

**School Development Plan- 2023 – 2024**

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| This School Improvement Development Plan (SIDP) is intended to give an overview of the school’s priorities for next year: 2023 - 2024  We aim to be an outstanding, values-based school at the heart of our culturally diverse community, striving for excellence, enabling our children to achieve their highest potential in all areas of the curriculum.  **“Everyone is a learner and every experience is a learning opportunity.”**  Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain. |

Headteacher: Mrs Sarah McHugh Chair of Governors: Mr. R. Boaler

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| **School Improvement Development Plan Summary** | | | | | |
| **Key Priority 1**  **Quality of teaching, learning and assessment** | **Key Priority 2**  **Quality of teaching, learning and assessment** | **Key Priority 3**  **Quality of teaching, learning and assessment** | **Key Priority 4**  **Behaviour and Attitudes** | **Key Priority 5**  **Personal Development** | **Key Priority 6**  **Leadership and Management** |
| OBJECTIVE:  The % of chn achieving Secure / Greater Depth Standard in Reading / Writing / Maths to meet or exceed national levels by summer 2024 at KS1 / 2. | OBJECTIVE:  Maintain, and continue to develop and build on the outstanding practice from practitioners in Early Years to ensure that expected progress is made in terms of achieving a Good Level of Development with a particular focus on Communication, Language and Literacy. | OBJECTIVE:  Develop staff knowledge and understanding of children with SEND to ensure personalised provision and adaptive teaching is in place so that children with SEND make good and measurable progress within current year groups. | OBJECTIVE:  Continuing to maintain a successful environment where behaviour is outstanding and pupils can learn and feel safe. | OBJECTIVE:  Promoting self-esteem and emotional health and wellbeing for all children. | OBJECTIVE:  Leaders are ambitious for the school and strive to want the very best for pupils and are determined that they will achieve it. |
| DESIRED OUTCOMES:  The % of chn achieving Secure / Greater Depth Standard in Reading / Writing / Maths to meet or exceed national levels by summer 2024 at KS1 / 2.  Close the existing attainment gap between the most and least disadvantaged children in reading, writing and maths. | DESIRED OUTCOMES:  Increase the numbers of children achieving a Good Level of Development (GLD) at the end of Reception.  Close the attainment gap between the most and least disadvantaged children achieving GLD. | DESIRED OUTCOMES:  Robust tracking, monitoring and provision in place for children with SEND (staffing, resources, leadership, suitable learning environments).  Children with SEND make good and measurable progress within current year groups.  Children with SEND transition to the next stage of learning including high school having made positive relationships, developing independence, are able to set high aspirations for themselves and are making good progress. | DESIRED OUTCOMES:  Staff, children and their families to continue to make sure that they collectively embody our school’s culture and our Learning Values, upholding the school’s Behaviour policy at all times and responding to misbehaviour consistently and fairly. | DESIRED OUTCOMES:  Children form healthy and meaningful relationships, based on respect for themselves and for others.  Ensure personalised provision is in place to monitor and support children with social and emotional needs in order for barriers to be addressed and for them to thrive.  Yearly cycle of PSHE / RSE and wider activities embedded into teaching and learning cycle to support the development of healthy and respectful relationships. | DESIRED OUTCOMES:  All pupils make good progress because teaching is good. Pupil voice will indicate that pupils are engaged and enthused by lessons. Teachers have high expectations of pupils resulting in high levels of children achieving their target towards working at age appropriate levels in the majority of year groups. |

Priority 1:

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| Aspect | Rationale | Intent (Success Criteria) | Implementation | Evaluation / Impact: **autumn** / **spring** / **summer** |
| Quality of teaching, learning and assessment  Reading, writing and maths | Reference end of year data.  *Trends in gaps between disadvantaged / non-disadvantaged in EYFS data gap – Stockport Tracker / National Data*  ***EEF Reading comprehension approaches*** *improve learning by an +5months’ progress. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.*  *Evidence from school’s approach to mastery and maths and the impact it is having on closing gaps and raising attainment. ensuring quality and consistency of QFT throughout the school continues*  ***Ofsted****: ‘successful schools never confuse eligibility for the PP with low ability’.*  *CPD for Quality First Teaching / mentoring and coaching support – see research findings of John Dunford ‘using the pupil premium effectively: an evidence-based approach to closing the gap’.* | Increase the % of chn achieving Secure / Greater Depth Standard in Reading / Writing / Maths to meet or exceed national levels by summer 2024 at KS1 / 2  Identify and support learners are at risk of not making the expected progress in Reading, Writing and Maths. (As detailed on subject leader’s ROM and Strategic Overviews). Close attainment gaps.  Closing the attainment gap between the most and least disadvantaged children in reading, writing and maths.  High standards of teaching and learning to be evident in every classroom.  Pupils receive timely support with early speech and language development, enabling them to make rapid progress, resulting in them having better access to the curriculum. SEND?  Embed a Year 2 to Year 6 phonics-based spelling programme that leads on from Phase 5 at the end of Year 1 and covers spelling rules, tricky words, etc.  *Ensure quality and consistency of QFT throughout the school continues* | Regular assessment must inform planning in order to tailor teaching and learning to the specific needs of our children in class through quality first teaching and through carefully planned interventions using highly skilled graduate teachers and teaching assistants (Educational Endowment Foundation’s Response to Intervention)  Identify and address gaps in coverage and attainment on both class and individual level in core subjects as a result of school closure through frequent assessments and analysis  Pupil Progress Termly meetings- identifying and monitoring areas of vulnerability and provision for these groups (Senior leaders / class teachers)  Focus on children achieving age related expectations  Detailed teacher handover at the end of summer term  Detailed Raising Achievement Plan in place - reviewed regularly (Senior leaders / class teachers)  Autumn baseline completed to establish starting points. Staff will be able to identify potential gaps - ensure SEN plans and provision are carefully planned for. (CH and all staff / families)  Embed and monitor the effectiveness of the spelling programme and its impact on standards in writing. (Spelling Shed) (MT / SMcH Phonics and English Leads)  Year 3 and 4 children with gaps in phonics knowledge identified and given additional support as needed. (LKS2 staff / supported by MT Phonics lead) | Autumn   * Robust target setting following a thorough transition session (September) * Assessment week (November) * INSET twilight- end of autumn data / analysis and planning * Update Raising Achievement Plan * Pupil Progress Meetings (21.12.23)   Spring   * Assessment week (March) * INSET twilight- end of spring data / analysis and planning * Update Raising Achievement Plan * Pupil Progress Meetings (24.4.24) |
| Quality of teaching, learning and assessment  Wider curriculum | Subject Leader Strategic Overviews identify a number of pupils not achieving age-related expectations based on July 23 T assessments.  **Social Mobility and Child Poverty Commission Report ‘**‘Impact seen where schools prepare pupils for all aspects of life not just exams.’ | Support learners who may be at risk of not making the expected progress in foundation subjects and Science as identified in ROMS and Subject leader Strategic Overviews. Continue to ensure a high-quality curriculum is delivered through high-quality teaching providing opportunities to close gaps in children’s understanding and skills and to provide additional challenges where needed.  Embed changes to the school’s curriculum and evaluate and refine further dependant on analysis. Ensure systems are in place to check children’s understanding and show the impact of recent changes. Continue to develop the teacher's subject knowledge across the whole curriculum. | Updated range of activities for Subject Leaders to complete over the course of the year. This will include monitoring, observations, discussions with pupils, book scrutinies, CPD and opportunities for research  Continue to review the school curriculum. Ensure it is fully embedded with clear intent, implementation and impact and progression of skills and knowledge. (NL / SP / Subject leaders) | Autumn  Subject Staff Meetings:  History update – substantive concepts  PSHE / ICT – cyber-safety  Music – new curriculum updates x 2 sessions  Geography – new curriculum updates  Poverty Proofing  Phase Meetings:  Moderate English / Maths / PSHE / RSE / RE / Science and theme books x 3 sessions  Spring  Subject Staff Meetings:  SEN – shifting from labels to needs / holistic view of the child / one-page profiles  Edgeley Cluster Staff Meeting – organised a writing moderation for 9 schools where staff worked in year groups to moderate pieces of work and to discuss writing issues and resources  EAL updates – NASSEA assessments / EAL Award / International New Arrivals  SEN – ‘Improving the Social and Emotional Learning in Primary Schools’ EEF guidance  SEN – assessment / what do we assess? / What do we do with our findings?  EY / KS1 – phonics updates  PSHE / RSE / LGBTQ+ / Rights Respecting Schools updates  INSET:  Show Racism the Red Card training – x3 other schools joined the session  Twilight – Assessment: end of spring  Phase Meetings:  Non-negotiables in French – raising exposure / moderate music, History, PSHE, RSE |
| Wider curriculum | Pupil progress in **Physical Education** indicates an upward trend in attainment since 2020. Pupil, staff and parents voice positive with current commitment and approaches. School opportunities work in partnerships / promote health and well-being (Key Priority 5) and access to opportunities for all pupils (PP Strategy aim / identified challenge) | Continue to ensure a high-quality PE curriculum continues, using Sport Premium to make additional and sustainable improvements to the quality of the provision. | Regular PE sessions for all children weekly  All Key Stage 2 children will take part in a yearly block of x9 swimming lesson  Sport tuition provided by Life Leisure / SHAPES (weekly x3 term) timetabled for all age phases throughout the year.  Gymnastic tuition provided by Junior Sport Stars weekly x1 term) timetabled for Year 1 / 2 summer term  After-school provision:  Football club (Life Leisure)   * Year 5 / 6 autumn term * Year 3 / 4 spring term * Year 1 / 2 summer term   Football club (Stockport County FC)   * Year 5 / 6 spring term * Year 3 / 4 summer term   Gymnastics club (Junior Sports Stars)   * Year 3 / 4 summer term   Take part in a range of competitive sports activities:   * Sports hall athletics * Girls Active / Boys Active * Swimming galas * SEN sports | Autumn  All classes timetabled at least x2 PE sessions per week. (Reception have 1 formally timetabled)   * Life Leisure (x1 day per week) futsal * Year 5 / 6 after-school football club * Life Leisure (x2 classes per week for 9 weeks) * Mulberry / Magnolia 1st block * Hazel / Maple 2nd block * SHAPES Alliance (x0.5 day per week) * All Star Cricket coaching (x1 day per week) * KS2 after-school cricket club * Cross-Country after-school club * Monthly cross-country races Woodbank Park KS2   Children in KS2 have taken part in a number of sporting events across the borough with other schools:   * Metro Cup football match v Adswood PS * SHAPES Sports Hall Athletics session * Girls Y3 / 4 football event St James High School * Girls Y5 / 6 football festival Stockport County * Mixed Y5 / 6 football festival Cheadle Hulme School   Spring  All classes timetabled at least x2 PE sessions per week. (Reception have 1 formally timetabled)   * Life Leisure (x1 day per week) futsal * Year 5 / 6 after-school football club – Stockport County * Year 3 / 4 after-school football club – Life Leisure * Swimming Life Leisure (x2 classes per week for 9 weeks) * Mulberry / Magnolia 1st block * Hazel / Maple 2nd block * Holly / Hawthorn 3rd block (current) * SHAPES Alliance (x0.5 day per week) * Monthly cross-country races Woodbank Park KS2   Children in KS1+2 have taken part in a number of sporting events across the borough with other schools:   * x2 cross-country races at Woodbank park * Under 11s Football festival – Cheadle Hulme School * Range of sporting activities at the Chill Factore * Year 2 Multi Sports Festival - Cheadle Hulme School |
| Wider curriculm | End of year data in Music (July 2023) indicates  Charanga Music School updates to reflect Model Music Curriculum  Instrumental tuition 2022-23 | A high-quality, coherently planned Music curriculum is in place that engages, inspires and challenges pupils. Curriculum embeds recommendations from ‘Model Music Curriculum’ (2021) and ‘National Plan for Music’ (2023) guidance  Year 3 / 4 chn blocks of xylophone tuition and Charanga scheme (taught by music specialist TA / providing CPD for teachers)  Year 5 / 6 chn all having a weekly guitar lesson and supplemented with Charanga | * Introduce updated Music curriculum to include recommendations from Model Music Curriculum (2021) to all staff and embed and implement the ‘National Music Plan (2023) into weekly teaching sequences. * High-quality CPD for all staff * specialist teachers leading aspects of KS2 curriculum * introduce updated Charanga scheme * Start glockenspiel tuition LKS2 (NL subject leader / CL music teacher / class teachers) * Music assessment developed for end of unit – including notation, reading graphic scores | Autumn   * Music Subject Leader attending Network meetings * Staff Meeting whole-school CPD * 22.11.2023 * 04.12.2023 * Weekly singing assemblies * Member of staff supporting Y3 / 4 teachers to support the curriculum offer and providing CPD * Excellent weekly guitar tuition for Y5 / 6 * K1 and KS2 after-school choirs * Both performing at the Christmas outdoor sing-along for families 8.12.23 * KS2 choir performing at St George’s Church Christmas tree Festival 1.12.23 * KS2 choir performing at Walthew House 19.12.23   Spring   * Music Subject Leader attending Network meetings * Weekly singing assemblies * Member of staff supporting Y3 / 4 teachers to support the curriculum offer and providing CPD * Excellent weekly guitar tuition for Y5 / 6 * K1 and KS2 after-school choirs * KS2 choir performing at Stockport Academy with the Stockport Youth Orchestra as part of the Stockport Town of Culture 22.3.24 * KS2 choir performing at Stockport County FC with the Stockport Youth Orchestra as part of the Stockport Town of Culture 23.3.24 |

Priority 2:

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| Aspect | Rationale | Intent (Success Criteria) | Implementation | Evaluation / Impact: **autumn** / **spring** / **summer** |
| Quality of Education  Maintain, and continue to develop and build on the outstanding practice from practitioners in Early Years to ensure that expected progress is made in terms of achieving a Good Level of Development with a particular focus on Communication, Language and Literacy. | EYFS summary data and analysis  Continue to focus on pedagogy and approaches (supported by evidence) to ensure that leadership, staff deployment and development, and resources provide children with a high quality and well-rounded grounding in early literacy, language and communication  *EEF - Improving CLL in Early Years 7 recommendations*  PP Strategy identified challenges 2 and 3  % chn EAL  % chn SEND | Increase the numbers of children achieving a Good Level of Development (GLD) at the end of Reception.  Increase the numbers of children with EAL achieving ELG’s in Reading and Writing  Close gaps between disadvantaged and non-disadvantaged cohorts. Year-on - year gap in achieving GLD exists  To maintain attendance rates of pupils across EYFS with a particular focus on those whose attendance falls below 95%. | To employ the 7 Recommendations in PREPARING FOR LITERACY Improving communication, language and literacy in the early years  To use Approaches and practices to support communication and language development in the early years (EEF EY Evidence Store)) as a basis for ensuring the best practice in EY.  To ensure staff are suitably trained and access up-to-date CPD to support the needs of the children in their care.  To continue to refine and embed the use of NCTEM Mastering Number resources into daily Maths lessons.  To assess all children using the WELLCOMM Language Screen Assessments, to identify children most in need of C&L/Lit support and to carry out interventions as soon as is practicable.  To ensure summative assessment materials and tracking is concise, meaningful and effective, and is shared with all those working directly with the children.  Sustain partnerships with parents / carers to actively involve them in supporting their children’s learning and development. | Autumn   * Number of Nursery children not on track for PSED in Nursery has reduced from 14 at baseline to 6. * The number of those children with EAL who are not on track has reduced from 6 at baseline to 2. * There are now no PP children who are not on track for PSED. * Number of Nursery children not on track in PD has reduced from 6 at baseline to 1.   Spring   * Spring data - 55% of Nursery cohort are below ARE in Communication and language. A large proportion of these are boys, with EAL and children who are Summer born. Dialogic reading was introduced as a strategy to support language and thinking in Nursery * Mystery reader initiative introduced Spring 2023 in Nursery * Mastering Number Workshop for parents Spring term - happening every morning in Reception (Maths ‘starter’ activities) * CPD for staff identified and implemented * NDA Maths champions training for Nursery staff - starting Summer term 2024 * Phonics provision area for independent application of phonics skills introduced in Reception class * Phase 1 phonics training put into practice in Nursery * SEN support plans and EHCPs in place for those requiring specialist support/ intervention * NELI screen has been carried out and a programme of support is being delivered in Reception * Wellcomm screens carried out and interventions in place in Nursery * Referrals to SaLT and other services are made speedily when issues arise * Termly RoMs and identification of individual needs tracked to ensure all children achieve their potential. * Weekly newsletters/ suggestions/ takeaway homework on Tapestry * Bilingual Teaching Assistant used across EYFS to support children’s understanding and learning |

Priority 3:

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| Aspect | Rationale | Intent (Success Criteria) | Implementation | Evaluation / Impact: **autumn** / **spring** / **summer** |
| Quality of Education  Develop staff knowledge and understanding of children with SEND to ensure personalised provision and adaptive teaching strategies are in place to ensure children with SEND make good and measurable progress within current year groups. | What makes an Inclusive School?’ EEF Guidance 2020  Pupil Progress meeting notes / discussions  ROM assessment 2022-23 and progress data  SEN support plans / EHCPs  SEN Code of Practice  SEN in Mainstream Schools Guidance report (2021) EEF  Effective use of teaching assistants EEF 2017 Special Educational Needs in Mainstream School  EEF Understanding SEND provision in your school | Create a positive and supportive environment for all pupils, without exception.  Children with SEND transition to high school having made positive relationships, set high aspirations for themselves and make expected progress.  Children with SEND make good and measurable progress within current year groups.  Ensure all children with SEND are prepared for each transition stage in primary school and then moving on to high school having made positive relationships, developing independence, are able to set high aspirations for themselves and are making good progress.  Ensure that school is as inclusive as it can be. Evaluate current practice, evaluate and then plan for improvements and developments. (staffing, resources, leadership, suitable learning environments)  Continue to ensure that the aspirations, needs and rights of all children, including those with SEND are met.  Ensure that teachers planning lessons are responsive to information about learning, then adjusting their teaching to better match the needs of pupils, adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.  Wide range of extra-curricular opportunities for children with SEND. | Consider ‘What makes an Inclusive School?’ EEF Guidance 2020   * Create a positive and supportive environment for all pupils, without exception. * Build on ongoing, holistic understanding of your pupils and their needs. * Ensure all pupils have access to high-quality teaching * Complement high-quality teaching with carefully selected small-group and one-to-one interventions * Work effectively with teaching assistants   Qu: How do we create an inclusive environment?  Continue to update and reflect on Provision Pyramids – building for success – considering each area of the Code of Practice – co-produced with staff.  Qu: How can we continue to develop effective relationships with staff and children?  Qu: How can we make the shift from labelling children to meeting the needs of children?  Qu: How can we further take a more holistic view of a child? Develop our practice on completing one-page profiles, ensuring that they are co-produced. This will then guide staff of strategies to use to support and engage all pupils in learning. Where necessary, this will also list interventions being delivered. All staff understand that diagnosis does not dictate how needs present.  Qu: How do we best assess children with SEND? Consider the range or assessment tools available. What do we do with the findings?  Incorporate ‘Preparing for Adulthood Pathways’ into transition planning for children with SEND:   * Good health * Friendships, Relationships and Community * Independent living * Employment   Introduce ‘adaptive teaching’ to staff. Consider the rationale for using it. What will motivate the staff to value the approach? What will sustain the momentum and help embed the approach? Is there a helpful sequence for building staff knowledge and techniques for effective adaptive teaching?  Small steps of progress for SEND/SEMH pupils are tracked consistently and rigorously. Staff have a shared understanding of how these might look different from the progress of an ‘age-appropriate’ (attainment/progress) pupil. Governors have a good understanding of how SEND/SEMH progress is tracked and the impact of this.  Review best practice in tracking of very small steps of progress for SEND pupils; and in capturing SEMH progress.  Termly Pupil Progress reviews will focus on accurate assessment of data.  A rolling programme of training for staff on research-based teaching principles to enhance SEND pupils' access to achieve well academically.  Comprehensive action plan for Emotional Health and Well-being to be in place by autumn term. | Autumn   * SENDCo attending relevant Network training * Staff meeting whole-school CPD: * INSET 4.9.23 What makes an inclusive school? * Building self-esteem / how can we become more inclusive? 4.10.23 * INSET Team Teaching * One-page profiles 8.11.23 * Regular meetings with school and families who have children with SEND – utilising the professional guidance from other agencies eg the Inclusion Service / Primary Jigsaw / the EHCP team / Autism team   Spring   * Staff meetings: * Shifting from labels to needs / holistic view of the child / one-page profiles * Assessment / what do we assess? / what do we do with our findings? * Regular meetings with school and families who have children with SEND – utilising the professional guidance from other agencies eg the Inclusion Service / Primary Jigsaw / the EHCP team / Autism team * SENDCo attending Network training |

Priority 4:

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| Aspect | Rationale | Intent | Implementation | Evaluation / Impact: **autumn** / **spring** / **summer** |
| Behaviour and Attitudes  Continuing to maintain a successful environment where **behaviour** is good and pupils can learn and feel safe. | KCSiE  Behaviour Policy  ECT standards  Teacher standards  EEF 2019 Use of sanctions and rewards  EEF Toolkit Improving Behaviour in Schools | Staff to continue to make sure that they collectively embody our school’s culture and our Learning Values, upholding the school’s behaviour policy at all times and responding to misbehaviour consistently and fairly.  Further develop pupil leadership roles so that they make tangible contributions to the life of the school (School Council, Sports Ambassadors, Peer Supporters, United Nations Rights Respecting Steering Group, ECO Group)  Give SEND and Pupil Premium children a greater voice including having more representation on the School Council and other groups across school.  Continue to work towards achieving the United Nations Rights Respecting Gold Award | Ensure that children can learn in a calm, safe and supportive environment.  Staff should be clear about the behaviours that are permitted; the values, attitudes and beliefs we promote and the social norms and routines that should be encouraged throughout the school community.  Implement the Behaviour policy effectively to create a positive behaviour culture in which pupils are encouraged to reflect the values of school.  Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required.  All staff should be aware of the measures outlined in the Behaviour policy and how they should implement these measures- this is one of the key systems in place which supports safeguarding. It is essential that all staff are aware of their safeguarding responsibilities, as set out by the statutory guidance Part 1 of Keeping Children Safe in Education (KCSiE). | Autumn   * Very low levels of poor behaviour evident throughout the term * Children with additional behavioural needs are well supported and have clear plans of action * School Values are shared with all children and staff. Each of the 5 values has a linked story and animal which bring each one to life. These are regularly shared and discussed with the children e.g. during assemblies, on certificates. * Children updating the child-friendly anti-bullying policy 27.11.23   Spring   * Very low level of poor behaviour continue to be evident across all ages and phases * INSET - Show Racism the Red Card - training |
| Behaviour and Attitudes  **Safeguarding** | KCSiE guidance  Ofsted quote  Staff / pupil voice  ECT guidance and standards  Teacher standards  Attendance rationale  PP Strategy challenge | Continue to ensure the effectiveness of safeguarding, providing CPD for staff, completing an external safeguarding audit, reviewing safeguarding policies and practices. | School will aim to work together with families and outside agencies to deal with the root causes of absence and other barriers. All partners will work together to EXPECT – MONITOR – LISTEN AND UNDERSTAND – FACILITATE SUPPORT – FORMALISE SUPPORT – ENFORCE (DfE Working together to improve School Attendance, 2022)  Analyse behaviour incidents using CPOMS | Autumn   * Whole-school Safeguarding training 6.9.23 * Safeguarding DSL network session – autumn term * Cyber-safety teachers (and some TAs) training – Damien Hodgkinson 22.11.23 * Weekly Vulnerable children meetings – Safeguarding team * Half-termly Team Around the School meetings – Safeguarding team / School Nurse / School Aged+ worker / Edgeley Footprint allocated Social Worker * Attendance meeting with Child and Family Support Worker / HT and EWO * Staff always attend safeguarding meetings at all levels – TAF / Strategy meetings / CP conference and core group meetings   Spring   * Weekly Vulnerable children meetings – Safeguarding team * Half-termly Team Around the School meetings – Safeguarding team / School Nurse / School Aged+ worker / Edgeley Footprint allocated Social Worker * Attendance meeting with Child and Family Support Worker / HT and EWO * Staff always attend safeguarding meetings at all levels – TAF / Strategy meetings / CP conference and core group meetings |
| Behaviour and Attitudes  **Attendance** | Attendance data  Attendance Policy  [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) DfE  Working together to improve school attendance Guidance (2022) DfE | Ensure sustained attendance rates with a particular focus on those whose attendance falls below 95% and any persistently late pupils. | Regularly monitor and analyse attendance and absence data to identify pupils that require support and put effective strategies in place.  Continue to build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.  Share information and work collaboratively with the local authority when absence is at risk of becoming persistent or severe. | Autumn   * Daily monitoring of attendance and punctuality * First day calls * SMT/ Child and Family Support Worker and TAs on the playground every morning / afternoon to greet families * Weekly Vulnerable children meetings – attendance issues discussed * Half-termly Team Around the School meetings * Attendance meeting with school’s EWO * Support and guidance provided * As a result, one family on an Attendance Contract to improve the child’s attendance   Spring   * Daily monitoring of attendance and punctuality * First day calls * SMT/ Child and Family Support Worker and TAs on the playground every morning / afternoon to greet families * Weekly Vulnerable children meetings – attendance issues discussed * Half-termly Team Around the School meetings * Attendance meeting with school’s EWO * Support and guidance provided * As a result, one family on an Attendance Contract to improve the child’s attendance * Discussed with Governors |

Priority 5:

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| Aspect | Rationale | Intent | Implementation | Evaluation / Impact: **autumn** / **spring** / **summer** |
| Personal Development  Promoting self-esteem and emotional health and wellbeing to encourage children to form healthy and meaningful relationships, based on respect for themselves and for others. | PP Strategy Challenge  EEF Guidance  2019  Behaviour and wellbeing policy  PP Strategy challenge identified  Social and Emotional Learning in Primary Schools’ (EEF guidance 2019) Promoting and supporting mental health and wellbeing in schools and colleges (2022) | Introduce aspects from ‘Improving Social and Emotional Learning in Primary Schools’ (EEF guidance 2019)   * Teach Social and Emotional Learning (SEL) skills explicitly * Integrate and model SEL skills through everyday teaching * Plan carefully for adopting a SEL programme * Use a SAFE curriculum: sequential, active, focused and explicit * Reinforce SEL skills through whole-school ethos and activities * Plan, support and monitor SEL implementation   To incorporate the statutory guidance from the DfE for the end of KS2. Pupils should know:   * The others’ families, either in school or in the wider work, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care   Integrate some of the suggested books from Stonewall, where appropriate:  <https://www.stonewall.org.uk/lgbtq-inclusive-books-children-and-young-people>  Introduce the idea of learning pits, marvellous mistakes and the idea of ‘yet’! (I can’t this *becomes* I can’t do this yet!) | Continue to develop our outdoor education so that pupils are engaged and motivated to learn, with improved mental health, as a consequence of experiencing learning beyond the classroom.  Continue teaching RE using the revised syllabus and leading class assemblies using the agreed resources to develop pupils’ ability to be reflective about their own beliefs and knowledge of, and respect for, different people’s faiths, feelings and values.  Ensure a whole school focus on well-being and mental health for staff and learners.  Embed the Zones of Regulation across the school as the way towards developing a metacognitive pathway to build awareness of children’s feelings / internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness.  Continue to embed the Relationships and Sexual Health Education (RSE) curriculum to incorporate LGBTQ+ supporting children to have positive healthy relationships.  Children understand that challenge, mistakes, grappling with concepts, are inherent parts of learning.  Comprehensive action plan for Emotional Health and Well-being to be in place by autumn term. | Autumn   * A number of children have been identified through the Vulnerable children meetings to receive additional support within school to support their mental health and well-being: * A no of children are supported by our ELSA (Emotional Literacy Support Assistant) * A no of children are supported by our Child and Family Support worker * A no of children by a Mental Health Support worker   Spring   * INSET ‘SHow Racism the Red Card’ training * Staff Meeting: PSHE / RSE / LGBTQ+ / Rights Respecting Schools updates * A number of children have been identified through the Vulnerable children meetings to receive additional support within school to support their mental health and well-being: * A no of children are supported by our ELSA (Emotional Literacy Support Assistant) * A no of children are supported by our Child and Family Support worker * A no of children are supported by our Emotional and Well-being worker |

Priority 6:

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| Aspect | Rationale | Intent | Implementation | Evaluation / Impact: **autumn** / **spring** / **summer** |
| Leadership and Management  Leaders are ambitious for the school and strive to want the very best for pupils and are determined that they will achieve it. | School Values  Teacher and Leader Standards  Governor handbook  PUTTING EVIDENCE TO WORK: A SCHOOL’S GUIDE TO IMPLEMENTATION EEF 2021 | Ensure all teaching staff have access to providing Continued Professional Development that helps to continually improve the quality of their teaching, and ensure they have good knowledge of the subjects they teach and lead.  Embed Governor’s roles and monitoring of the school through an annual monitoring cycle to ensure that they are knowledgeable about the school’s priorities.  Actively seek to recruit new school governors based upon gaps in skill set current governing board.  Effective induction for all new members of staff is to ensure consistency of practice  Ensure subject leaders become experts in their areas by having a clear visit for their subject and support teachers to develop subject and pedagogical knowledge by auditing / monitoring and providing professional development to improve learning | Monitor the effectiveness of performance management processes and procedures across the school and further improve the quality depending upon analysis of impact.   * Performance management targets to be clearly linked to school priorities and reviewed with teachers on a termly basis.   Ensure the Staff Handbook is up to date and relevant / Compile a list of documents to share with new staff during the Induction process.  All ECTS allocated a mentor / regular monitoring / weekly meetings - teacher standards  HT / DHTs to meet with subject leaders to discuss individual subject development.  Provide management time to monitor learning / complete reading and research.  Evaluate curriculum plans, ensure they are relevant, sequential and retrieval practice is applied.  Complete subject audits and identify areas for development.  Provide staff training and monitor the impact on learning.  Support strategy and subject leader’s action plans.  Meet with EYFS lead to discuss how learning progresses from EYFS through to Key Stage 1.  SENDCo to deliver termly updates on children with SEND and their provision needs. | Autumn   * All teachers and TAs have completed the 2022 – 2023 Performance Management cycle and have had meetings with appraisers to begin the 2023 – 2024 cycle. * Governors were involved in the HT’s Performance Management targets and cycle. * Steering Group- 28.9.23 to discuss governor recruitment * Successful advert to recruit a parent governor who is now in place * All 4 ECTs continue to make good progress- all 4 have undertaken all tasks, attended seminars and meetings etc. (As have their mentors) * Each ECT has a weekly meeting with their mentor * Each ECT has been observed in Maths (Summer term) and English (autumn term) * HT has had meetings with a number of subject leads- maths / music / art / geography / D+T and French   Spring   * DHT and Curriculum Lead have met to update the curriculum offer * INSET – ‘Show Racism the Red Card’ all teachers staff training * Edgeley Cluster - school hosted a joint writing moderation with staff from 8 other schools in the locality and sharing good practice * Phase Meeting: * EY / KS1 phonics update * Non-negotiables in French / moderate music, PSHE, RSE, French and History * Staff Meeting: Geography updates * X4 ECTs have completed their 5th term of 6 successfully – * Each ECT has been observed in a Foundation Subject (Spring term) * HT has had meetings with a number of subject leads- phonics / science / history / RE / computing * Working in Partnership – Stockport School – support with EAL / French / Dance and opportunities for wider curriculum / Cheadle Hulme School – science, music and residential * Working in Partnership – supporting a number of primary schools in the locality – Phonics Lead / Pupil Premium / Tales Toolkit / Early Years practice / EHCP writing * Parent ‘Mastering Maths at Home’ project x3 year groups * Muslim Family Forum – Developing our practice and understanding of Ramadan |