		Perform in the Christmas showcase next year – if children are ready.
--	--	-----------------	---	--	--

Leaders: Saffron Charles & Rachel Royal Link Leader: Ellie Newnham

Intelligence already gathered					
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? <b>Data cycle 1</b> / Data cycle 2 / <b>Data cycle 3</b>	Evidence -How will you know ? <b>Data cycle 1</b> / Data cycle 2 / <b>Data cycle 3</b>	Next steps – how do we make further impact? <b>Data cycle 1</b> / Data cycle 2 / <b>Data cycle 3</b>
Creating equity DA children accessing the curriculum, al enrichment provided and are making progress in the subject	<i>Use M&amp;E to temperature check DA children's understanding of Oracy</i>	Saffron and Rachel Autumn 2	<p><b>Data 1</b> – as children move up the school, they are developing more understanding of oracy and the importance of discussions. Identified this needs developing so confidence in this is shown further down the school</p> <p><b>Data 2</b> – following monitoring, more children in focus groups could confidently identify their discussion guidelines</p> <p><b>Data 3- DA children showed that they could articulate confidently and use their voice during monitoring of oracy.</b></p>	<p><b>Data 1- focus groups taken for a discussion with DA children included</b> Year 1's and 2 used limited sentence stems, tended to use 'because', talked directly to adult rather than engaging in a discussion. Could sometimes agree or disagree with one another.</p> <p>Year 4 and 6 showed that there was a clearer understanding further up the school – both groups new about physical cues and discussion points but year 6s were more confident with the guidelines and used sentence stems in their discussion</p>	<p><b>Data 1</b> - expectations set in bulletin, monitoring that all classrooms have discussion guidelines</p> <p><b>Data 2</b> – with discussion guidelines in place in most classrooms, focus to move to the sentence stems on sticky curriculum planning and seeing these displayed in classrooms too - monitor if used more in second DA group discussion after classroom monitoring</p> <p><b>Data 3 – develop DA pupils in a good practice/role model as leaders to further develop their confidence and their oracy. Update videos for staff to use during character fortnight.</b></p>
	<i>Refine sentence stems in response to DA children feedback</i> -Clearer sentence stems -More regular updates -More frequent discussion points -curriculum discussion points.	Saffron and Rachel Spring		<p><b>Data 1</b>-Some sentence stems seen in class and some evidence seen of their use in Year 2 WW's.</p> <p><b>Data 2</b> – Sentence stems seen in Infant classrooms, some pupils could refer to them. Some modelling of sentence stems observed in Reception classes.</p> <p><b>Data 3-Discussions about whether sentence stems should be reduced, will staff feel 'boxed in' will sentences stems end up being 'shoe horned' in.</b></p>	
Achieving excellence: All teachers are ready in their planning, feedback and delivery	<i>Create a clear and consistent set of expectations of Oracy:</i> -display -half termly sentence stems -inclusion in specific subjects beginning with Science and History	Autumn	<p><b>Data 1</b> - Oracy lead expectations of a day dedicated to oracy guidelines in character fortnight.</p> <p><b>Data 2</b> – classroom monitoring of discussion guidelines on display</p> <p><b>Data 3- Use of sentence stems in class is impacting on pupils; leading to clear discussions taking place.</b></p>	<p><b>Data 1</b>-Some sentence seen displayed in Reception and Year 1 classrooms, but not always consistently.</p> <p><b>Data 2</b> – display example sent in bulletin before further monitoring of oracy guidelines and sentence stems</p> <p><b>Data 3-Some use of sentence stems seen in use on working walks, not as impactful as hoped.</b></p>	<p><b>Data 1</b> – focus at the start of next academic year to ensure all new staff are confident with delivering character fortnight session and backed up in bulletin about the expectation of a display following it</p> <p><b>Data 3</b> Ensure that all new academic year information is ready to be shared as part of handover documents to avoid gap in use of sentence stems.</p> <p>Ensure clarify for use of sentence stems within Sticky curriculum/core</p>
	<i>Refine M&amp;E by working with groups of DA children with a discussion point/questions to identify which areas of Oracy are well embedded and which need further development</i>	Autumn 2 and repeated at each data point		<p><b>Data 1</b> – discussion guidelines more embedded – sentence stems in sticky are planned for but not displayed</p>	

				Data 2 – sentence stems were more known but a limited number in the focus group discussion Data 3-	subjects- how does the knowledge organiser section transfer across to year group planning. Review how Seesaw can be used to gather evidence towards oracy in curriculum areas.
	<i>Develop action plan in response to temperature check</i>	Autumn 2			

Leaders: Kat Nixon and Lisa Bale      Link Leader: Ellie Newnham					
Intelligence already gathered					
Next Steps lifted from 23/24 action plan	24-25 Support and training for apprentice 24-25 Regular and robust assessment data shared with class teachers				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done? By whom?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence - How will you know? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
Creating equity DA children accessing the curriculum, all enrichment provided and are making progress in the subject	Analyse assessment data at each data point to identify the progress of DA children. Analyse swimming stats for DA children and adapt Swim timetable accordingly.	Data points  Spring term	Data Cycle 2- Swimming data analysis has taken place in preparation for swimming sessions- DA pupils will be prioritised for catch up as required to ensure they meet the 25m standard at end of KS2. Access to sports competitions is carefully tracking ensuring that DA children are accessing these and removing any barriers they may face to attend competitions or sports events Leaders provide models of good practice for Sports apprentice leading to positive progress reviews for the apprentices. Weekly sessions with KN and sports apprentices gives them guidance and allows for planning to be adapted to match the teaching provision.  Data Cycle 3- Assessment data is completed by teachers alongside the sports apprentices. This leads to targeted support for children and has developed the sports apprentices' understanding of pupil assessments. School have continued a close working relationship with apprentice providers, leading to positive progress reviews for 1 apprentice. Where the reviews have not been positive school and college have worked together to plan for this.	Sports events will show that a range of pupils have attended.	Clarity is needed for parents on the process for selection for sports events. PE champions and sports apprentices need to have a longer time frame in which to select so that many children are chosen.
	Update assessment sheets to ensure that DA children are clearly identified.	Autumn and termly.		Assessment sheets will show that DA pupils are tracked.	
	Upskill the sports apprentice such that they understand the circumstance of DA children and ensuring that they access the correct support.	Autumn term		Planning will include where and how sports apprentice and teachers are responding to data. Sports apprentices have a clear understanding of DA children	
	Understand DA children's challenges and views on PE.	Spring		Sports apprentices will pass all progress reviews.	
	Monitor the number of DA children accessing sports competitions and ensure DA access is higher than non DA children.	At each term, analyse the competition stats		DA access to all clubs and enrichments is higher than non DA children.	



Achieving Excellence: Walkthru teaching techniques implemented in subject	<i>Schedule lessons or PE champions are models of good practice for PE T&amp;L. (KN) ; behaviour management in lessons especially with younger children (LB)</i>	Weekly	<p>Sports apprentices have taken responsibility for assessment of pupils during lessons, they have sought teacher advice which has meant that all assessment in PE for all pupils has been completed to a high standard.</p> <p>Models of good practice have been provided, subject champions are modelling expectations of teaching and learning leading to clear teaching and learning strengths in stating learning, adapting learning and provided progress from skills to competitive situations.</p> <p>Behaviour management has been modelled for sports apprentices and has led to increased confidence in managing behaviour. Subject champions have ensured that all teachers understand their responsibility in this.</p>		<p>Encouragement of sports apprentice into the 2<sup>nd</sup> year- needs to show more evidence of engagement in lessons.</p> <p>Focus for sports apprentice development next year to further develop teaching and learning expertise.</p>
	<i>Monitor access to the Walkthrus videos if unable to attend- use weekly PE TLR meeting to target in their teaching and learning the following week: tell me your takeaway from the video, tell me when you have seen it used effectively.</i>	Weekly			
Achieving excellence: All teachers are ready in their planning, feedback and delivery	<i>Review progression document to make links with Science and Physical health more explicit</i>		<p>Review was carried out into planning- ensuring this was accessible to all.</p> <p>Planning was adapted to ensure that the planning progression was clear, this led to further work required for years 1 and 2.</p>		<p>Progression needs to be more explicit in PE curriculum for year 1 and year 2.</p> <p>Sports apprentice model will mean that all planning, particularly in infants will need a review to ensure that all teachers have access to the correct documentation.</p>
	<i>Re-examine the skills and planning progression to include more evidence of rules strategies and, tactics and Ensure that there is a clear progression through the phases.</i>				
	<i>Planning- adapt planning so that the planning format matches the teaching provision.</i>	Autumn term			
	<i>Create a timeline of planning adaptations including where this is completed by classteachers/sports apprentice</i>	Spring and Summer terms			
	<i>Gather intelligence from different sources to develop the assessment process and purpose of assessment data.</i>				

Leaders: Roshni Beck and Amanda Bowe Link Leader Ellie Newnham

Intelligence already gathered	Floor books need to be consistently used for PSHE. Year 5 and 6 PSHE needs some development. Rise in PSE related issues within year 5/6 relating to friendships, body image and online safety. Some positive use of floor books and seesaw.				
Next Steps lifted from 23/24 action plan	<p>Jigsaw coverage and how have children showed they understand their learning.- use of seesaw creating of template. HLTA confidence in teaching more challenging elements of the healthy me curriculum. Wider overview of all subjects- links across whole school life. Learnful.</p> <p>Skillset of our pupils to articulate all the elements of PD- building in restorative approaches and their ability to articulate it.</p>				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? <a href="#">Data cycle 1</a> / Data cycle 2 / <a href="#">Data cycle 3</a>	Evidence -How will you know ? <a href="#">Data cycle 1</a> / Data cycle 2 / <a href="#">Data cycle 3</a>	Next steps – how do we make further impact? <a href="#">Data cycle 1</a> / Data cycle 2 / <a href="#">Data cycle 3</a>
Creating equity DA children accessing the curriculum, al enrichment provided and are making progress in the subject ,	<i>Identify and share all DA children for HLTA knowledge</i>	AB and RB	<p>HLTA are representing DA pupils in floor books.</p> <p>Infants No DA children represented within the wellbeing leaders, juniors where DA children are represented this is not to ensure their voice is heard Meeting with well being showed that children understood their responsibilities, juniors seemed to misunderstand what they responsibilities may be.</p> <p>Pupil voice shows that pupils value badges and especially short term ones like attendance trophy, and walk to school badges.</p> <p>Infants No DA children represented within the wellbeing leaders, juniors where DA children are represented this is not to ensure their voice is heard Pupil voice shows that pupils value badges and especially short term ones like attendance trophy, and walk to school badges.</p>	HLTAs will show good knowledge of Da pupils in their lessons	Monitoring of floor books to identify representation of DA pupils and gain pupil voice showing understanding of their learning./
	<i>Analyse make up of wellbeing leaders to ensure DA children are well represented. recruit additional to ensure equity of this.</i>			Wellbeing leaders will have a good mix of pupils from all backgrounds	<a href="#">Next year- expectations of representation of DA pupils in all pupil voice.</a>
	<i>Meet with well being leaders to relaunch their role and responsibilities.</i>				Meet with them- create a video of who they are and what they do...Relaunch dojo responsibility <a href="#">Define the role as outgoing group-specific role at lunchtime-supporting an adult within a zone?</a>
	<i>Capture pupil voice of DA children to gather information on:</i> -Celebration assemblies -Badges/Ambassadors -Attendance at school events like discos/diwali/trips and they how feel about that -Assembly themes Learnful strategies -Votes for schools	Termly			Change to learnful move to mindful teacher- impact of this.  <a href="#">Ensure this is continued into year 3 for 25-26 as this is well embedded in Key Stage 1. Consider an intervention through the pastoral for current year 3 children to learn mindful strategies.</a>
Achieving Excellence: Walkthru teaching techniques implemented in subject	<i>Monitor teaching and learning of PSHE to identify how walkthrus are being implemented succesfully</i>	Autumn 1	<a href="#">Learning walk showed that teaching and learning used walk thrus effectively to deepen pupils understanding.</a>		Continue to monitor and new walkthrus

	<i>Provide additional support or training as required.</i>	Autumn 2			
Achieving excellence: All teachers are ready in their planning, feedback and delivery	<i>Provide new staff with key documentation linked to jigsaw and wider areas, learnful. Floor book expectaions.</i>		<p>All information has been shared and this has led to clarity of expectations between individual year groups.</p> <p>Lessons continue to show well engaged pupils; pupil voice showed pupils understand the purpose of PSHE lessons.</p>		<p>Floor book expectations is in all floorbooks at juniors confirm that this has been completed at infants.</p> <p>RSE curriculum is in place and does link to PSHE and Jigsaw but that knowledge sits with Head of School and not subject champions/teachers.</p>

Leaders: Lucie-Evans Green and Nikisha Bhima Link Leader Ellie Newnham					
Intelligence already gathered	RE champions				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
Creating equity DA children accessing the curriculum, all enrichment provided and are making progress in the subject ,	Track DA children's access to trips at each trip point	NCh or LeG after each trip	Pupil voice showed the children enjoyed the trip-through the discussion they could describe the process of the trip. Children could describe their big question in RE as part of their pupil voice. Through an audit of resources curriculum champions have targeted specific resources to be used in the curriculum	All DA children will have accessed the trip.	Use visuals to support the pupils in their discussion about the trip. Ensure all teachers know that their DA children went on the trips.  Complete work scrutiny to identify how and where resources are being used. Pupil voice- DA pupils to explain the resources.  Set expectations for journalling pages so that the high quality is maintained and that there is a clear completed outcome with key vocabulary accurately recorded
	Gather pupil voice which shows their understanding of the learning of the trip	NCh or LeG after each trip		DA children will talk with confidence about their trips and are able to articulate their learning	
	Link resources to the curriculum and share with all teachers to ensure that all resources are being used effectively for each part of the curriculum	Autumn term- Spring term	Discussions about trips identified that pupils could recall key facts about their visits, showing they could link trips to their learning in class.	Books will show resources used as per the guidance from champions	
	Scrutiny of books and seesaw to identify consistency of learning in the curriculum	At each data point	Scrutiny of books and seesaw showed evidence of high quality journaling, identified areas for improvement to become focus for 25-26	Books scrutiny will show consistency of learning between DA children and non DA. Also of consistency and pitch	
Achieving Excellence: Walkthru teaching techniques implemented in subject	Explore focus walkthrus to ensure that challenge is implemented for those children who have strong subject knowledge in one faith.	Spring term		T&L will have evidence of walkthrus in practice.	Not complete due to focus of walkthrus through data cycle 2-3
	Develop subject champions knowledge of walkthrus by identifying how the walkthrus is relevant to RE and championing this during phase discussions and feedback	Spring term		Phase feedback/bulletins will show how walkthrus are implemented	
Achieving excellence: All teachers are ready in their planning, feedback and delivery	Develop retrieval processes in RE to build on the well thought out curriculum map.	Summer term	Through the RE showcase, subject champions identified retrieval processes that align with the RE curriculum.	Planning will show retrieval implemented in lessons.	In response to teacher feedback review of year 5/6 big questions review of these to ensure that there is distinction between similar questions.
	Refine planning and medium term to highlight key teaching points for progression.	Summer term	Scrutiny of planning combined with teacher feedback identified overlaps in big questions where themes and conclusions drawn out where similar. Research of types of questions through subject network identified possible opportunities along with discussion within school.	Medium term plan and progression documents will include key teaching points.	Use retrieval processes showcased by other TMET schools and create a model which fits our curriculum design.

Champions: Kajal Jethwa & Simone James      Link leader: Nic Hall					
Intelligence already gathered	Previous M&E indicated that: Some work needs to be done to improve assessment; Staff need a thorough outline of expected coverage and vocabulary for each unit; Superheroes weren't effective enough – symbols to replace; develop more consistent scaffolding to allow all pupils to make progress				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
Creating equity DA children accessing the curriculum, al enrichment provided and are making progress in the subject	Working scientifically – Review planning to look for number of practical opportunities for SC1 in each term. Support teachers to implement relevant opportunities.	Autumn half term, December for Spring term and April for Summer term. SJ/KJ	Science champions have created and launched the outline units of the science curriculum for all year groups. Subject champions have spoken to teachers and gathered information on how they are using this document to inform their planning.	Seesaw – photographic evidence Floor books Planning Pupil voice	To carry out staff interviews and asking how supportive the document has been in relations to their planning and delivering lessons. Champions have carried out staff voice to understand what is working well and how we can make improvements to science  Subject champions to complete practical opportunities grid for the rest of the year.  Science champions to place an order for the consumables across both sites. Subject champions have ordered and completed an audit across both sites.  Champions to arrange a date where we can launch books with a focus of an investigation. Champions have got together and gathered ideas on the best way to launch books. Champions to arrange a date and launch the books for the next academic year.
	Vocabulary: highlighted on unit outlines to be covered in teaching. Review planning to ensure vocabulary is being explicitly taught.	Autumn half term, December for Spring term and April for Summer term. SJ/KJ		Pupil voice Floor books Individual books	
	Resources: Infant resources to be audited and added to where necessary. Resources across the school to be regularly checked and teachers to check/request ahead of teaching a unit.  Resources: Science book launch with a focus day of investigation linked to a key year group science text.	KJ/SJ Oct half term	Champions have reviewed planning for Autumn 1 and looked for practical opportunities for each topic, allowing teachers to explore different opportunities. Science subject champions have completed practical opportunities for Autumn and Spring and have reviewed planning.  Science champions have gone to the infants and resources have been audited and checked across the school.	Planning Audit documentation	
Achieving Excellence: Walkthru teaching techniques	Scaffolding: Developing consistency across the school. Share examples of how pupils can be supported with recording, using resources and articulating with key vocabulary.	Autumn 2		Planning Pupil voice Work scrutiny	

implemented in subject	Setting expectations: To ensure that science symbols replace the superheroes across the school.	October half term (KJ/SJ)	<p>Subject champions have looked through floor books and found that the use of scaffold is mostly consistent, and this is shown through pupil voice. The use of QR codes show a good way of expressing an opinion.</p> <p>Subject champions have used monitoring and evaluation to understand that some year groups use pupil voice by using post it notes to express an opinion.</p> <p>The use of mind maps has been consistent across the year groups and champions were able to see this through science books.</p> <p>New science symbols have been delivered and have been updated on to front flips for all staff to use and introduce to their class.</p> <p>Science champions have found that most teachers are using symbols within their planning through planning scrutiny. All symbols have been displayed in all classrooms.</p> <p>Year 1 and Year 2 were inconsistent with their symbols and Science vision statement- this has been updated in all classes.</p>	Science working walls Symbols explicitly displayed in class and on planning	
Achieving excellence: All teachers are ready in their planning, feedback and delivery	Planning: Review planning and pupil work to see if knowledge and vocabulary from the unit outlines is being embedded	Autumn 2, Spring 2, Summer 2	<p>Planning shows that staff are incorporating subject specific vocabulary, and the enquiry types are explicit taught at the beginning of each lesson. Most lessons outline whether it is a biology, physics or chemistry lesson.</p> <p>Subject champions have attended science network meeting and discussed assessment and what this looks like across different schools.</p> <p>Subject champions have been preparing for their showcase to show to other schools.</p> <p>Floor books/ pupil voice in floor books. Retrieval activities are all opportunities for assessment.</p>	<p>Pupil voice Planning Book scrutiny</p> <p>Book scrutiny Pupil voice Staff voice on assessment Pupil assessments</p>	<p>Champions to use staff voice to understand what assessment looks like at kestrel and implement an effective way of assessing by trialling it in our classrooms.</p> <p>Subject champions to have a look at what assessment looks like in other TMET schools.</p> <p>Subject champions to have a range of books including DA children to review and see if planning is showing knowledge and vocabulary from the units of outline document.</p> <p>Subject champions have reviewed science books and found that most children are using subject specific vocabulary taken from the document.</p> <p>Subject champions have asked pupils questions on what they like about science and think about what we could do to make science better. Pupil voice showed that there should be more experiments within the topics</p>
	<p>Marking, feedback assessment: Review current practice of assessment through staff voice Ask other TMET schools through network how science is assessed (gather ideas) Confirm what assessment strategy will be used moving forward</p>	<p>Spring term – reviewing practice</p> <p>Summer term – launch any changes to assessment with staff</p>			

					<p>and that science should be given more time to carry these out.</p> <p>Subject champions to scrutinise science books against the marking policy.</p> <p>Subject champions to ensure subject specific vocabulary is being used in floor books and in pupil voice.</p> <p>KS1- Pupil voice showed that chn recalled experiments and showed that they enjoyed them.</p>
--	--	--	--	--	--

x



# Theme action plans 2024-25





Leaders: Jade Smith // Nikisha Bhima LINK leader: Zoe Simpson

	PLT most successful when driven by a project that they can see demonstratable change (2019-20 equity project) Pupil attendance				
Measure of success (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
The PLT is representative of the school community with all voices and identities represented through election or invitation	<i>To monitor the elected leadership to ensure it is representative.</i>	JS, NB by November	The PLT is representative of ethnicities, faiths and cultures. SEN children will be invited to sessions in Spring/Summer term. This ensures that all children have the opportunity to be heard in school  VI scale pending – to be continued in Spring/Summer.	Register of children with characteristics identified	End of Jan – remeet with HOS to introduce wheel of wonder or change in trip or adaptation in incentive. To think about week 3 – class Dojo.
	<i>Using the VI scale and Bromcom pupil data alongside the HOS, issue invitations to ensure it is representative.</i>	NB/ LB, JS and NB by November		Register of children with characteristics identified	
1.2 Pupil attendance will rise as a result of rewards and incentives being driven by pupil voice (linked to SIP XX)	<i>Getting PLT involved in end of term trips for attendance winners- They could ask what their class would like for the end term trip (work with HOS)</i>	JS, NB, LB, EN and primary leadership team by end of Autumn 2	Children receiving the chocolates are motivated by the reward. Run until Feb half term.  The PLT have followed the questionnaire results of 100% attendance party – junior biscuits/infant bday party.	Primary leadership notes Primary leadership team will ask their classmates vote, teachers to then record children's choices on excel document PowerPoint presentation from children and videos	
	<i>Chocolates for classes over 99% (work with HOS)</i>	JS, NB, LB, EN and primary leadership team by end of Autumn 2		Order forms for chocolates for classes over 99% attendance	
1.3 Through the successful evaluation of the pupil leadership team, the school agreed ethos is embedded with all stakeholders.	<i>Creating a school charter, with PLT voice and parent interview about what being the best you can be looks like (work with ZS)</i>	JS, NB, ZS and Primary Leadership team by end of Spring 2	The PLT had high impact on the fundraising efforts for Gaza, manning and championing the cake stalls.  The PLT went bag packing – raised £62 towards the Year 6 residential. Continue to raise more with residential cost. Spring 2 whole school fundraising event.	Students, staff and parents will be aware of the whole school charter, and will hopefully acknowledge what being the best you can be is and looks like	
	<i>Giving out dojo points for resilience and respect (work with wellbeing leader – Amanda/Alisha)</i>	JS, NB, AB, AM by Feb half term		Bands for respect/resilience? Different colours could mean each of the different characteristics	
	<i>Helping out giving food to those who need it – (link with Alison) Fundraising</i>	Helping out giving food to those who need it – (link with Alison) Fundraising ideas across the year- save the money and put it towards a big expense such as chilled zone/residential- Packing bags at Tesco/ cake sale? (Kylie and Anj)		Photos on twitter/dojo Meeting notes with AM A residential pot/ kitty	

1.3	<p><i>Creating a chilled-out space for both sites at lunchtime</i></p> <p><i>Get children to make videos for Pete.</i></p> <p><i>Ask class what they would like to have.</i></p> <p><i>Ordering of things- how do they want it presented and to be involved in the design aspect.</i></p> <p><i>Monitors to be set up- either teachers of PLT to ask teachers for a monitor</i></p>	<p>JS, NB, JH, SH, LB and Primary leadership team</p>		<p>PowerPoint presentation from children and videos</p> <p>Drawings about what they would like and where it could go</p> <p>Budgeting and cost proposals for ZS to use in TMET meetings for budget allocations.</p>	
-----	---	---	--	---	--

Development plan – EAL

Leaders: Cherry Wibberley/Sumaiyyah Hafiji Link Leader Amy Goulding					
Intelligence already gathered	The EAL lead has developed strategies and documents to support EAL learner, but these need to be finalised and shared with wider staff to be implemented. The introduction of EAL pupils is inconsistent and the processes are not clear or monitored. Cherry took on EAL part way through the academic year 2023, and Sumaiyyah is new to the role.				
Next Steps lifted from 23/24 action plan	Share Assessment procedures with SLT Assessments process to be completed and evaluated M&E of children's levels M&E of EAL supports and scaffolds in books and planning Share Induction procedures with SLT and office team Parent workshops M&E of interventions				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
Creating equity DA children accessing the curriculum, all enrichment provided and are making progress in the subject	Identify interventions for EAL students, based on progress (Race to English, Vocabulary focus)	CW/SH Spring 2	Register created – awaiting some classes for NtE children to be identified. List created from office to identify NtE new starters. Collating stage.  Information shared on ClassDojo – views/likes.	Exit data for interventions Review interventions that are already in place	Create EAL register for NtE and identify interventions/support in place Direct emails to teachers who have not shared the information. Share resources with teachers to support further EAL support. CPD session for 25-26.  Promote EAL on ClassDojo – evaluate engagement Drop-in sessions for parents
	Subject champion to develop the participation and engagement of EAL parents -workshops and activities	CW/SH Autumn 1		Parent voice Staff voice	
Achieving Excellence: Walkthru teaching techniques implemented in subject	Monitoring and evaluating of scaffold support for NtE learners	CW/SH Spring 2	EYFS embedded widget resources to support writing outcomes. Phase 2 scaffolds in place for learning stem sentences, word banks and visuals.  Book look for English/Maths – consistency of support through adapted scaffolds for learners.  Established interventions to support early language development, but not EAL specific.	Planning Book looks Pupil voice	CW to monitor Phase 1 and SH to monitor Phase 3 for scaffolds supporting EAL learners  CW to locate EAL intervention and communicate with SH for next steps  Develop subject champions knowledge of Race to English program and interventions  Resource audit to be completed
	Development of a vocabulary-based intervention and EAL support resources	CW Spring 2		Increase in the language that is used by A and B EAL learners throughout the entire curriculum	
Achieving excellence: All teachers are ready in their planning, feedback and delivery	Finalise the induction process for EAL pupil and share with wider staff	CW/SH Autumn term	Induction process has been reviewed and changes have been made to infant and junior handbooks to support EAL new starters.  Bulletin resources shared with staff – no feedback.	SLT knowledge Teachers' knowledge Office understanding Tracking of new EAL starters	Share with the AP's/Sarah B the new induction process checklist and infant/junior handbook. AG to identify EAL slot within CPD cycle (30 minutes) 25-26 CPD session for EAL launch  Example assessment to be shared on the bulletin with resources attached for teachers.
	Share assessment procedures with SLT using NASSEA tools with new starters NtE to show progress of students	CW/SH Spring 1		EAL assessments and next steps 'Action plan' for children	

	Monitor the effectiveness and consistency of EAL assessment across the school	CW/SH Spring 2		Data	CW/SH to complete monitoring of assessment on SDrive w/b 10.03 and identify any follow up actions.
	Reminders of resources available to support EAL learners.  - Bulletins - Phase meetings	CW/SH Spring 1		Planning Book looks Pupil voice	Resources to be shared via the bulletin w/b 24.02  Launch resources in 25-26

#### Development plan – ECO

Leader: Tom Fournier      Link Leader: Tausif Lorgat					
Intelligence already gathered	Projects allow for ECO leaders to be more involved. Some ECO leaders felt empowered as teachers took roles and responsibilities of ECO leaders (e.g. giving out Travel Tracker badges).				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
<p>Creating equity DA children accessing the curriculum, al enrichment provided and are making progress in the subject</p> <p>Achieving Excellence: Walkthru teaching techniques implemented in subject</p> <p>Achieving excellence: All teachers are ready in their planning, feedback and delivery</p>	Establish an ECO team - Any DA children that are ECO Leaders?	TF Autumn 1	<p>An ECO team had been developed through pupil votes at the start of the academic year. The ECO team have been meeting termly. This allows children and staff to share key information with the wider school making the ECO team feel empowered and valued. There are currently no DA children on the ECO team. However, during some focused activities DA children have been involved with the activities. This allows for pupils to have a voice and share their thoughts as well as the views from fellow peers during meetings and activities. DA were part of the Santa's Secret Workshop. This allowed them to feel part of the team and make a wider contribution throughout the school and community. Eco teams have continued to have meetings which has continued to allow them to share their views and voice their opinions.</p> <p>Work with external agencies (Green flag, Living streets, ECO road show, Clean Air (CAD) and Sustrans) is ongoing. This is to make all stakeholders aware of key upcoming events in the year and to collaborate with external agencies in working towards the CAD drive. There has been a lot of communication with external agencies. This has resulted in a positive CAD event. This has made children more aware of the benefits of a healthier environment.</p> <p>Staff have been provided with resources to support teaching of ECO related work. This has been shared on the bulletin and through assemblies on topics</p>	Eco leaders Pupil voice Website	<p>To ensure DA children are represented or involved in the coming elections and activities.</p> <p>Continue working with external agencies.</p> <p>Continue adding to the resource bank.</p> <p>Continue to keep updating the website.</p>
	Liaise and work with external agencies	TF Ongoing		Bikeability/Sustrans(Asiya)/Travel tracker Assemblies Workshops Dojo/Twitter post School events	
	Champion to develop staff skills in teaching ECO related subjects/topics: -staff bulletin posts	TF Throughout the year		Staff voice Bulletin Dojo posts	

			such as Recycling week, rebranding Eco Team and having a Green world. Having these resources has helped to support staff to be resourced in delivering these activities to their classes. Further resources have been shared with staff in regard to CAD. This allowed staff to deliver and share relevant information with their children.		
	<i>Creation of bank of resources on the s drive that staff can use effectively and consistently with explanations of where to find them and how to use them</i>	TF	A bank of resources has been created for staff to support them with the teaching of ECO work. This ensures that the content is accurate and suitable for the age of the intended recipients. Bank of resources has continued to grow with material to support CAD. This helps children to understand what CAD is all about and for staff to have the resources available to share with children.	Sdrive bulletin	Continue to build on bank of resources for staff.

Leaders: Simone James/ Amanda Bowe					
Intelligence already gathered	Significant increase in choices tab being used especially within the Junior Site around behaviour. Routes to resilience training completed over 5 years ago, significant number of new staff across the school need training within the resilience approach. Recommendation from the SEMH team to focus on this year.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
5.2 Barriers to pupil success are identified are proactively and reactively addressed by the pastoral team; leading to measurable improvements in attendance data, pupil wellbeing, adaptive learning witnessed, effective SEN support and impactful wider family interventions.	Gather survey results on the resilience approach within school from LA and analyse this.	October 2023	Survey results discussed and analysed with SLT. Results indicated the need for a restorative approach training for staff and children to have a deeper understanding of the 'restorative approach'. All 3 course completed by restorative approach team, this now needs to be implemented across the school. Phase discussion completed and indicates staff knowledge is limited but understand positiveness of this to being used. Weekly updates of different scripted language/ scenarios added to the bulletin bi-weekly to support staff's understanding of restorative practice. CPD session supported teachers understanding of scripted language and the use of restorative approach discussion.	Survey results Analysis of results.	Focus on scripted language for this term, adding to the bulletin, 2 phrases each week that staff can try. Observation of scripted language on the playground at lunchtimes to be completed.
	AB, SJ and NM attendance to restorative approach course from LA- 3-day session	Oct/Nov/Jan 2024		Attendance in sessions Use of restorative conversations in classes	
	Introductory CPD session on the restorative approach for all teaching staff to attend- to be delivered at phase.	Nov 2023/ May 2024		All staff recognise the importance of restorative approach. CPD video	
	Gather teacher/ pupil voice after the end of the course to compare survey results and impact.	June 2024		Survey results Pupil voice/ teacher voice Analysis of results.	
	Development of scripted language for all staff to use, shared on the bulletin and in phase/ staff briefings	Monthly		Staff using scripted language in sessions. Observations from staff, phase leader notes.	
6.5 Leaders confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	Analyse choices on CPOMS focusing on specific incidents around behaviour. Observations at lunchtime/ playtimes around behaviour and monitoring of choices with phase leader.	Feb 2024	Observation of choices conversations with JH indicated children's understanding is limited through 'repair stage' of choices element. Access given for CPOMS to look into choices trends. Some gentle discussions with MDS led to some knowledge.	Analysis records of choices incidents	Observation of phase 2 choices sessions lunchtime/breaktime- cover required to implement this. Training of mid-day supervisors to support with restorative training and observations at lunchtime. Analysis to be completed in regards to choices incidents. Complete training for midday supervisors- SJ to speak to EN to invite mid-day supervisors to the training.
	Drop-in sessions completed throughout the year to support teachers' development of the restorative approach.	April 2024		Drop in sessions notes Discussions with teachers, feedback from staff.	
	Training for midday supervisors with scripted language.	April 2024		Scripted language, drop in session, training	

Leader:      Link Leader					
Intelligence already gathered					
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
Creating equity DA children accessing the curriculum, al enrichment provided and are making progress in the subject					
Achieving Excellence: Walkthru teaching techniques implemented in subject					
Achieving excellence: All teachers are ready in their planning, feedback and delivery					