Trannack C.P Primary School SDP 2022 - 23

Priority One

1. Quality of Education - Secure high standards of quality first teaching for all pupils. 'A great teacher in every classroom.'

- Additional funding is used effectively to enable the most disadvantaged pupils to achieve well incl. SEND, Pupil Premium disadvantage, EAL
- Writing, Maths and Reading/RWI
- EYFS

Priority Two

2. Further develop the full curriculum, with a focus on the core areas, to support a high quality knowledge and understanding, and promote progress.

- Ensure that the curriculum is designed and delivered in a carefully sequenced manner, enabling all pupils, including those who are disadvantaged or have additional needs to achieve the ambitious targets set.
- Provide engaging learning experiences, across the whole curriculum which take account of pupil's starting points and through the effective use of assessment and adaptation to plans enable pupils to achieve the identified end points.
- Develop teacher subject knowledge across the curriculum to ensure that enable pupils to understand key concepts, participate in meaningful discussions and retain the knowledge and skills they have learnt.
- Improve standards of oracy across the school and in turn raise confidence and standards across the curriculum.
- Improve vocabulary throughout the school- reflected in written work and conversations.

Priority Three

3. Improve resilience and learning behaviours throughout the school and in turn raise confidence and standards across the curriculum.

- Improve resilience in children to help them to overcome obstacles more easily and reduce the chances of them suffering from anxiety or other stress-related disorders.
- Improve learning behaviours to build independence in learning and make pupils more active learners.
- Improve verbal fluency in all subjects leading to greater confidence when sharing ideas, deeper responses with more clarity and therefore improving standards.

Priority Four

4. Leadership - Ensure that the leadership and management across the school is effective in achieving positive outcomes for all pupils.

- Successfully implement the CPPD pathway – building blocks for teachers and senior leaders.

- Embed a culture across the school of high expectations and aspirations- linked to increased resilience- for all pupils, where pupils' individual needs are well met.
- Further develop the Governing Body.
- Continue to develop positive relationships between parents/carers and the school.
- Improve attendance and in turn improve outcomes.

MAT Development Plan - Further develop systems of monitoring and support to ensure the continued improvement in key outcomes for pupils		
Trust Leader – Tamsin Lamb		
Objectives	**What will success look like?**	**How does this work positively impact on the quality of Teaching and Learning?**
Ensure every pupil benefits from an ambitious, sequenced and progressive curriculum with clearly defined outcomes.	1.1. Every school has a defined learning sequence which secures a progression of skills, knowledge and concepts from EYFS to Year 6. 1.2. The curriculum in EYFS is sufficiently challenging and sequenced progressively across all 7 areas of learning. 1.3. High expectations and ambition are evident through clearly defined outcomes building on core knowledge in every area of learning. 1.4. The needs of disadvantaged pupils and those with SEND are considered and planned for to secure ambitious outcomes. 1.5. Staff have good subject knowledge	**Impact on T&L** A high quality curriculum from which teachers can refine pedagogy will maximise learning
Further develop classroom practice to secure high quality first teaching for all, including pupils who are disadvantaged and have SEND needs.	2.1 Teaching of the curriculum ensures that pupils understand key concepts, and that they can transfer key knowledge to long-term memory and apply it fluently. 2.2 Assessment is used effectively to check pupil's understanding of the curriculum, to correct misunderstandings and inform teaching. 2.3 Where gaps are identified in pupils learning, provision enables them to catch up quickly, particularly in reading. 2.4 Provision for pupils with SEND is suitably ambitious, adapted to meet individual needs and ensures they are well prepared for the next steps in their education. 2.5 EYFS curriculum is taught in a logical progression, systematically with a wide range of learning opportunities which secure progress for all learners 2.6 End of Yr 1 phonics, KS1 and KS2 attainment is at least in line with National averages for reading, writing and maths in every school, including GDS. 2.7 Oracy strategies are planned across the curriculum for and implemented across the school; staff will be conofdent at facilitating talk and children will become articulate and be able to discuss learning, linking knowledge to prior learning.	**Impact on T&L** Quality first teaching for all secures good outcomes including cultural capital.
To ensure leadership at all levels works	3.1 Curriculum Leaders actively engage with trust wide networks, develop the subject knowledge and leadership skills to monitor and evaluate their subject and take effective action to secure improved outcomes. 3.2 Leaders identify and actively promote development opportunities for all staff, linked to continuous performance management. 3.3 Leaders (including governors) value the Trust school improvement systems, they understand their roles and support available to them. 3.4 Trust and school attendance strategies are effective in improving attendance and punctuality for all and reducing the number of pupils who are persistently absent. 3.5 The trust performance management system (CPPD building blocks) supports professional development for all staff (inc TAs, admin, site staff).	**Impact on T&L** Leaders effective in managing change and building effective teams will ensure staff can develop, becoming ever improving practitioners.

Crofty – capacity added, capacity from Crofty schools

Priority 1 Quality of Education

- Additional funding is used effectively to enable the most disadvantaged pupils to achieve well incl. SEND, Pupil Premium disadvantage, EAL
- Maths, Reading/RWI and Writing.
- EYFS

Objectives	Success Criteria	Key milestones (by end December 22)	Key milestones (by Easter 23)
A Secure quality first teaching in writing **(1.1, 1.3, 1.4, 1.5 and 1.6) (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7) (3.1)** Lead- Claire Mitchell	- Practitioners use the review to improve practice and subject knowledge 100% teaching is good - The school T&L policy for writing has been updated, is clear, understood and followed by all to ensure its core principles are embedded consistently - Regular assessment/moderation in school and with other schools is used forensically to identify trends across the school and inform next steps in learning - Barriers to learning are overcome through effective and well-timed additional intervention - Children can recall learning and apply their knowledge and understanding in different contexts: using sentence progressions to develop their writing. - A consistent approach to the teaching of writing is introduced/embedded: sentence progressions and Literacy Tree - Writing lead to attend training and cascade/model expectations to staff; lesson monitoring will show effective teaching of writing in all classes. - Oracy strategies will be used to develop ideas and enrich vocabulary. - Writing overviews are used at the start of each new unit in each class to highlight learning that will take place in subsequent lessons. - Children meet ARE: **Summer data target-** Year 1- 77% EXP+, 11% GDS Year 2-62.5% EXP+, 25% GDS Year 3- 75% EXP+, 25% GDS Year 4-70% EXP+, 20% GDS Year 5- 60% EXP+, 20% GDS Year 6- 66% EXP+, 17% GDS	✔ Baseline assessment & regular review in writing ("Just Write") ensures teaching responds to need. ✔ Interventions planned, implemented and reviewed based on initial assessments. ✔ Dec data shows that children are on track to meet end of term targets ✔ High of Year 6 children will be at level 5 or above. ✔ Levels of pupil engagement is maintained within all writing lessons where differentiated success criterias are clearly being met. ✔ Title pages clearly outlining key learning for each unity will be displayed in each child's book and subsequent learning corresponds. ✔ Subject leader to have begun making progress on action plan and shared with staff/ govs. ✔ Training in oracy will have begun and initial ideas cascaded to staff in staff meetings.	✔ Accelerated progress is made as a result of timely intervention based on assessments at the end of Autumn Term, implemented in the Spring Term and assessed again. ✔ Title pages clearly outlining key learning for each unity will be displayed in each child's book and subsequent learning corresponds. ✔ Subject leader to have begun making significant progress on action plan and shared with staff/ govs. ✔ Oracy training continued and disseminated to staff.
B Secure quality first teaching in Reading/RWI **(1.1, 1.3, 1.4, 1.5 and 1.6) (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7) (3.1)** Lead- Claire Mitchell	- The school T&L policy for RWI/reading is clear, understood and followed by all to ensure its core principles are embedded consistently - Teachers have good subject knowledge 100% teaching is consistently good - The structure of learning is sequential, building small steps of learning to deepen knowledge and enable children to retain and transfer their skills and understanding - Children's knowledge, attitudes and understanding guides teacher/ subject leaders to respond to areas for development	✔ Reading is planned and taught daily at the start of each day in all classes. ✔ Gaps are closed as a result of forensic data analysis ✔ Training from 15h July 2022 will have been cascaded to staff on INSETs (5th and 6th September)	✔ Accelerated progress is made as a result of timely intervention ✔ Gaps are closed as a result of forensic data analysis. ✔ Reading assessments (NFER) show improvement in standards across the school. ✔ RWI assessments allow groupings to be effective and

		✔ All staff will be confident at accessing and using the RWI portal. ✔ Interventions planned, implemented and reviewed based on initial assessments (NFER) to close any gaps. ✔ RWI assessments allow groupings to be effective and children to make maximum progress. ✔ Subject leader to have begun making progress on action plan and shared with staff/ govs. ✔ Training in oracy will have begun and initial ideas cascaded to staff in staff meetings.	children to make maximum progress. ✔ Subject leader to have begun making significant progress on action plan and shared with staff/ govs. ✔ Oracy training continued and disseminated to staff.

- Assessment is used forensically to identify trends across the school and inform school development
- Barriers to learning are overcome through effective and well-timed intervention, and learning is child centred (any systemic issues are identified and challenged - in particular, automaticity)
- Children can recall learning and apply their knowledge and understanding in different contexts
- RWI is embedded and fluid in its management.
- The use of VIPERS is embedded in the reading sessions in all classes.
- Oracy strategies used to enrich vocabulary and understanding of texts; making links etc.

Summer data target for reading-
Year 1- 88% EXP+, 22% GDS
Year 2-62.5% EXP, 37.5% GDS
Year 3- 87.5% EXP+, 25% EXP
Year 4-80% EXP+, 20% GDS
Year 5- 70% EXP+, 20% GDS
Year 6- 83% EXP+, 25% GDS

Summer Term Phonics Screening Check Target
Year 1- 88%

O	**Secure quality first teaching in Maths** **(1.1, 1.3, 1.4, 1.5 and 1.6)** **(2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)** **(3.1)** **Lead- Adam Boyes**		✔ Gaps are closed as a result of forensic data analysis ✔ Interventions planned, implemented and reviewed based on initial assessments (NFER) to close any gaps. ✔ Subject leader to have begun making progress on action plan and shared with staff/ govs. ✔ Number Sense is timetabled and used daily in KS1 (KS2 as an intervention). ✔ Celebration assemblies highlight success in maths. ✔ Oracy training continued and disseminated to staff.	✔ Gaps are closed as a result of forensic data analysis ✔ Interventions planned, implemented and reviewed based on initial assessments (NFER) to close any gaps. ✔ Subject leader has assessed progress of action plan and planned accordingly. ✔ Number Sense is timetabled and used daily in KS1 (KS2 as an intervention). ✔ Celebration assemblies highlight success in maths. ✔ Oracy training continued and disseminated to staff.

- The school T&L policy for maths is clear, understood and followed by all to ensure its core principles are embedded consistently
- Teachers have good subject knowledge
- 100% teaching is consistently good
- The structure of learning is sequential, building small steps of learning to deepen knowledge and enable children to retain and transfer their skills and understanding.
- Number Sense is used daily and has significantly improved standards of mental arithmetic.
- 99 Club and Times Tables Rock Stars are an integral part of the enrichment of maths at Trannack- awards every week in assembly to raise profile.
- Children's knowledge, attitudes and understanding guides teacher/ subject leaders to respond to areas for development.
- Assessment is used forensically to identify trends across the school and inform school development.
- Barriers to learning are overcome through effective and well-timed intervention, and learning is child centred (any systemic issues are identified and challenged - in particular, automaticity)
- Children can recall learning and apply their knowledge and understanding in different contexts
- Lessons are planned on a rotation so each group of learners has access to quality first teaching in each session.
- Opportunities for problem solving and skills acquisition are given in each lesson to deepen understanding.
- Opportunities for using oracy to discuss vocab, strategies, links and problem solving are planned for effectively.
- Maths Lead has worked with other Maths Lead across the Trust and has had support from Trust's Maths lead.

Summer data target-
Year 1- 77% EXP+, 11% GDS
Year 2- 75% EXP+, 37.5% GDS
Year 3- 87.5%EXP+, 25% GDS
Year 4-80% EXP, 30% GDS
Year 5- 80% EXP+, 40% GDS
Year 6- 83% EXP+, 40% GDS

D	**Funding for disadvantage incl. SEND & EAL children secures quality first teaching intervention to close gaps in learning** <mark>(2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)</mark> <mark>(3.1, 3.4)</mark> **Lead- Emma Powley**	• The reading, writing and mathematics curriculum provision is ambitious for all pupils – including those with SEND or who are disadvantaged • Targeted interventions will have accelerated progress; NTP will have been used. • Assessment is used forensically to identify trends across the school and inform school development • Barriers to learning are overcome through effective and well-timed intervention, and learning is child centred • Children have a deeper knowledge and understanding • Opportunities to address and develop provision for all (inc PP) are identified in conjunction with Crofty network groups • Children can recall learning and apply their knowledge and understanding in different contexts • Oracy strategies used to build vocabulary, understanding and articluation • New SENDCO has received relevant training and support.	✔ All staff will have a clear understanding of universal provision and the need for classroom teams around all children ✔ Pupil Progress meetings identify need and intervention is planned, monitored for impact and rigor ✔ SENDCO has attended Trust meeting ✔ SENDCO has attended training. ✔ Oracy training continued and disseminated to staff.	✔ Interventions can demonstrate accelerated progress. ✔ The APDR cycle will be further developed to ensure that the graduated response to need is rapid, responsive, and effectively documented at the classroom level ✔ SENCO has attended Trust meeting. ✔ Oracy training continued and disseminated to staff.
E	**Effectively implement the new requirements for the Early Years Curriculum** <mark>(1.1, 1.2, 1.3, 1.4, 1.5)</mark> <mark>(2.2, 2.3, 2.4, 2.5)</mark> <mark>(3.1, 3.2)</mark> **Lead- Claire Mitchell/ Emma Powley**	• New EYFS staff receive training/CPD • Baseline assessment is used forensically to identify trends across the school and inform school development. • Barriers to learning are overcome through effective and well-timed intervention, and learning is child centre • The NELI project identifies language disorders swiftly and provision closes gaps and accelerates progress • RWI is used effectively, after regular assessments, to ensure accelerated progress is made by all EYFS children. • A language rich learning environment has been built allowing children to explore and develop vocabulary. • 86% to achieve GLD at end of year.	✔ Children will have made progress from their baseline assessments. ✔ Interventions will have been effective in moving learners on- assessments will show this. ✔ Staff will have attended network meetings/ training/visited other settings to enhance their own provision. ✔ Planning and lesson observations shows that all learners are planned for. ✔ NELI project will have been implemented and assessments will reflect good progress made by all children. ✔ Oracy training continued and disseminated to staff.	✔ Accelerated progress is evident due to effective planning based on Autumn Term and ongoing assessments. ✔ All staff will have a thorough and deep understanding of the EYFS curriculum through continued CPD. ✔ Oracy training continued and disseminated to staff.

Priority 2:
Further develop the full curriculum to support a high quality knowledge and understanding, and promote progress.
- Ensure that the curriculum is designed and delivered in a carefully sequenced manner, enabling all pupils, including those who are disadvantaged or have additional needs to achieve the ambitious targets set.
- Provide engaging learning experiences which take account of pupil's starting points and through the effective use of assessment and adaptation to plans enable pupils to achieve the identified end points- *focus on core areas*.

● Develop teacher subject knowledge across the curriculum to ensure that enable pupils to understand key concepts, participate in meaningful discussions and retain the knowledge and skills they have learnt- *consolidate work done in History on Geography but a main focus core areas.*

Objectives	Success Criteria	Key milestones (by end December 22)	Key milestones (by Easter 23)
F. Provide teachers with high quality resources to support the planning and delivery of lessons across the curriculum in line with the school curriculum drivers. **(1.1, 1.2)** **(2.5, 2.7)** **(3.1, 3.2, 3.3, 3.4)** **Leads:** **Maths- Adam Boyes** **English- Claire Mitchell**	● Teachers understand the Reading, Writing and maths curriculum and how learning is sequenced within these and all subjects for their class. ● Literacy Tree has been used to support staff in their teaching of writing. ● English and Maths Leads review the curriculum and have identified any gaps and appropriate resources have been found to support sequential teaching and learning across the subject from EYFS to Y6. ● English and Maths leads can clearly explain the decisions that have been taken within the context of the school's identified priorities (curriculum drivers). ● Progress made by all groups of learners in Reading, Writing and Maths is accelerated. ● Subject leaders for the focus subjects have attended Trust network meetings. ● English lead has had relevant RWI training. ● Maths lead has had support from Trust Maths lead. **Summer data target for reading-** Year 1- 88% EXP+, 22% GDS Year 2-62.5% EXP, 37.5% GDS Year 3- 87.5% EXP+, 25% EXP Year 4-80% EXP+, 20% GDS Year 5- 70% EXP+, 20% GDS Year 6- 83% EXP+, 25% GDS **Summer data writing target-** Year 1- 77% EXP+, 11% GDS Year 2-62.5% EXP+, 25% GDS Year 3- 75% EXP+, 25% GDS Year 4-70% EXP+, 20% GDS Year 5- 60% EXP+, 20% GDS Year 6- 66% EXP+, 17% GDS **Summer data target-** Year 1- 77% EXP+, 11% GDS Year 2- 75% EXP+, 37.5% GDS Year 3- 87.5%EXP+, 25% GDS Year 4-80% EXP, 30% GDS Year 5- 80% EXP+, 40% GDS Year 6- 83% EXP+, 40% GDS ● Opportunities to address and develop cultural capital and oracy for all (inc PP) are identified in conjunction with Crofty network groups	✔ Within the focus subjects of English and Maths, the sequence of learning is clear in teachers planning and pupil work. ✔ Front covers in writing- outlining key learning are displayed in each child's book and the subsequent learning reflects these intentions. ✔ Principles of quality first teaching, including assessment for learning have been developed and are evident in lessons. ✔ Oracy training continued and disseminated to staff. ✔ Staff have been introduced to Literacy Tree; literacy lead visited Treloweth School	✔ Leaders for Maths and English are confident in the content and assessment of their areas of responsibility and support others. ✔ They have reflected on the learning sequence and adapted it as necessary to ensure it reflects the school curriculum drivers. ✔ Assessments show accelerated progress. ✔ Network meetings have been attended by all subject leads. ✔ NFER tests show progress is .on track to meet targets ✔ Oracy training continued and disseminated to staff.
G. Develop teachers' knowledge and understanding of the individual needs of the pupils within their classroom. **(1.4, 2.2, 2.3, 2.4)** **(3.1, 3.3, 3.4, 3.5)** Leads: **SENCO- Emma Powley** **English- Claire Mitchell**	● Observation of learning, particularly in Writing and maths shows that individual pupils needs have been considered and they are able to make progress within each lesson. ● Planning and work in pupil's books demonstrates that teachers have high expectations of all pupils, including those who are disadvantaged, SEND or in the lowest 20% ● Planning and observations show that pupils with SEND and the lowest 20% experience a range of carefully considered activities which build independence alongside knowledge. Over dependence on teaching assistants is avoided where possible. ● Modelling and scaffolding within all lessons supports the progress of all leaners- evidenced in data.	✔ Teachers use A4L strategies to identify what pupils know, differentiate to secure pupil progress towards individual targets set. ✔ Class teachers take responsibility for the setting of SEND learning targets,	✔ The use of knowledge organisers in front covers in writing will be used to identify the knowledge foundation that children are building upon in any given unit. ✔ Sentence progressions will be embedded and used

Maths- Adam Boyes	● Pupils with SEND, disadvantaged or PP make accelerated by progress in reading, writing and maths.	implementing appropriate provision and monitoring progress towards them (adapting as necessary). ✔ All staff are committed to ensuring pupils, particularly in reading, writing and maths are developing a range of strategies to secure this.	effectively, linked to success criteria, to scaffold children's writing and enhance progress of all learners.
H. Secure teachers' knowledge and understanding of appropriate age related expectations. **(1.1, 1.2)** **(2.2, 2.5, 2.6)** **(3.1, 3.3, 3.5)** **Lead- Sarah French**	● Pupils achieve the ambitious individual pupil targets which are set in line with age related expectations. ● Assessments and pupil progress discussions with teachers show a good understanding of what the appropriate age related expectations for the pupils they teach look like. ● Pupil Progress record sheets and tracking sheets show that teachers show that all children have made good progress- verified by moderation with other schools. ● Teaching is pitched appropriately to enable pupils to achieve at least age related expectations in all areas of the curriculum, particularly writing. ● High standards are maintained across the curriculum and pupils are clear of the expectations of them. ● Pupil's work demonstrates that they are working at or making good progress towards ARE. ● Curriculum leaders attend Crofty network meetings and make a meaningful contribution.	✔ All pupils are making good progress towards individual targets. ✔ Through professional dialogue, use of exemplification materials and incremental coaching, teachers have a strongly developing understanding of ARE for their class and pupils are aware of the expectations of them. ✔ NFER tests show good progress from July 2022 data.	✔ All pupils to make good progress towards individual targets. ✔ NFER test for maths and reading ✔ Moderation twilight with other schools has been successful.

Priority 3:

Improve resilience and learning behaviours throughout the school and in turn raise confidence and standards across the curriculum.
● Improve resilience in children to help them to overcome obstacles more easily and reduce the chances of them suffering from anxiety or other stress-related disorders.
  ● Improve learning behaviours to build independence in learning and make pupils more active learners.

Objectives	Success Criteria	Key milestones (by end December 22)	Key milestones (by Easter 23)
I. Improve resilience in children to help them to overcome obstacles more easily and reduce the chances of them suffering from anxiety or other stress-related disorders. **(1.3, 1.4)** **(2.4)** **(3.1, 3.3, 3.5)** **Lead: Emma Powley/ Sarah French**	● Training for Culture of the Heart has been received. ● 4 emotions/behaviours have been decided, shared and explored successfully. ● Children feel comfortable when discussing the 4 emotions; are able to identify behaviours and alter their own behaviours to make a positive difference. ● Increased calmness and positivity is evident in all classrooms with all learners. ● PSHE lessons support this work; evident in planning, lesson observations, pupil conferencing and book looks.	✔ Staff have received training on "Culture of the heart" ✔ 4 emotions/behaviours have been shared with all stakeholders ✔ Lessons have begun on the 4 emotions/"culture of the heart"	✔ Art work around the school depicts the emotions being focused on and the "culture of the heart" work undertaken in school. ✔ Children are beginning to verbalise their understanding of the "culture of the heart" work.

J. Improve learning behaviours so that children are active and positive learners. **(1.3)** **(2.1, 2.4, 2.7)** **(3.1, 3.5)** **Lead: Emma Powley/ Sarah French**	• Children refer to the "learnosaurs" when thinking about their learning in a lesson. • Children are independent learners; they know how to help themselves and problem solve before asking adults. • Children use resources and strategies independently to move their learning on. • Children talk positively about their learning. • Oracy strategies are used in all classes to develop understanding, articulation and build confidence.	✔ Learnosaurs have been relaunched at the beginning of the Autumn Term ✔ Learnosaurs referred to in all lessons ✔ Learnosaurs celebrated in weekly newsletter/ assembly. ✔ Oracy training continued and disseminated to staff.	✔ Learnosaurs referred to in all lessons ✔ Learnosaurs celebrated in weekly newsletter/ assembly. ✔ Children talk about learnosaurs in respect of their own learning. ✔ Oracy training continued and disseminated to staff.

Priority 4:

Leadership - Ensure that the leadership and management across the school is effective in achieving positive outcomes for all pupils.
- Successfully implement the CPPD pathway – building blocks for teachers and senior leaders.
- Embed a culture across the school of high expectations and aspirations for all pupils, where pupils' individual needs are well met.
  - Further develop the Governing Body.

  - Improve attendance and in turn improve outcomes.

Objectives	Success Criteria	Key milestones (by end December 22)	Key milestones (by Easter 23)
K. Successfully implement the CPPD pathway – building blocks for teachers and senior leaders. **(3.1, 3.2, 3.3, 3.5)** **Lead- Sarah French**	• Teachers attend training through the Trust Networks and external agencies. Spotlight on R.E and writing for subjects; PD in any areas raised in PMs. • PM targets are smart and are achieved.	✔ Training needs/wants have been identified in PM meetings. ✔ Training has been booked and attended (where available.)	✔ PM targets tracked to ensure progress is being made.
L. Embed a culture across the school of high expectations and aspirations for all pupils, where pupils' individual needs are well met. **(1.1, 1.2, 1.3)** **(2.2, 2.3, 2.4, 2.7)** **(3.1)** **Lead- Sarah French**	• Children are articulate and proud of their learning- their books show care and reflection. • A sense of calm and purposeful learning is noticeable throughout the school. • All learners' needs are met in an inclusive environment. • Consistent strategies are used in all learning areas. • Culture of the heart "behaviours/emotions" are discussed and shared in assemblies, on newsletters and within classrooms. PSHE lessons reflect and support this work. • Aspirations are discussed, shared and celebrated- Aspirations Day	✔ Staff handbook updated where necessary and re-shared with all staff. ✔ Rules and expectations shared with all pupils. ✔ Virtues highlighted and shared in assemblies. ✔ SEND children and all needs support within every class- highlighted on planning and evident in lesson obs.	✔ Aspirations Day held- children come into school dressed as who/what they would like to be. Guest speakers from various industries to talk to children. Children to create research/factfiles about their aspirational job. ✔ Pupil conferencing reflects high expectations and pride felt by children across the school
M. To continue to develop the role of Governors to ensure their clarity of vision, ethos and strategic direction is embedded.	• Develop a focused monitoring and evaluation schedule with clear guidance- new Trust model • Training in relevant areas has been provided • A termly folder for governors is produced with key information SEF, SDPs, school reviews, Key data points, strengths and areas for development (Google Drive)	✔ Define the roles and responsibilities of the governing body	✔ Work with other governing bodies to share strengths and knowledge. ✔ Governors will have a clear understanding of how the SDPs are

(3.3, 3.4) **Lead- Sarah French**	• Governors feel effective and valued; clearly understanding their roles.	✔ Work with other governing bodies to share strengths and knowledge. ✔ SDP priorities shared with governors. ✔ Successes and areas for development from 2021-2022 shared.	being met, any concerns and any successes.
N. to improve attendance across the whole school- reduce PA **(3.4)** **Lead Sarah French**	• PA will be a least in line with county data. • School average will be at least 94% (closer to expected)	✔ Attendance will be highlighted in newsletters ✔ Attendance competition set up between classes	✔ Attendance clinics will have been held with parents of children with below 90% attendance where medical evidence has not been provided.