

Curriculum and Standards Development Plan: April 2022 – April 2023

Ofsted Key Judgements	Whole School Action	Proposed Outcomes	Key Priorities
Leadership and Management	To create a whole school culture of high expectations, aspirations and academic excellence	<ul style="list-style-type: none"> ➤ To diminish any differences in the progress and attainment of disadvantaged pupils ➤ The quality of teaching is highly effective across the school and precise CPD identified to meet the needs of individuals and staff as a whole ➤ Subject leadership is effective ➤ Governors continue to effectively hold the school leaders to account ➤ Governors and leaders ensure that the school has a clear vision and strategy ➤ Governors identify their own areas for development ➤ The school culture prepares pupils positively for life in modern Britain and promotes the fundamental British Values 	<ul style="list-style-type: none"> ➤ A detailed Pupil Premium Strategy is in place to secure substantial improvement in diminishing the difference with progress and attainment of disadvantaged pupils ➤ Leaders are aware and take account of the pressures on staff, considering staff well-being ➤ Subject leaders to monitor and evaluate the changes to the curriculum to ensure the curriculum is being implemented well in all subjects ➤ Review and revamp the school Vision and Mission with the whole community ➤ Governors continue to gain an accurate and comprehensive understanding of the quality of education in school ➤ Maintain a whole school culture which promotes resilience and British Values
The Quality of Education	To further enhance the curriculum so that it remains ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life	<ul style="list-style-type: none"> ➤ To embed our rich curriculum, which provides our children with the knowledge, skills and cultural capital needed to succeed in life. ➤ Teachers embed Maths, Reading and Writing and communication across the whole curriculum ➤ To sustain pupils' fluency, confidence and enjoyment in reading ➤ To ensure a clear learning journey for writing, from Reception to Year 6 ➤ Pupils are provided with challenge ➤ All pupils make at least expected progress ➤ To adapt, design or develop the curriculum to meet the needs of pupils with SEND ensuring they develop fluency and independence ➤ To further enhance the opportunities for child-initiated learning 	<ul style="list-style-type: none"> ➤ Evaluate and adjust the intent of the whole school curriculum to match the needs of our pupils ➤ To routinely provide pupils with the opportunities to practise and deepen their use of key vocabulary across all subjects ➤ To ensure reading is modelled and celebrated throughout the school ➤ To evaluate the learning pathway for writing ensuring a clear sequential approach, providing strong foundations for sentence level ➤ To review and develop CPD for staff supporting pupils with SEND ➤ To respond to individual interests and needs and help them to build their learning over time. ➤ To further develop challenge for higher attaining pupils

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Ofsted Key Judgements	Whole School Action	Proposed Outcomes	Key Priorities
Personal Development	For pupils to be equipped with the skills, knowledge and understanding that society demands for their future lives	<ul style="list-style-type: none"> ➤ Pupils will be provided opportunities to develop their talents and interests and will be inspired as a result of these opportunities ➤ Provide pupils with the skills to enable them to become responsible, respectful, self-assured citizens ➤ Pupils will be reflective and develop a sense of enjoyment about learning about themselves ➤ Pupils will strive to improve themselves both within the curriculum and with extra-curricular opportunities ➤ Pupils understand, appreciate and respect differences in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities. ➤ Pupils will recognise the interaction between feelings, thoughts and behaviour. ➤ Pupils will behave with integrity and cooperate consistently well with others 	<ul style="list-style-type: none"> ➤ Provide pupils with rich opportunities and experiences which stretch their own talents, interests and aspirations ➤ Develop pupils' emotional literacy, enabling them to express their feelings ➤ Ensure 'Zones of Regulation' are consistently used across the school ➤ Develop the transition process for pupils to ensure they are ready for the next stage of learning ➤ Further establish mindfulness as a regular activity throughout the school ➤ Continue to raise awareness of differences within the world and its people ➤ Embed Protective Behaviours across the school
Behaviour and Attitudes	For pupils to have positive attitudes towards learning, be resilient to problems they may face and to make a positive contribution to the life of the school and the	<ul style="list-style-type: none"> ➤ Pupils will have a consistently positive attitude to learning ➤ Pupils will remain motivated and persistent in the face of difficulties ➤ Attendance will remain in-line or above National average ➤ Punctuality be of high importance to the whole school community ➤ Pupils will be proactive in their contribution to school life and the wider community 	<ul style="list-style-type: none"> ➤ Continue to embed Growth Mindset as an approach throughout the school ➤ Raise pupils' and parents' awareness about importance of attendance ➤ Pupils will recognise the importance of punctuality and the positive impact this has on learning and readiness for life ➤ Pupils will participate in activities which enhance school and community life ➤ Develop a restorative justice approach to enable all staff to 'understand' behaviour, not just manage it

	wider community		
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Leadership and Management

Whole school action:

To further enhance the curriculum so that it is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life

KB

Overview of key priorities:

- A detailed Pupil Premium Strategy is in place to secure substantial improvement in diminishing the difference with progress and attainment of disadvantaged pupils
- Leaders are aware and take account of the pressures on staff, considering staff well-being
- Subject leaders to monitor and evaluate the changes to the curriculum to ensure the curriculum is being implemented well in all subjects
- Review and revamp the school Vision and Mission with the whole community
- Governors continue to gain an accurate and comprehensive understanding of the quality of education in school
- Maintain a whole school culture which promotes resilience and British Values

Proposed Outcomes:

- To diminish any differences in the progress and attainment of disadvantaged pupils
- The quality of teaching is highly effective across the school and precise CPD identified to meet the needs of individuals and staff as a whole
- Subject leadership is effective
- Governors continue to effectively hold the school leaders to account
- Governors and leaders ensure that the school has a clear vision and strategy
- Governors identify their own areas for development
- The school culture prepares pupils positively for life in modern Britain and promotes the fundamental British Values

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Effectiveness of Leadership and Management						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ A detailed Pupil Premium Strategy is in place to secure substantial improvement in diminishing the difference with progress and attainment of disadvantaged pupils	<ul style="list-style-type: none"> ➤ Regularly review of the Pupil Premium Strategy to be discussed with staff and shared with governors ➤ Link governor to monitor progress towards the strategy and report back to governors ➤ Pupil progress meetings to discuss attainment and progress of all disadvantaged pupils and achievement reported back to governors ➤ Evaluation of previous Pupil Premium Strategies to feed into current Strategy (2021 – 2025), alongside the Education Endowment Foundation ➤ School to identify whether there are further families who would be entitled to free school meals 	HT Time	KB	All	Ongoing	Ongoing
		Staff meeting Time Gov/HT Time	TH	KB		Termly
		Staff/ HT Time Internal Supply £150 x 6	KB	All Govs		Termly
		HT Time/Data analysis	KB	Teachers	July 22/ Sept.22	Sept. 22
		Time	AF	Parents & pupils		Ongoing
➤ Leaders are aware and take account of the pressures on staff, considering staff well-being	<ul style="list-style-type: none"> ➤ Mental Health Lead and Well-being governor to review and refine action plan ➤ Action plan to be shared with staff ➤ Staff surveys to be completed ➤ Listen to and act upon staff feedback from questionnaires ➤ Review current practice to identify if further changes can be made 	MHL Time	MHL	Staff	Sum. 22	Aut. 22
		Internal Supply £75 x 3 Staff meeting time	MHL	All	Termly	Termly
		Staff meeting time	Staff/KB	All	Termly	Termly
		Staff meeting time	Wellbeing Gov	All	Sum.22	Sum. 22
➤ Review and revamp the school Vision and Mission with the whole community	<ul style="list-style-type: none"> ➤ Small working party to develop foundations ➤ Ideas to be taken to wider community ➤ Implement new vision and mission 	Time	Govs./KB School Council Lead All	All	Aut. 22 Aut. 22	Aut. 22 Aut. 22 Spr. 23
		Time- Inset Day TA overtime £400		All		

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Effectiveness of Leadership and Management						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ Subject leaders to monitor and evaluate the changes to the curriculum to ensure the curriculum is being implemented well in all subjects	➤ Robust subject action plans to be in place with financial planning	Staff leader time	SL	All SL	Sum. 22	Sum. 22
	➤ Identify suitable CPD for staff to ensure teachers have the expertise to teach with good subject knowledge and confidence	Supply + Courses £500 TLA support £1332	SL/KB	All	Ongoing	Ongoing
	➤ Joint lesson observations and deep dives to be used as a coaching tool for subject leaders	SL cover £300	KB/HIP	All All	Sum. 21	Termly
	➤ Book looks and pupils voice to be completed	Subject leader time	SL/KB	All All	Ongoing	Termly
	➤ Monitor and evaluate the sequence of learning to ensure pupils develop disciplinary skills and subject knowledge	Subject leader time	SL		Termly	Termly
➤ Ensure high quality resources are available for subject	Resources £150 per foundation subject	SL	All	Aut. 22	Aut. 22	
➤ Governors continue to gain an accurate and comprehensive understanding of the quality of education in school	➤ Governors to evaluate 2021 – 2022 schedule of work and use this to develop schedule of work for 2022 - 2023	Time	CoG	All	July 22	Aut. 22
	➤ Governors' minutes from committee meetings to evidence challenge given to leadership in more detail	Times/HfL Clerk £1,920	Govs/Clerk	Govs		Ongoing
	➤ Governors to continue to provide questions in advance of meetings		Govs	All		Ongoing
	➤ Governors to update Skills Matrix and use this to appoint further governing body positions	Time	CoG/Clerk	All		Ongoing
➤ Maintain a whole school culture which promotes resilience and British Values	➤ Further raise the profile of curriculum themes which promote resilience and British Values	Staff meeting time	PSHE SL	All	Aut. 22	Aut. 22
	➤ Use of Jigsaw assemblies to promote British Values	Dedicated lesson time	CT	All	Spr. 23	Ongoing
	➤ Language of British Values to be used across the school and for pupils to be familiar with this	Staff meeting time/lesson time	PSHE SL	All		Spr. 23

The Quality of Education

Whole school action:

To be judged as at least 'good' as the school will provide a curriculum that is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life

KB

Overview of key priorities:

- Evaluate and adjust the intent of the whole school curriculum to match the needs of our pupils
- To routinely provide pupils with the opportunities to practise and deepen their use of key vocabulary across all subjects
- To ensure reading is modelled and celebrated throughout the school
- To evaluate the learning pathway for writing ensuring a clear sequential approach, providing strong foundations for sentence level
- To develop fluency and mastery in maths to enable all pupils to make at least expected progress
- To review and develop CPD for staff supporting pupils with SEND
- To respond to individual interests and needs and help them to build their learning over time to ensure all children have a chance of success
- To further develop challenge for higher attaining pupils

Proposed Outcomes:

- To embed our rich curriculum, which provides our children with the knowledge, skills and cultural capital needed to succeed in life.
- Teachers embed Maths, Reading and Writing and communication across the whole curriculum
- To sustain pupils' fluency, confidence and enjoyment in reading
- To ensure a clear learning journey for writing, from Reception to Year 6
- Pupils are provided with challenge
- All pupils make at least expected progress
- To adapt, design or develop the curriculum to meet the needs of pupils with SEND ensuring they develop fluency and independence
- To further enhance the opportunities for child-initiated learning

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The Quality of Education						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ Evaluate and adjust the intent of the whole school curriculum to match the needs of our pupils	– Identify how each subjects’ intent feeds into the whole school vision and mission	Staff meeting time	SL	ALL		Ongoing
	– Seek evidence and feedback from pupils and staff to ascertain how our curriculum is meeting the needs of our pupils	Staff meeting time	SL	All	Termly	Termly
	– Further review the coverage of skills and knowledge within the curriculum and ensure EYFS is linked	Subject leader release time	SL	All	Termly	Termly
	– Remain focussed on end points of learning for each educational phase	£2000				
➤ To routinely provide pupils with the opportunities to practise and deepen their use of key vocabulary across all subjects	- Develop long-term and medium-term planning to include key vocabulary to be covered.	SL time	SL	All	Sum. 22	Sum. 22
	- Ensure progression is evident within vocabulary	SL time	SL	All	Sum. 22	Sum. 22
	- Mindmaps on flipcharts at the start of each topic to be built on as lessons progress – this should include key vocab.	Flip charts – £200	CTs	All	Sum. 22	Ongoing
	- Key vocab. To be written in books at start of topics or as they progress	Lesson time	CTs	All	Sum. 22	Ongoing
➤ To ensure reading is celebrated and modelled throughout the school	➤ Reading assembly once a week to be taken by different staff throughout the year	Time	All staff	All		Ongoing
	➤ Develop book club for older children as well as younger ones.	Time	English SL	Pupils	Aut. 22	Ongoing
	➤ Author visit to school	£500	English SL	All	Spr. 23	Ongoing
	➤ Ensure Accelerated Reader is used to promote reading in a positive way and that pupils who are struggling are supported	£200 for reprographics	English SL -	Pupils	Sum. 22	Ongoing
		SL time	CTs	Pupils		Ongoing

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Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ To ensure all pupils make at least expected progress in reading	<ul style="list-style-type: none"> ➤ Continue to evaluate and refine current guided reading procedures with a focus in KS1, looking at data to identify impact of changes made ➤ Audit, rationalise and update reading stock. ➤ Identify suitable interventions for pupils e.g. phonics, reading for comprehension – pupil progress meetings 	SL Time	SL Reading SL	CT All	Aut. 22	Aut. 22
		Time Staff/ HT Time Internal Supply £150 x 6	All staff Class teachers	Pupils	Ongoing Ongoing	
➤ To ensure all pupils make at least expected progress in writing	<ul style="list-style-type: none"> ➤ Explore options for developing grammar skills and understanding ➤ Set high expectations for writing skills across the subjects ➤ Take writing back to the basics in EYFS and KS1 ➤ Embed the spelling scheme, teaching rules through discrete spelling sessions. Ensure new staff are familiar with this. 	Staff meeting time	English SL	All	Ongoing	Termly
		TLA support £1320	All	All	Ongoing	
		TLA support £1320 SL time/Staff meeting time	All English SL	All All	Ongoing Ongoing	

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The Quality of Education						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ To evaluate the learning pathway for writing ensuring a clear sequential approach, providing strong foundations for sentence level	<ul style="list-style-type: none"> ➤ Continue to work with Herts for Learning (HfL) teaching and learning advisor (TLA) to review the school's approach to early writing ➤ Moderate books across the school as a whole staff ➤ Monitor quality of learning in books and feedback/support staff accordingly ➤ English subject leader – writing moderation course/training 	TLA support £1320	KS1 Team/SL	All	Aut. 22	Aut. 22
		INSET Subject leader time	All English SL	All All	Aut. 22 Sum. 22	Aut. 22 Ongoing Sum.22
			English SL	All	Sum. 22	
➤ To develop fluency and mastery in maths to enable all pupils to make at least expected progress	<ul style="list-style-type: none"> ➤ Continue to use HfL planning to support maths ➤ Use staff meetings as opportunities to share good practice ➤ Ensure fluency sessions are embedded within practice ➤ Further embed whole school approach to learning multiplication facts ➤ Ensure working walls reflect appropriate use of vocabulary and model verbal reasoning ➤ Provide pupils with speaking frames appropriately ➤ Use manipulatives to develop pupils understanding ➤ Implement learning from 'Developing Mastery' course ➤ Share good practice of mastery 	PA Plus subscription £391	Maths SL	All	Ongoing	Ongoing Ongoing Ongoing Ongoing
		Class time SL time + supply £150	Teachers SL	All All	Ongoing Ongoing	
		Staff meeting time	Maths SL/CT	All	Ongoing	
		Resources	Teachers	All	Ongoing	
		Resources	Teachers	All	Ongoing	
		Resources £200	ABo/SH Maths SL	KS2 All	Sum. 22 Aut. 22	
➤ To refine current practices in place to support for pupils with SEND	<ul style="list-style-type: none"> ➤ Ensure clear systems for SEND referrals and detailed log of the procedures in place ➤ Raise awareness of individual needs across the school, ensure children recognise and support differences in each other ➤ Develop the use of nurturing space in school for pupils to take time out ➤ Complete staff audit to identify current needs 	Time	SENCO	All	Ongoing	Ongoing Ongoing
		Assemblies	SENCO	All	Aut. 22	
			SENCO	All	Sum. 22	Ongoing
		Time	SENCO	All	Ongoing	

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The Quality of Education						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ To respond to individual interests and needs and help them to build their learning over time (EYFS) to ensure all children have a chance of success	<ul style="list-style-type: none"> ➤ Develop a language/ communication rich culture ➤ Further develop high quality child-initiated learning opportunity e.g. woodwork area/kitchen area ➤ Deepen understanding of the characteristics of effective learning and self-regulation and executive function ➤ Continue to ensure smooth transition procedures 	Time	EYFS Team	EYFS	Ongoing	Ongoing
		Time	EYFS Team	EYFS	Sum. 22	
			EYFS Team	EYFS	Sum. 21	Ongoing
		Training	KB/EYFS Team	EYFS	Ongoing	Aut. 22
➤ To further develop challenge for higher attaining pupils	<ul style="list-style-type: none"> ➤ Continue to use HfL planning to support maths ➤ Use staff meetings as opportunities to share good practice ➤ Ensure working walls reflect appropriate use of vocabulary and model verbal reasoning ➤ Provide pupils with speaking frames appropriately 		Maths SL	All	Ongoing	
		Staff meeting time	Maths SL	All	Ongoing	
		Release time	Maths	All	Ongoing	Ongoing
		3 x £180	SL/CT			

Personal Development	
Whole school action:	
For pupils to be equipped with the skills, knowledge and understanding that society demands for their future lives	KB

Overview of key priorities:
<ul style="list-style-type: none"> ➤ Provide pupils with rich opportunities and experiences which stretch their own talents, interests and aspirations ➤ Develop pupils' emotional literacy, enabling them to express their feelings ➤ Ensure 'Zones of Regulation' are consistently used across the school ➤ Develop the transition process for pupils to ensure they are ready for the next stage of learning ➤ Further establish mindfulness as a regular activity throughout the school ➤ Continue to raise awareness of differences within the world and its people ➤ Embed Protective Behaviours across the school

Proposed Outcomes:
<ul style="list-style-type: none"> ➤ Pupils will be provided opportunities to develop their talents and interests and will be inspired as a result of these opportunities ➤ Provide pupils with the skills to enable them to become responsible, respectful, self-assured citizens ➤ Pupils will be reflective and develop a sense of enjoyment about learning about themselves ➤ Pupils will strive to improve themselves both within the curriculum and with extra-curricular opportunities ➤ Pupils understand, appreciate and respect differences in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities. ➤ Pupils will recognise the interaction between feelings, thoughts and behaviour. ➤ Pupils will behave with integrity and cooperate consistently well with others

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Personal Development						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ Provide pupils with rich opportunities and experiences which stretch their own talents, interests and aspirations	<ul style="list-style-type: none"> ➤ Develop the range of clubs available to pupils ➤ Complete additional enrichment activities such as Young Voices, School Debates, K’Nex challenge ➤ Encourage visitors to school for ‘aspiration’ assemblies ➤ Organise a ‘Careers Awareness Workshop’ ➤ Develop the role of Peer Mediators so they provide support for pupils with the whole of school life 	Teacher time/TA time £300 Time Time	HT/SL HT/SL/CT All MH Lead	All All Pupils Pupils All	Aut. 22 Sum. 22 Aut.22 Spr. 23 Sum. 22	Ongoing Ongoing Ongoing Ongoing Ongoing
➤ Develop pupils’ emotional literacy, enabling them to express their feelings	<ul style="list-style-type: none"> ➤ Early morning work to be focused on emotional literacy once a week ➤ Monday assembly to introduce 3 new words a week – each based on a theme for the half term- display centrally ➤ PSHE lessons used to enhance pupils, ability to share feelings using appropriate vocabulary 	Class time Assembly time PSHE lessons	English lead English lead CT	All All Pupils	Aut. 22 Aut. 22 Aut. 22	Ongoing Ongoing Ongoing
➤ Ensure ‘Zones of Regulation’ are consistently used across the school	<ul style="list-style-type: none"> ➤ All classes to have ‘Zones of Regulation’ to be visibly displayed ➤ ‘Zones of Regulation’ to be used in discussion when pupils are displaying emotions ➤ Reference to be made to ‘Zones of Regulation’ at relevant times and in relevant lessons 	Posters for each class Time Time	CT CT CT	All All All	Sum. 22 Sum. 22 Sum. 22	Ongoing Ongoing Ongoing
➤ Develop the transition process for pupils to ensure they are ready for the next stage of learning	<ul style="list-style-type: none"> ➤ Identify the main differences between the systems in our primary and secondary schools and identify which of these we can plan towards e.g. trips on the bus, school lockers being used ➤ Invite ex-pupils in to speak to Year 6 children about Secondary School - virtually ➤ Attend secondary school transition sessions ➤ Use feedback from previous year’s transition evening to improve this year ➤ Review transition at the end of Sept. Gain feedback from Leavers 2022 to ascertain ‘prepared’ they felt. 	Staff time	ABo HT HT HT/CT	All Year 6 Year 6	Ongoing Sum. 22 Sum. 22 Aut. 22	Ongoing Each summer Aut. 22

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Personal Development						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ Further establish mindfulness as a regular activity throughout the school	<ul style="list-style-type: none"> ➤ Train new staff in the use of Jigsaw ➤ Evaluate current practice for Jigsaw PSHE and areas this could be further improved ➤ Provide further understanding of mindfulness for parents 	Teacher time	KB	All	Ongoing	Ongoing
		SL time	SL	Parents	Spr.23	
➤ Continue to raise awareness of differences within the world and its people	<ul style="list-style-type: none"> ➤ Ensure opportunities are taken within the wider curriculum to share differences ➤ Celebrate differences for pupils within our school and share these in assemblies 	Time	All	All	Ongoing	Ongoing
➤ Embed Protective Behaviours across the school	<ul style="list-style-type: none"> ➤ Establish a plan for embedding PBs throughout the whole school community ➤ Ensure PB becomes part of staff discussions and training ➤ Ensure PB language is evident around the school 	Time	KB/AB	All	Sum. 22	Ongoing

Behaviour and Attitude

Whole school action:

For pupils to have positive attitudes towards learning, be resilient to problems they may face and to make a positive contribution to the life of the school and the wider community

KB

Overview of key priorities:

- Continue to embed Growth Mindset as an approach throughout the school
- Raise pupils' and parents' awareness about importance of attendance
- Pupils will participate in activities which enhance school and community life
- Develop a restorative justice approach to enable all staff to 'understand' behaviour, not just manage it

Proposed Outcomes:

- Pupils will have a consistently positive attitude to learning
- Pupils will remain motivated and persistent in the face of difficulties
- Attendance will remain in-line or above National average
- Punctuality be of high importance to the whole school community
- Pupils will be proactive in their contribution to school life and the wider community
- Develop personalised reward systems for each classroom

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Behaviours and Attitudes						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ Continue to embed Growth Mindset as an approach throughout the school	➤ Further train staff in understanding a growth mindset approach ➤ Provide workshops for parents to ensure they understand the approach and support their child ➤ Use assemblies to celebrate achievements and share stories	Inset day TA overtime £400 Staff meeting time to plan Time	HT	All	Aut. 21	Sum. 22
			Teachers	Parents	Aut. 21	Sum.22
			Teachers	Pupils	Ongoing	Ongoing
➤ Raise pupils and parents' awareness about importance of attendance	➤ Work closely with families who are causing concern	Time	HT	Pupils/Parents	Ongoing	
➤ Pupils will participate in activities which enhance school and community life	➤ Complete additional enrichment activities such as Young Voices, School Debates, K'Nex challenge ➤ Continue to attend community events such as Chapel services, carol concerts ➤ Work with school councillors to identify ways to further support the local community ➤ Develop activities at lunchtime ➤ Use external companies to provide more opportunities to pupils	Time £300	All	All	Ongoing	Ongoing
			All	All	Ongoing	
			All	All	Ongoing	
			HT/MSAs	All	Ongoing	
			KB/SL	All	Sum. 22	Ongoing
➤ Develop a restorative justice approach to enable all staff to 'understand' behaviour, not just manage it	➤ Train all staff in the Restorative Justice approach ➤ Have termly meetings where restorative justice approach is recapped ➤ Monitor CPOMS to ensure approach is put into practice ➤ Train pupils as peer mediators	Time/£300	All staff	All	Spr. 22	Termly
			All staff	All	Ongoing	Termly
			KB	All		
			MHL	Pupils	Aut. 22	