

School Development Plan



Ferndale Primary School

Introduction

SDP 2023-24 Overview

Quality of Education

1. To ensure language enriched teaching and learning through explicitly teaching Oracy skills, subject specific vocabulary and ensuring planning includes opportunities to use talk to develop learning further.
2. To ensure pupil attainment in writing is consistent across all groups of learners including PPG, boys, EAL and Year 4 pupils.
3. Quality first teaching adaptations for SEND pupils in both core and foundation subjects.

Leadership and Management

1. To develop middle leaders to deliver curriculum improvements and ensure the curriculum is language rich, includes first-hand experiences, develops life skills and deepen pupils knowledge. To ensure middle leaders develop own subject knowledge, deliver appropriate CPD, support adaptations and develop assessments.
2. To build the capacity and strength of the governing body to ensure that they can hold school leaders to account and understand fully their statutory duties.
3. To strengthen and develop a new SLT that leads the school cohesively and with strategic planned direction.

Behaviour and attitudes

- 1 To continue to improve attendance so that it remains in line or above national level and to decrease persistent absences in line with national levels by ensuring early help is in place when attendance falls below 97%.
2. To create a school culture that is knowledgeable and reflective with all stakeholders reacting appropriately to child-on-child abuse.
3. To use the safeguarding audit to continue to improve the safeguarding culture.

EYFS

1. To embed the EYFS curriculum offer to ensure that it caters for the needs of Ferndale pupils in line with our curriculum values and ensures progression from each stage of EYFS.
2. To provide an improved learning environment for outdoor provision in EYFS that supports pupil progress.
3. To further develop early years practitioners knowledge and skills to ensure high quality interactions. To ensure practitioners are effectively modeling and extending learning, helping children to make connections and developing language skills.

Personal Development

1 To implement a safeguarding curriculum which enhances our current PSHE offer following trust guidance ensuring our curriculum is both comprehensive and purposeful in response to the needs of our community.

2. To prioritise emotional well-being; through training all stakeholders to develop a consistent approach in supporting pupils and promoting a 'talking school'.

Premises

1.To enhance the quality of the school environment and spaces throughout the school.



Quality of Education 1 : Oracy

RAG:	● Amber	Status:	In Progress
Priority:	High	Responsible:	KS1AHT
Team:	SLT	Monitor:	HT
		Dates:	01/09/23 - 31/08/24

Description:	Pupil Voice and learning walks identified the need for pupils to be able to articulate and access their learning more effectively (talk for learning/learning to talk). We need to provide a language enriched learning environment that ensures all pupils can access a curriculum that enables them to reach their full potential. This will further embed our overall curriculum vision.
Strategy:	We will implement the 4 strands of Oracy: cognitive, social and emotional, physical and linguistic which will be delivered through a more structured programme. We will provide training and a clear policy to staff so there is a consistent approach. Teachers will deliver a language enriched curriculum offer including explicitly teaching Oracy skills and subject specific vocabulary and planning which includes opportunities for pupils to use talk to develop their learning further.
Monitoring \ Evaluation:	<p>Dec 23</p> <p>There is a clear action plan in place for developing oracy skills in incremental steps across the year. This term, teachers had further oracy training including how to develop oracy skills when teaching English and a range of activities that could be used. Teachers planned and taught a sequence of English lessons that included the development of oracy skills through the lessons.</p> <p>March 24</p> <p>TAs have received initial Oracy training and further training is planned for our next teacher training day on 3rd June. TAs have been set an oracy target in their appraisals this term. Oracy lead has delivered further training to teachers. Following pupil voice, we decided that we would focus on a oracy strand each term to help to develop pupil understanding of the strands (although other strands can be discussed and developed). Pupil voice indicated that pupils were using talk to support their learning but didn't fully understand oracy terminology.</p>

Success Criteria

DESCRIPTION	COMPLETED	
Develop school subject policies/action plans so oracy is embedded	✓	YES
Focused training sessions on Oracy in incremental steps	✓	YES
During learning walks evidence of pupils using talk to develop their learning.	✓	YES
During pupil voice evidence of pupils articulating their learning through their oracy skills	✓	YES
Evidence of EAL pupils supported to develop oracy skills during learning walks (Dec 23)	●	NO
Evidence of boys supported to develop oracy skills during learning walks (Dec 23)	●	NO

Quality of Education 2: Writing

RAG:	● Amber	Status:	In Progress
Priority:	High	Responsible:	RT
Team:	SLT	Monitor:	HT
		Dates:	17/08/24 - 31/08/24

Description: Although pupil attainment is good (higher than NA) at the end of each key stage, it is not consistent among all groups of pupils. Data analysis has shown that we specifically need to improve outcomes to ensure EAL, boys, PPG learners can construct a piece of writing that best reflects their potential and ensures progress. In year 4, writing attainment is falling below (as above groups) comparative data across trust schools: 72% where as Ferndale are currently 67%. Through monitoring, the English team identified that throughout the school EAL children need to improve grammar: specifically plurals and verb tenses.

Strategy: Teachers in year 4 will be supported and monitored by English team to ensure teaching of writing focusses on providing opportunities to improve attainment in specific groups and data monitored accordingly. PPMs will identify which pupils are falling below expected targets and plan interventions which will support pupil progress. Teachers need to effectively and consistency model writing to a high standard which allows all pupils to develop their skills as writers. Through feedback, teachers move pupils on dynamically to respond and up-level their sentence structures.






Monitoring \ Evaluation:

DEC 23
PPMs have highlighted 'at risk of not making AE' column is dominated by boys and to a lesser extent EAL and there is some cross over of both. This is especially evident in FS, year 2, year 4 and year 6. In PPM s we discussed strategies to help address this and children that can be targeted for intervention groups and support to increase attainment. Book looks have identified areas in the school to support to raise standards and BT has been working with year groups on this.

March 24
2 book looks show children responding to feedback and editing their work to further learning. Year 4 teachers have worked specifically with SLT to plan and prepare a sequential set of writing lessons to ensure impact.

3 Interventions have been in place to support groups where needed - Boys and EAL.

Success Criteria

DESCRIPTION	COMPLETED	
Year 4 to achieve >70% age related expectations in writing		NO
EAL, boys and PPG learners identified at PPMs to monitor attainment		YES
Implement writing interventions in year 4 to support attainment		YES
Learning walks and observations show evidence of clear modeling of high-quality writing		YES
Through book looks see evidence of pupils responding to feedback to further their ability as writers		YES

Quality of Education 3: Adaptations

RAG:	● Amber	Status:	In Progress
Priority:	High	Responsible:	SENDCO
Team:	Teachers	Monitor:	HT
		Dates:	17/08/24 - 31/08/24

Description: Learning walks, books looks and pupil voice have identified that there are some inconsistencies when adapting teaching for pupils with SEND in both core and foundation subjects. There is a progress gap (6 steps progress) for learners with SEND in writing and maths: >7% difference. 21% SEND writers achieve age related expectations compared with 84% for others. 43% SEND mathematicians achieve age related expectations compared with 87% for others.

Strategy: All teachers will have comprehensive handover with pupils' previous teachers, SENCO and inclusion to be aware of additional needs and adaptations. IPM meetings being led by SENCO to challenge, support and ensure that interventions have impact. Middle leaders will provide guidance on SEND adaptations for each subject so that teachers have the knowledge and resources to adapt learning effectively. Teachers will plan adaptations for SEND and implement these appropriately. During PPMs, pupils with SEND will be identified and monitored to promote progress with a particular focus on writing and Maths.

Monitoring \ Evaluation:

Dec 23
PPMs for all year groups have been completed and discussions had regarding how to support the progression of SEN pupils.
SENCO drop in clinic in September and met with all staff in the summer to hand over relevant information such as EHCPs. All SEN documentation is recorded on CPOMS. SENCO met with all TAs in year groups to talk about quality rather than quantity and interventions handed in. Discussed what is working well and even better ifs. Also, discussed barriers to interventions taking place.

March 24
Middle leaders have shared send adaptations for their curriculum areas, during recent QAR adaptations were highlighted as a strength with middle leaders and SENDCO having a clear understanding of adaptations within the classes. All teaching assistants have been given adaptations at whole class level as a target to highlight further training needs for staff. IPM's are to be highlighted and embedded for the next term and this to be continued.
There is evidence of adaptations within classes and this is a focus for learning walks in summer term.
KS1 - 25% March 24 data
KS2 - 25% march 24 data
SENDCO to identify the children in KS2 and whether all adaptations etc are in place and also progress has been accelerated.

Success Criteria

DESCRIPTION	COMPLETED	
SEND pupils' progress monitored in PPMs	✓	YES
Middle leaders disseminate guidance for SEND adoptions for their curriculum area (teaching/learning approaches and resources)	✓	YES
SENCO/teachers/inclusion handover information re: SEND to ensure teachers are fully aware of the needs in their new classes	✓	YES
During learning walks, book looks and pupil voice, it is evident that adaptations are consistently being made for pupils with SEND	✓	YES
Increase attainment in writing in line with trust: KS1 26% and KS2 40%	●	NO
Intervention progress meetings (IPMs) to check appropriate quality interventions are implemented (Dec 23)	●	NO
Implement systems to overcome barriers of staffing and ensure consistency for interventions (Dec 23)	●	NO



Leadership and management 1: Middle Leaders

RAG:	● Amber	Status:	In Progress
Priority:	High	Responsible:	FB
Team:	Teachers	Monitor:	HT
		Dates:	17/08/24 - 31/08/24

Description: Due to changes within the school structure, teachers are taking on new curriculum areas and need to develop their knowledge of the subject and how it is embedded across the school. Middle leaders need to audit and review progress throughout the key stages to ensure it reflects our overall curriculum vision: language rich, first-hand experiences, life-skill and deepen pupils knowledge.








Strategy: In all foundation subjects, need to ensure that there is a clear structure for assessment and that the curriculum is being delivered effectively. This is being monitored through book looks, conferencing and pupil conferencing. Feedback to monitored and effectively managed to ensure this is disseminated in a considered way.

Monitoring \ Evaluation:

Dec 23
Effective monitoring cycle established, middle leaders released and monitored their subjects through pupil voice and book look. Middle leaders have devised and begun to implement actions for their subject in line with the SDP.
A number of middle leaders new to their role have attended CPD training to extend curriculum knowledge. Middle leaders have attended BRICKs meeting and made links with other middle leaders in the trust.
SLT have provided coaching for staff new to the school or new to their roles.

March 24
Following a recent QAR with trust, it was recognised that middle leaders monitor their subjects to ensure effective curriculum delivery as well as implementing assessment frameworks for all subjects. Attainment has been monitored during PPM process as well as being monitored at key data points for foundation subjects. Subject leads have monitored attainment for key focus groups and provided guidance for teachers to focus attention to improve progress.
L&M in year 4 are participating in the Inspire 'Inspiring teachers' programme, S has almost completed her NPQ in behaviour and culture and S&S have attended the Mobius Maths course. However, we are yet to provide training for some middle leaders with coaching in their new roles i.e. art leadership CPD.
SEND/Challenge adaptations guidance has been created and disseminated by subject leads but this process is in its infancy. Subject leads and SLT have observed evidence of adaptations; we need to now focus on challenge. This formed part of trust feedback.

Success Criteria

DESCRIPTION	COMPLETED	
Subject leaders monitor attainment and progress for their subject at key assessment points		YES
Subject leaders monitor through learning walks, pupil voice and book looks		YES
Subject leaders ensure there is a clear assessment framework for their subject		YES
Subject leaders devise and implement effective action plans in line with the SDP		YES
To extend curriculum knowledge through specific CPD.		YES
Subject leaders monitor delivery of their subject including adaptations and identify how their subject can be developed further (Dec 23)		NO
SLT provide coaching to middle leaders new to their roles		NO

Leadership and Management 2: Governance

RAG:	● Green	Status:	In Progress
Priority:	High	Responsible:	HT
Team:	SLT	Monitor:	HT
		Dates:	01/09/23 - 31/08/24

Description:	Develop the breadth of experience of the existing governing body to ensure there is robust challenge and accountability for school leaders. Governors to develop a self-evaluation tool to identify training needs and attend the relevant CPD.
Strategy:	Use the skills audit and outcomes of the safeguarding audit to develop governor knowledge related to their roles and responsibilities within the school and Ofsted framework.
Monitoring \ Evaluation:	<p>New headteacher template reported to Governors. This allows for questions to be asked and areas challenged.</p> <p>The HS and finance governor has completed training relevant to their link area and statutory duties.</p> <p>Safeguarding training attended by all.</p> <p>Recruitment of new governor skills based to strategically work and liase within the governing body.</p> <p>March 24 Attendance is consistent and a new chair and vice has been appointed. Format for headteacher reports are now cumulative enabling Governors to challenge and see the school journey throughout the year. Governors are completely aware of their link areas and regular visits have been happening in school and with link staff.</p>

Success Criteria

DESCRIPTION	COMPLETED
Ensure that all governors question and challenge school leaders at meetings based on the information submitted ahead of the meeting.	✓ YES
Recruit governors based on skills gaps for the LGB	✓ YES
Governance CPD shows attendance beyond the statutory duties for the LGB	✓ YES
Governors have a monitoring cycle and feedback effectively to the LGB at meetings	✓ YES
Self-evaluation reflects that governors have knowledge of their statutory duties.	✓ YES
All full LGB meetings are fully quorate	✓ YES



Leadership and management 3: Develop robust SLT

RAG:	● Green	Status:	In Progress
Priority:	High	Responsible:	HT
Team:	SLT	Monitor:	HT
		Dates:	01/09/23 - 31/08/24

Description: To build a new SLT, due to many new to role and new to school to ensure there is strength in whole school leadership.

Strategy: SLT to have clear roles and responsibilities to ensure maximum impact on driving the school forward to achieve whole school targets and deliver best practice for all children. SLT to clearly communicate to staff policies and initiatives to ensure clear intent, embedded implementation and maximum impact. SLT to identify next steps through monitoring and support staff to aid quality teaching and learning.

Monitoring \ Evaluation: Dec 23
Roles of SLT are clear and leaders are working on their identified roles. 5 members of SLT are completing relevant qualifications NASENCO, NPQH, NPQEYL, NPQLL, NPQSL. SLT are supporting identified members of staff. A clear strategic plan is in place linked with SLT meetings and staff meetings. SLT reviewed SDP (Dec)

March 24
The recent trust QAR identified strength in the SLT team and several members have been undertaking and completed NPQs and these skills have been embedded.

Success Criteria

DESCRIPTION	COMPLETED
To identify and grow the development needs of all members of SLT.	✓ YES
Have clear identified roles to lead and develop.	✓ YES
To create a cohesive SLT plan which links with the strategic direction of the school. Linking meetings with monitoring.	✓ YES
Allocate time to review and develop SDP and plans for the school.	✓ YES
SLT to support staff across the school linking with monitoring to improve and develop expectations.	✓ YES
SLT to lead staff meetings and also feedback within SLT.	✓ YES
Weekly meetings as an SLT with clear focus on SDP that links with monitoring cycle.	✓ YES
Ensure embed leadership skills and development (Dec 23)	✓ YES

RAG:	● Amber	Status:	In Progress
Priority:	High	Responsible:	HT
Team:	SLT	Monitor:	NC
		Dates:	01/09/23 - 31/08/24

Description:	Attendance at school overall is in line with or above the National Average and persistent absence for the school improves by 7% from 24.2% to 17.2% (National Primary).
Strategy:	Using a qualified Education Welfare Officer to lead on attendance to identify families that need early help. Promote positive attendance strategies with children and their families and raise the attendance intervention level to 97% from 95% for general attendance letters.
Monitoring \ Evaluation:	<p>Dec 23</p> <p>Attendance meetings planned throughout the year. Children identified who fall below the threshold and letters sent out. Weekly whole school and class attendance monitored and challenged.</p> <p>Specific families identified and early help records are set.</p> <p>Consistent approach to holiday request although we do consider exceptional circumstances.</p> <p>Attendance updates in bulletin, weekly and monthly newsletters.</p> <p>Persistent absence term 15.97% under 90%</p> <p>Attendance training attended by SLT and office to continue to lead attendance across the school.</p> <p>EWO completing late gates weekly and challenging and supporting persistent lates offering breakfast club as an alternative.</p> <p>March 24</p> <p>Holiday request form rebranded and robust monitoring of absence and regular liaison is in place with trust EWO; weekly tracking of attendance of classes, awards, meet with EWO termly. General attendance letters have been sent. Individuals have been flagged and action plans have been set.</p> <p>Attendance in line with national.</p> <p>Recent analysis has shown we are below our target: persistent absence at 14.74%.</p> <p>Vulnerably groups, persistent absence have been analysed e.g. LAC, PPG and EAL. These have been challenged and regular check-ins take place. Late gate still place and working effectively and we have now implemented a late collection gate at end of day where parents have to sign children out and give reason for late collection; we will monitor this.</p>

Success Criteria

DESCRIPTION	COMPLETED	
Monthly attendance meetings led by EWO and school attendance administrator to identify families causing concern.	✓	YES
General attendance letters sent to families when it falls below 97%.	✓	YES
All family holiday requests for time out of school for the under 5s to be refused unless it constitutes an exceptional circumstance.	✓	YES
Holiday request form to be rebranded as an 'Exceptional Circumstance Request for Absence' form	✓	YES
Persistent Absence at the end of the academic year decreases to 17.2% (2023 national statistic.)	●	NO

Behaviour and attitudes 2: Child on Child

RAG:	● Amber	Status:	In Progress
Priority:	High	Responsible:	HT
Team:	SLT	Monitor:	HT
		Dates:	01/09/23 - 31/08/24

Description: We have now moved from peer-on-peer to child-on-child to create a school culture that is knowledgeable and reflective, reacting appropriately to child-on-child abuse. Most staff are able to support children appropriately but we need to ensure consistency with MDSAs. There is a lack of structure for children to have support to find a friend at playtimes. We need to ensure that children and parents are fully supported in understanding types of abuse to prevent as well as appropriately deal with incidents as and when they arise.

Strategy: We will implement the friendship stop and playground buddies will be trained to support children in resolving small-scale incidents and support younger children with play.

Monitoring \ Evaluation: Dec 23

Prefects deployed in playgrounds and playground games shared. Prefects are trained to set up and play with the children using equipment.

All staff have updated safeguarding training and focused child on child training that needs to then be reflected in TA meetings next term and this can be recapped.

A planned safeguarding curriculum overview.

'Trauma informed school' training attended by all staff creating a safer adult environment alongside a talking school. Needs of all children reviewed and all staff are working on improving relationships.

Safeguarding numbers shared 6 times a year in governors alongside a full safeguarding report to the trust 3 times a year.. Our child on child numbers have reduced for this term due to the robust monitoring and ethos change.

March 24
Playground buddies are working effectively. Playtimes/Lunchtimes are running well (SLT do check ins but daily support is not required).

Success Criteria

DESCRIPTION	COMPLETED	
Disseminate trust overview of safeguarding curriculum which includes gaps analysis	<input checked="" type="checkbox"/>	YES
Training for all staff on child-on-child abuse	<input type="checkbox"/>	NO
Continue to log child-on-child incidents on CPOMS	<input checked="" type="checkbox"/>	YES
Continue to create an ethos of a 'talking school' where children share and adults listen to any incidents of concern	<input checked="" type="checkbox"/>	YES
Update PSHE curriculum policy to reflect enhancements to 'jigsaw' provision	<input type="checkbox"/>	NO
Member of SLT on duty daily to support staff with child-on-child incidents during lunchtimes	<input checked="" type="checkbox"/>	YES
Train play ground buddies	<input checked="" type="checkbox"/>	YES
Create friendship stops on both playgrounds	<input type="checkbox"/>	NO

Behaviour and attitudes 3: Safeguarding

RAG:	● Green	Status:	In Progress
Priority:	High	Responsible:	HT
Team:	SLT	Monitor:	HT
		Dates:	01/09/23 - 31/08/24

Description: In light of the changes to KCSIE, identifying that we safeguard our children and train them to safeguard themselves is key for them to further develop. This needs to be embedded as a skill (rather than this being intrinsic we need this to be explicit.)

Strategy: As a school we will develop a safeguarding curriculum that is explicit.

Monitoring \ Evaluation:

Dec 23
Updated safeguarding curriculum policy and shared with all staff. Safeguarding map is implemented and planned (eg. through assembly). Emergency response to safeguarding this term, ensured all children were educated about stranger danger.
Headteacher attended allegation training and posters up.
Safeguarding audit completed.
BN, LV and CR attended level 3 training and have completed level 3 prevent training. In addition, CR attended new to DSL training.
Behaviour policy updated and ratified.

March 24
175 completed with Safeguarding link governor- CSE and CCE target was flagged to ensure all staff were aware and had extra training on exploitation. This has been scheduled in for Summer term 1. New volunteer handbook has been created with new changes and the single central register is signed off regularly.
Safeguarding tracking information shared across trust indicates: huge mobility within KS2, the most incidents through child on child have been physical. Themes/challenges have been inappropriate use of technology outside of school which impacts children in school. We address this appropriately.
No exclusions or suspensions since update. Only 1 FTE at the start of academic year. All actions completed from ST's audit June 23. Safeguarding curriculum map is working effectively and there is continual updates in weekly bulletins, staff meetings, parent newsletters and governor reports.
SLT/sub leaders monitor safeguarding curriculum and pupil voice indicates how this is embedded across the school.

Success Criteria

DESCRIPTION	COMPLETED	
Safeguarding curriculum in place and explicit for all.	✓	YES
Posters displayed for allegations.	✓	YES
New volunteers handbook created reflecting changes.	✓	YES
HT attend allegations training.	✓	YES
Behaviour policy reflects child on child abuse and is ratified.	✓	YES

EYFS 1: Embed Ferndale Curriculum

RAG:	● Green	Status:	In Progress
Priority:	High	Responsible:	CK
Team:	SLT	Monitor:	HT
		Dates:	01/09/23 - 31/08/24

Description: The EYFS team have developed the curriculum offer further across the nursery and FS to ensure our curriculum caters for Ferndale children, including ensuring the children have a range of topics, text and first hand experiences throughout their time in the Early Years.

Strategy: Teachers use the long term curriculum plans when planning and setting up their environments.
Teachers to use long term plans to guide for next steps and to identify if children are on track.

Monitoring \ Evaluation: Impact March 24
All EYFS team use long term planning and medium term plans to map out their teaching and learning opportunities. Teachers have adapted long term plans for low cohort. Teachers respond to needs of children and adapt the curriculum accordingly. This is especially evident in FS1 where planning has had to be adapted due to many children being significantly behind in development, specifically prime areas. Planning is adapted to reflect the needs of the children.

A range of key texts are planned linked to topic to ensure language rich experiences and opportunities. The children have enjoyed the topics so far.
The children have a range of first hand experiences - Hook Days such as wearing traditional and celebration clothing for , Diwali Day and Halloween Dress Up Day has brought celebrations to life. Parent visitors across Nursery and FS2 have come to talk about their culture and how they celebrate Diwali e.g. Palestine morning - food tasting, dancing, learning, touching special artefacts, hook days. When planning topics staff bring in resources so that children can learn with real resources and activities are purposeful. The children are becoming more confident to talk about their learning. They have been engaged in the topics learnt so far and their knowledge and vocabulary is progression.

Success Criteria

DESCRIPTION	COMPLETED
Teachers plan effectively to ensure learning is scaffolded and progressive.	✓ YES
The children can talk about their learning.	✓ YES
The children have a wide range of first hand experiences which has made learning memorable.	✓ YES
Monitor the planning in nursery to ensure it is progressive (Dec 23)	✓ YES

RAG:	● Green	Status:	In Progress
Priority:	High	Responsible:	CK
Team:	SLT	Monitor:	KS1AHT
		Dates:	01/09/23 - 31/08/24

Description:	The outdoor environment needs refurbishing to provide an improved learning provision that enhances our curriculum offer. Currently, the space limits opportunity for children to play and explore, actively learn and think critically. Due to redirecting funds, we were not able to fulfil this vision in the previous academic year.
Strategy:	Following on from the end of year audit, resources purchased need to be disseminated throughout the phases of EYFS. We will engage the pupils through child-initiated play. Each zone of the outdoor provision will be resourced with clear continuous provision in mind to support learning. We will create a gardening area, layered size equipment to aid maths and science through sand and water using more natural products to bring the learning to life as well as enhancing existing areas such as construction. We will also develop a creative area in the outdoors for music and performance.
Monitoring \ Evaluation:	<p>Impact - Dec 23</p> <p>Both Nursery and FS2 have zoned their outdoor garden to ensure zones are clearly identified for the children. New resources have been used to develop continuous provision opportunities. For example, children have a stage, with musical instruments, nursery rhyme books and dressing up clothes to build creativity, story telling and develop music and dance skills.</p> <p>Continuous provision plans are displayed so that all adults know what learning and skills can be developed in the provision.</p> <p>Some work was needed to support the children to use the resources appropriately during Term 1. The use of resources from the children has developed greatly and children are playing with the resources with increased purpose (Observation).</p> <p>The outdoor area is timetabled throughout the day so that children have two timetabled slots to use the environment during choosing time. Planned enhancements in provision are linked to weekly learning and topic.</p> <p>March 24</p> <p>Teachers have continued to use the outdoor provision during the winter months but have adapted the zones and resources due to weather damaging and blowing away resources. Staff have planned 3 or 4 key learning activities to enhance learning. Staff are regularly reviewing the outdoor and are developing the zones for each term. In the spring term zones have been re-established. It is evident that children are using the resources well and enhanced activities are supporting children to make connections.</p> <p>Children are using real natural materials, mud, sand, sticks, leaves etc to be creative. Many opportunities for physical development evident with use of bikes, climbing, and obstacle course equipment for balance and moving around apparatus. Regular opportunities evident using the wider school grounds for forest exploration, winter and spring walks and use of the adventure playground.</p>

Success Criteria

DESCRIPTION	COMPLETED
Resources given out to FS and nursery and embedded in the provision	✓ YES
Monitor provision to ensure resources are being used appropriately	✓ YES
Monitor provision to ensure that resources are effectively enhancing learning	✓ YES
Pupils have access to an outdoor classroom throughout the day	✓ YES
Develop long term plan of continuous provision to build from phase to phase	✓ YES
Ensure all adults understand why the resources are in the provision to aid key learning opportunities	✓ YES
Pupils are using resources effectively to enhance learning	✓ YES

EYFS 3: High Quality Interactions

RAG:	● Amber	Status:	In Progress
Priority:	High	Responsible:	CK
Team:	SLT	Monitor:	HT
		Dates:	01/09/23 - 31/08/24

Description: It has been identified that not all staff interact fully with the children during self initiated learning and therefore there are many missed opportunities to model learning, extend learning and help children to make connections.

Strategy: Staff training on 'How to be a Play Partner'.
Regular check ins with staff to support what is going well and what further training is needed to ensure all are competent. Plan further training if needed.
Model different ways practitioners help children to learn by teaching knowledge and skills through talking, demonstrating, explaining, modelling, playing and questioning, Ensure daily timetable gives flexibility for staff to interact.




Monitoring \ Evaluation:

Dec 23
Teachers discuss planning with all TAs so that they know what the planning is and know the learning expectation for the week.
Continuous provision documents are shared so that TAs know expectation for the different zones.
During Term 1, there was a huge emphasis on all adults modelling and supporting activities so that children learn how to use and play purposefully with increased focus. Children are now able to play with increased independence.
Adults are using modelling, talking and demonstrating well. This has been particularly evident during the scissors activity/physical development next steps. Most children are now about to hold and cut with scissors correctly or hold a pencil with increased accuracy. Term 3 emphasis will be on developing play partners and questioning.

March 24
Play Partner training using the shrec model has been successful. Through learning walks and recent QAR it is evident that the adults are interacting well. Strong relationships are evident, staff know the children extremely well and can talk confidently about their needs, strengths and next steps. It has been evident that good modelling and questioning as a play partners have allowed children to extend thinking, ideas and skills, which is ultimately closing gaps for the children.

Play partners in FS2 is less established due to staff shortage and long term supply TA. Routines and jobs have had to be adapted to ensure routines and teaching and learning is not significantly affected. However, play partners is still evident in provision throughout the week. When new TA is appointed, further play partner training would be needed.

Success Criteria

DESCRIPTION	COMPLETED	
All staff actively engage with the children's play as play partners		NO
Positive high quality interactions are evident between staff and children.		YES
It is evident through learning walk that interactions aid progress		YES

Personal Development 1: Safeguarding Curriculum

RAG:	● Green	Status:	In Progress
Priority:	High	Responsible:	HT
Team:	SLT	Monitor:	HT
		Dates:	01/09/23 - 31/08/24

Description: Our current PSHE curriculum does not cover all requirements to ensure children have learnt all aspects to develop their physical, social, health and emotional well-being. The 'Jigsaw' scheme we currently use does not provide full coverage of the necessary statutory requirements.

Strategy: We will implement a safeguarding curriculum which enhances our current PSHE offer. This is following trust guidance to ensure our curriculum is both comprehensive and purposeful in response to the needs of our community and includes relevant teaching and support for all age groups. Focuses: knife crime awareness, county lines, first aid, finance education, drug and alcohol awareness, aim high career aspirations programme and water/rail safety.

Monitoring \ Evaluation:

Dec 23

Safeguarding curriculum staff meeting completed.

Staff using the safeguarding umbrella in all safeguarding lessons.

All year groups have identified safeguarding within their year group and this is now mapped out and gaps have been identified and added.

March 24

QAR and stakeholder visit shows clear safeguarding talk and children share and talk safeguarding and this is clearly evidenced through pupil voice.


Children talk and we listen and respond and this is what was shared within QAR and stakeholder.

Themes are explicitly shared.

Success Criteria

DESCRIPTION	COMPLETED
Share trust's safeguarding overview with all teachers	✓ YES
Implement safeguarding curriculum in all year groups to enhance current offer	✓ YES
Pupil voice shows clear understanding of safeguarding themes	✓ YES

Personal Development 2: Resilience and Confidence

RAG:	 Green	Status:	In Progress
Priority:	High	Responsible:	HT
Team:	SLT	Monitor:	HT
		Dates:	01/09/23 - 31/08/24

Description:	There are different levels of confidence across all stakeholders to support the emotional needs of the most vulnerable learners. Pupils are not always resilient to navigate situations in and out of the classroom. Some staff fail to see the value in prioritising emotional well-being. There is a need for a consistent approach in supporting pupils and promoting a 'talking school'.
Strategy:	To deliver a consistent training programme to equip all staff with the knowledge and skills to support pupils emotional well-being. This will be implemented through the 'Trauma informed schools programme' whereby staff are trained and subscribe to a support structure. This will be monitored and support given where needs are identified.
Monitoring \ Evaluation:	<p>Dec 23</p> <p>Trauma informed training completed by all staff and strategies discussed and plan in place to fully implement. Staff now give personalised welcomes to pupils as they come into class as discussed at the training. Attachment play boxes in every class being used. Further reading shared with staff. Identification of a member of staff to lead and train to continue to implement TIS. Ensure this is continually embedded with training throughout the year.</p> <p>Children and adult using TIS resources.</p> <p>Pupil voice from SLT and QAR reported that children feel safe at school. Fewer cases of reported child on child abuse from MDSAs on the playground.</p> <p>Feeling safe survey scheduled for the summer term for children and staff.</p>

Success Criteria

DESCRIPTION	COMPLETED	
Trauma informed training given to all staff	✓	YES
Through learning walks evidence of trauma informed strategies being used	✓	YES
MDSA report increased resilience in pupils on the playground	✓	YES
Teachers report increased resilience in pupils within the classroom	✓	YES
TAs report increased resilience in pupils during transitions	✓	YES



Premises 1: Maintenance

RAG:	● Amber	Status:	In Progress
Priority:	Medium	Responsible:	HT
Team:	SLT	Monitor:	HT
		Dates:	01/09/23 - 31/08/24

Description:	There are a number of areas around the school that need improving including the courtyard, the teepee area and the school garden. Current equipment such as the flower shelter, trim trail and adventure zone need to be maintained and succession plans put in place where equipment is no longer safe for use.
Strategy:	The school environment will be regularly assessed by the site manager and findings shared with the headteacher. Succession plans that clearly identify timescales and cost will be put in place for equipment and areas of the school that need maintaining and updating.
Monitoring \ Evaluation:	<p>Dec 23 HS governor visited school to ensure that planning is in place. Flower shelter been condemned and being removed and replaced. Quotes being acquired for the larger works and planned for Spring 2024. Sensory garden to be opened in spring.</p> <p>March 24 The Courtyard Area (Pirate ship and sand tray) - The Blue Kite have taken this under there SCA funding as the equipment is a health and safety risk. The surveyor has been out and within that area new flashing, gutters, windows and then the courtyard are needed. This will go to tender and has been priced at around 150K. This is being led by Andy Campbell and Sammy Edge. The shelter was removed and the new one is being installed in April.</p>

Success Criteria

DESCRIPTION	COMPLETED
Pirate ship and sand tray removed from the courtyard area. Astroturf and fence to be put in.	<input type="radio"/> NO
Tee Pee area to be updated and made into a quiet area.	<input type="radio"/> NO
Sensory garden to be developed for use by the school.	<input checked="" type="radio"/> YES
School site to be assessed termly or equipment assessed as needed. Succession plans to be put in place if required.	<input checked="" type="radio"/> YES

Conclusion
