A group of kids running in a field

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**2024-2027 School Development Plan**

***Celebrating uniqueness, unlocking potential, encouraging excellence!***

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| **Unique** | **Inclusive** | | **Collaborative** | **Ambitious** | **Resilient** | |
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| latchmereblackon | | | ***Children are at the centre of everything we do. We believe in the transformative power of education that recognises and celebrates the individual strengths and unique qualities of each child.***  ***We understand that learning is a life-long skill and developing a love of learning helps children achieve their potential throughout their education and beyond.***  ***We are ambitious and encourage everyone in our school to strive for excellence, taking in to account each child’s starting point.*** | | | |

**Latchmere School Context**

Latchmere is a larger than average primary school with four forms of entry in years 4, 5 and 6. Three forms of entry in years 2 and 3 and two forms of entry in Reception and year 1. There is also a 52-place nursery offering both 15- and 30-hour places for children who will turn four during the school year.

We serve a Ministry of Defence base which backs onto the school. It is a gated housing community that serves MoD staff, officers and their families, as well as foreign military forces attending The Royal College of Defence Studies often on short yearly postings.

As a result, the school leaders have implemented a raft of evidence-based mechanisms to effectively support the children and their families. We have deliberatively forged these links with the Army Welfare officer so that we can ensure that children in our school community access the very best support. We also ensure that, through our curriculum, we educate our children about understanding the complexities of life as a service family child.

Inclusion sits at the heart of our school’s provision.   We currently support 40 pupils with an EHCP, and this is made up of 14 children in our specialist resource provision (for children diagnosed with ASD and mild to moderate learning difficulties) leaving the large majority in the mainstream. In addition, we have 88 children at SEND support in the mainstream.

**School Self Evaluation**

**Quality of Education**

At Latchmere, our curriculum is ambitious, covering the whole of the national curriculum, and enhanced to meet the needs of all of our children. It is designed with high expectations, while closing the gap. It is broad, balanced, ambitious and carefully sequenced showing progression from the EYFS to Year 6 in every subject.

**Key Drivers of our Curriculum**

**Progress** – pupils knowing more and remembering more as a sequence of learning progresses building on their prior knowledge

**Learning** – alteration of long-term memory. Our teaching and learning approach determines opportunities to review at regular intervals.

**Substantive and disciplinary knowledge** - deliberate curriculum choices such as the depth study of the ancient Egyptians covering three main aspects.

**Cultural capital** – we are aware of the research that links vocabulary size to social mobility and, as a result, we have identified tier 3 vocabulary for every subject from EYFS to Year 6 that pupils must know and remember long term. Visits, guest speakers, workshops are integral and are well planned out across the curriculum alongside thoughtfully chosen whole school events.

**Structure and sequence**

The end of key stage National Curriculum expectations are broken down into year group knowledge and skills expectations. Consequently, progression across the curriculum is clearly mapped out from EYFS to Y6 to support children to incrementally build on their prior learning. Our core curriculum documents set out what is to be taught in terms of skills and knowledge. Our progression documents show how certain strands build throughout the years.

Reducing cognitive load is a key factor in sequencing curriculum.

The most significant knowledge ‘sticky knowledge’ has been identified for each subject in each year group. This is identified on the knowledge organiser along with tier 3 vocabulary. We would expect the children to know and remember what is on the knowledge organiser.

Opportunities to recall the ‘sticky knowledge’ are purposefully planned across subject areas. Every lesson begins with a review of previous content which is relevant to the subsequent lesson. This might be a recap of vocabulary, a key concept such as monarchy or relevant facts.

Further, revisit and review opportunities are planned within teaching sequences. Teachers review learning daily, weekly and half termly and this is systematically planned for to enable children to know more and remember more. In week 4 of every half term, there is a review week where knowledge from the previous half term is recapped, and any misconceptions are addressed. This review is another opportunity to embed the most important content into the long-term memory.

Misconceptions are both deliberately planned for and addressed within lessons through assessment for learning strategies.

**Curriculum adaptations for pupils with SEND**

Our curriculum has been designed to support all learners including those with special education needs.

At Latchmere, Quality First Teaching (QFT)is very clearly defined and underpinned by Rosenshine’s principle of instruction to inform our practice and is our first response to supporting children with SEND. This means that the teacher has the highest possible expectations for all pupils in their class. All teaching is based on building on what the child already knows, can do and can understand. Different ways of teaching are in place so that the child is fully involved in learning in class; this may involve things like using more practical learning, technology, enlarged print or tinted overlays. We promote pupil independence and prepare them for their next stage of education. Teachers are regularly trained to support and adapt classroom provision to best meet the needs of their children. As a result, all children with special educational needs can access their learning within their classroom environment, with carefully tailored support to enable them to make progress from their starting points. This is evident in leaders’ monitoring and feedback from parent surveys.

A Trust Inclusion charter has been created and staff are building these principles into their day-to-day teaching. The Inclusion Charter is the agreed floor standard for the daily use of adaptive teaching strategies that all teachers have agreed to implement in all their teaching. This supports a consistent approach to inclusive practice in the school. The following six focus areas are reflected upon daily in the classroom to ensure all pupils can fully participate and succeed: Physical environment, Relationships and behaviour, Language and Communication adapted teaching, classroom management and whole-school culture and ethos.

**Phonics and Reading**

Reading is a high priority. This is evident through our curriculum, our dedicated time for reading, high quality and interesting text choices, through the classroom and school environment and for staff’s shared passion for reading.

We have an approved SSP in place. All staff are trained, and leading experts are developing practice across key parts of the school. Decoding, prosody and comprehension are key parts of the programme. We have a sharp focus on early readers acquiring: Phonics + language comprehension + communication skills

Reading books are closely matched to pupil’s phonics knowledge so that pupils develop fluency, confidence and enjoyment. There is a catch-up programme in place for children in KS2 who need support following on from the KS1 reading SAT.

Our approach is rigorous and sequential. Our whole class reading approach ensures consistency and progression. Staff are currently undertaking a series of CPD to raise the profile of particular strategies such as fluency, automaticity to ensure a consistently strong offer. As a result, children achieve well in reading and make good progress from their starting points. Attainment is assessed at all stages and gaps are addressed quickly and effectively for ALL pupils. New pupils with EAL are assessed immediately and placed on a pathway.

2023 –2024 EYFSP 90% achieved reading 2023-2024 - (Y1 96%) and (Y2 retakes – 90%).

2023-2024 KS1 reading expected 73% Greater depth 32% Without SEND 85%

2023-2024 KS2 reading expected 88% Greater depth 41%

6 of 15 PPG pupils did not reach expected for reading (40%) 3 of these children are new to English.

**Attendance and Behaviour**

We recognise the importance of **attendance** in ensuring pupils access the full curriculum offer. As a result, we have set up an attendance team who closely monitors the attendance of all pupils and pupil groups, including our PPG and SEND pupils.

We work closely with families to support and improve attendance, and do not tolerate poor attendance.

Attendance high profile we intervein early, when it drops to 94%

We regularly run reports to identify attendance trends and act on them. For example, having identified that some of our most vulnerable pupils were arriving to school late, we invited them into breakfast club to ensure they were fed and in school on time. We also made attendance a key part of our PPG strategy and the ‘Fear of missing out’ (FOMO) initiative has seen our PPG attendance rise from 90.8% at this time last year to 94%. July 2024

We have a half termly certificate reward system in place for students attending school at 94% and above (94% bronze, 97% silver and 100% gold) and work with our children and parents to educate them on the importance of being in school every day.

All these actions and initiatives have had a positive impact on our attendance and as a result during the 2023-2024 academic year:

Our whole school attendance was 95.08%, compared to 94.9% in 2022-23.

Our persistent absence for 2023-2024 was 7.8% compared to 11.3% (2022-2023).

SEND pupils attendance in 2023-2024 is 93.3%, improving from 91.5% in 2022-23

While we continue to work on improving these figures, this shows a demonstrable impact on last year's attendance figures.

Children missing in education are identified after missing school for a 5-day period with no parental contact. We immediately do a home visit and if the family are not at home, we will contact them via email stating that we will be referring to the Single Point of Access and reporting the child missing.

A new **behaviour policy** was introduced in September 2023 and launched to staff, pupils and parents, so that all stakeholders were aware of what we were changing and the adaptations to the policy. We included the expectation of silent corridors when anyone is moving around inside school. Our behaviour records evidence that behaviour is consistently good, with children who are keen to learn and respectful to those around them.

Leaders’ monitoring indicates a high level of pupil engagement, positive behaviour and conduct.

We introduced CPOMs in January 2024 to record behaviour incidents and have a robust monitoring process in place so we can identify pupils, places and times that unexpected behaviour is occurring. For example, because of leaders monitoring, we identified that there were several behaviour incidents taking place around lunchtimes and therefore upscaled our lunchtime offer by extending the provision currently offered. This included opening our Latchmere Little Wood, the school library, a chill zone for art and crafts, mud kitchens in both playgrounds and construction on the playground. As a result, we saw the results of our pupil survey go from 88% (October 2023) of children enjoying playtimes to 94% (May 2024)

All staff have high expectations and ambitions for the children at Latchmere and strive to meet the needs of all children.

Suspensions rarely occur due to the clear behaviour and de-escalation policy in place. However, when incidents of extreme unexpected behaviour occur, the school will act in line with the behaviour policy to ensure victims feel supported. This takes place alongside consideration for the wider needs of the perpetrator.

As a result of our changing demographic and the impact of Covid, staff training has been increased, to ensure staff are equipped to support all pupils, including those with complex needs. For example, the whole school attending training on PDA from Laura Kerbey.

We recognise that the behaviour policy and the consequences it brings will not be fit for purpose for all our children, therefore identified children with SEND, have individual behaviour plans. These recognise their difficulties and give clear steps as to how to respond to a behaviour incident for the child and staff members alike.

We provide opportunities for children to develop their responsibility and become role models for example: each class nominates 2 members at the beginning of the year to be the voice of the class through school council meetings. In year 6 the 4 teams (Lions, Tigers, Jaguars and Leopards) across KS2 vote for Team Captains and Eco stars. Everyone in year 6 has a role in school (and a badge to match) Children are given guidance and training for each of these roles and are very proud to be appointed – they are also rewarded for their efforts. Children are involved in the appointment of new staff such as interviewing for the new Headteacher and teachers.

Our pupil survey (2023-2024) shows that 99% of pupils work hard in lessons, 98% know how to keep themselves safe online and 98% said staff encourage pupils to behave well.

As a result, the school is a calm environment where children feel safe, can enjoy their learning and achieve academically as well as socially and emotionally.

We have a zero-tolerance approach and support our children with their understanding of what bullying is as well as what do to if they feel like themselves/someone else is being bullied. In 2024 following our parent survey (where 90% of parents felt bullying was dealt with appropriately) we have created an anti-bullying working party comprising of school staff and parents to review the policy and procedures. This remains ongoing.

Behaviours such as bullying, derogatory language, discrimination and aggression are not tolerated and are dealt with effectively in line with our behaviour policy.

**Curriculum understanding of keeping safe in and out of school**

Our curriculum is designed to include opportunities to teach children about keeping safe in and out of school. This includes external opportunities such as Junior Citizens, Bikeability and swimming lessons.

It also includes teacher led opportunities through fire safety, swimming safety, river safety, online safety curriculum, RSE lessons, healthy eating and diet and what to do in an emergency. Please refer to our PSHE overview here for further information.

As a result, children feel safe in school and know how to keep themselves safe in a variety of situations and are fully prepared for their next stage in education. 95% reported feeling safe in school and 96% said they feel they have an adult in school they can talk to. (2023-2024)

**Personal Development**

At Latchmere, supporting pupils PD is a high priority for leaders, as a result this is being deliberatively resourced with a PD team comprising of; PD leader (AHT), RE lead, PSHE lead, Mental Health lead, SENCo, Deputy head (PPG lead)

The PD approach is closely tailored to meet the needs of the changing pupil demographic of our school context, with an emphasis on the following:

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| Open spaces, online safety, river, water safety | Supporting MOD and refugee families and their children | Neglect, online/social media use, Substance and alcohol misuse |

When reviewing our PD offer, we identified social media as having an impact through safeguarding and behaviour, particularly in upper key stage 2. As a result, we bought into the Knowsley city learning centres online safety subscription which offers monthly newsletters for parents, parent briefings and Staff and governor training.

At Latchmere, supporting mental health and personal development is not just a subject but an integral part of our school ethos, aligning with our core values. Through investing in a high-quality PD team closely aligning the PHSE, RE and RSE curriculums, we aim for every child to leave our school as confident, unique and resilient ready to take on the next stage of their educational journey. The impact of mobility has made it even more important to involve parents and our RSE curriculum and its resources are shared with parents yearly, so they understand what is being taught to each year group and when.

**Mental Health, well-being and the curriculum**

Promoting positive mental health and emotional wellbeing underpins our school ethos. Therefore, leaders have put the following provision is in place:

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| Trained ELSA | Army welfare support | Brokering the services of trained professionals including CAMHS and Moor Lane. |
| Play therapist | Nurture groups | NSPCC- Speak out, stay safe’ campaign |
| Art therapist | MHST | Bought therapy through Purple Elephant Project (Children’s mental health Charity) |
| EP | Consent workshop | 14 members of staff trained as Mental Health first aiders |

We provide bespoke support for our children, that is the most appropriate offer for the family and the child. We work closely with families and external professionals to ensure this support is a high quality and has a positive impact.

As a result, 122 children across the school have been in receipt of mental health support through referrals to external professionals or regular attendance to in-school nurture groups, ELSA sessions or time to talk sessions. As a result, 15.5% of the school population have accessed mental health support with 85.25% of these children benefiting from the additional input. (2023-2024)

There is an overlap with children who have been referred to the MHST and attended nurture groups.

Well-being and mental health are entwined within our curriculum. For example, through the stories and texts that are chosen, through assemblies and through specific subject planning (e.g. PE, PSHE & RSE).

‘Worry Monsters’ and worry boxes are situated in all classrooms and additionally an anonymous reporting system (worry box) is embedded across the whole school (age appropriate) for children to share worries and concerns. These are addressed quickly, leading to children feeling cared for and listened to. There is also a high focus around trusted adults, who they might be and why it is important to have someone you can rely on.

As a result, 96% of pupils said they have adults in school that they can speak to if they are worried or upset about something and 94% know what bullying is and what to do if it happens. (2023-2024)

**Staff well-being** is closely monitored by the leadership team and there exists a culture of openness and sharing of concerns wherever possible. Amongst the school community there is a strong emphasis on teamwork and everyone working together towards a shared vision. Staff questionnaires (2023-2024) indicate that 94% of staff enjoy their work, are confident in their roles and are clear about what is expected of them. To support teacher workload, we have reviewed and changed the marking and feedback policy by introducing a marking key and placing a greater focus on immediate verbal feedback (which research shows has a greater impact on progress). Our staff workload review identified the admin involved in ROA was very time consuming, as a result, leaders moved the record of achievement system online to draw targets and achievements directly from our assessment system. This has removed a heavy admin burden on our staff.

A Home-School-Child Agreement emphasises the need for respect of staff and that harassment will not be tolerated. Regular feedback through appraisal, staff reviews, whole staff meetings and 1-1 support ensure that all staff communicate well and feel valued. CPD is carefully planned and rolled out to other staff where appropriate. All staff are involved in training opportunities e.g. whole staff INSET training, TA training in SEND, annual safeguarding, 1st-aid, etc. thus ensuring that the school’s capacity for sustained improvement is very strong.

**Extra-curricular**

We provide a wide range of extra-curricular opportunities, which we continue to enhance every year. We choose clubs that we know the children enjoy but also sports that the children may never get to experience outside of their school time. This links with our curriculum design and being aware of the experiences the children have prior to attending Latchmere.

Clubs enhance our curriculum offer. Our aim is for 100% for PPG and SEND pupils to attend an extra-curricular club. A free place is offered to all these pupils in advance. An identified barrier to attending was collecting siblings after school, therefore we have increased our lunchtime offer.

All SEND/PPG children are included in every workshop, day trip and residential trip. Sometimes the children themselves do not want to attend, but the school pays for them if they do. We also provide additional resources such as sleeping bags/ clothing for these children should they require them. As a result, 75% of our pupils attend at least one or more clubs with 67% of our disadvantaged and 71% of our children with special educational needs. (2023-2024)

Leaders’ monitoring has also indicated 97% of children enjoy the clubs that are on offer and leaders continue to look for further improvements and new clubs to offer at the school. After gathering pupil voice about improving lunchtimes, our PE coach runs sporting tournaments throughout the year to increase sporting participation and enjoyment. (2023-2024)

**SMSC and British values**

SMSC and British values is embedded throughout our curriculum as well as our whole school approach. In particular through RE, PSHE and history. Whole school assemblies focus on the British Values and celebrating the multicultural diversity of the school community. Refer to whole school/year group mapping docs here

School council meeting takes place every half term with 2 elected members from each class from reception to year 6. The PD leader leads this meeting and shares the minutes with all class teachers and the children.

Team Captains (in Y6) are elected by their teams following a democratic approach of speech writing, presentations and voting. These children represent the team for the year, meet with children in their team and secure pupil voice with SLT through development of their own SDP. All our year 6 children are given a specific monitor role within the school which enables them to develop a variety of skills and understanding of the responsibilities they have being part of the wider community: public speaking, collaborative working and time keeping.

British and moral values can be seen throughout our policies (e.g. Behaviour policy, RE curriculum, Equalities policy)

Children are encouraged to debate current affairs and ethical issues using daily news (Newsround and weekly ‘Primary Picture News’)

Participation in focused weeks such as anti-bully, mental health awareness week, healthy eating week, sports week and aspirations week

As a school community we celebrate the diversity within our school via: Latchmere Goes Global, Chinese New Year, Vesak, Hannukah, Christmas, Eid and many more.

As a result, Pupils develop their **confidence, resilience, independence and strength of character through:**

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| Residential visits away from home | Class performance assemblies and end of Year 6 production | Community events (Harvest, school fair, Kingston Music Festival, and carol singing in local department stores) |
| Sporting teams and opportunities to try new sports | School trips – no child is excluded on the grounds of economics | Fundraising events and competitions for chosen charities throughout the year e.g. Mufti days, autism awareness week, Grace Dear trust and class cake sales |
| Learning an instrument e.g. year 4 drumming | Forest school opportunities | Opportunities for pupil responsibility and being part of a team (e.g Team captains, Eco Stars etc) |
| Opportunities to share their views in School Council | A school choir and singing events | Latchmere has its own art and DT room for the children to develop as artists with an art club |

**Equality and diversity are promoted through:**

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| Assemblies | Developing children’s understanding about equality vs equity | Through the texts chosen, which are deliberately planned in to meet the needs, context and cultural understanding of our children |
| Performances e.g. nativities, harvest festival, class assemblies | A developing Equality and Diversity team consisting of school staff, parents and governors. | Through our curriculum, which has been designed to include diversity and develop cultural understanding e.g learning about Gandhi in Y6, Rosa Parks and Martin Luther King, RE curriculum and visiting religious buildings of worship and our PSHE/RSE curriculum |

As a result, our children are inclusive and supportive of others. At Latchmere, supporting mental health and personal development is not just a subject but an integral part of our school ethos, aligning with our core values. Through investing in a high-quality PD team closely aligning the PHSE, RE and RSE curriculums, we aim for every child to leave our school as confident, unique and resilient ready to take on the next stage of their educational journey. The impact of mobility has made it even more important to involve parents and our RSE curriculum and its resources are shared with parents yearly, so they understand what is being taught to each year group and when.

**Early Years**

We have a clear understanding of research which shows early communication and language skills have a significant influence on children’s achievement at school and other later outcomes, such as employability and mental health. This has led us to review and adapt our provision and we now deliberately prioritise communication and language.

When children start in the early years, we use simple assessments (based on our knowledge of Development Matters) to identify if they are on track to achieve the expected standard for communication and language. Last year we identified 26% of children in reception not on track to reach the expected standard in C&L, and 54% of children in nursery.

We purposely target those children not on track to receive daily, direct teaching sessions to accelerate their acquisition of vocabulary and language structures, both as individuals and in small groups. We do this through quality first teaching, quality interactions and research-based strategies, such as teaching and modelling of vocabulary and language and interactive reading.

We have deliberately chosen core stories, including 6 ‘inside out’ stories, and 12 nursery rhymes which children learn and know ‘inside out’ by the time they leave early years. These stories highlight ‘tiered-up vocabulary’ which children would not otherwise be exposed to. The impact is an additional 15% increase in C&L for this year. Last year, 93% of children meet the ELG for Listening, attention and understanding and 92% for Speaking. (Alongside this 87% of pupils left reception achieving the word reading ELG). (2023-2024)

We use a systematic approach to the teaching of phonics and early reading. In 2024, 96% children in Year 1 (who started at Latchmere in reception), achieved the expected standard in phonics and 90% of children in year 2 (who started Latchmere in reception) achieved the expected standard. In 2023 88% achieved the expected standard in phonics in year 1. For those who did not, a bespoke catch-up plan is in place to ensure they continue to make rapid progress from their starting point. In addition, there is an equally significant focus on securing children’s early mathematics development. As a result of the high-quality mathematics provision, 89% of children secure the ELG in number. (2023-2024)

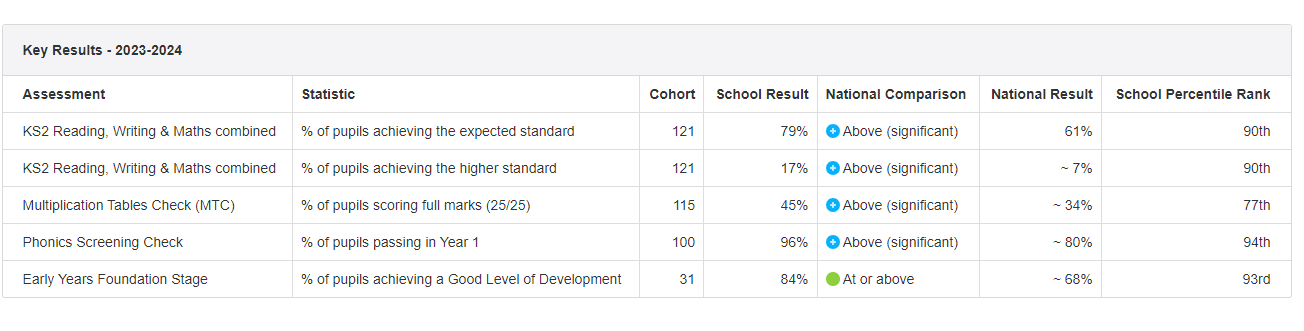
We also prioritise high quality interactions to extend and scaffold children’s learning when appropriate. This is the same for all children, including those who have additional needs and our most disadvantaged pupils, with staff expecting them to make good progress form their starting points. As a result, in 2024, 2/3 of our children with special educational needs (14 pupils) achieved ELG in reading and number.

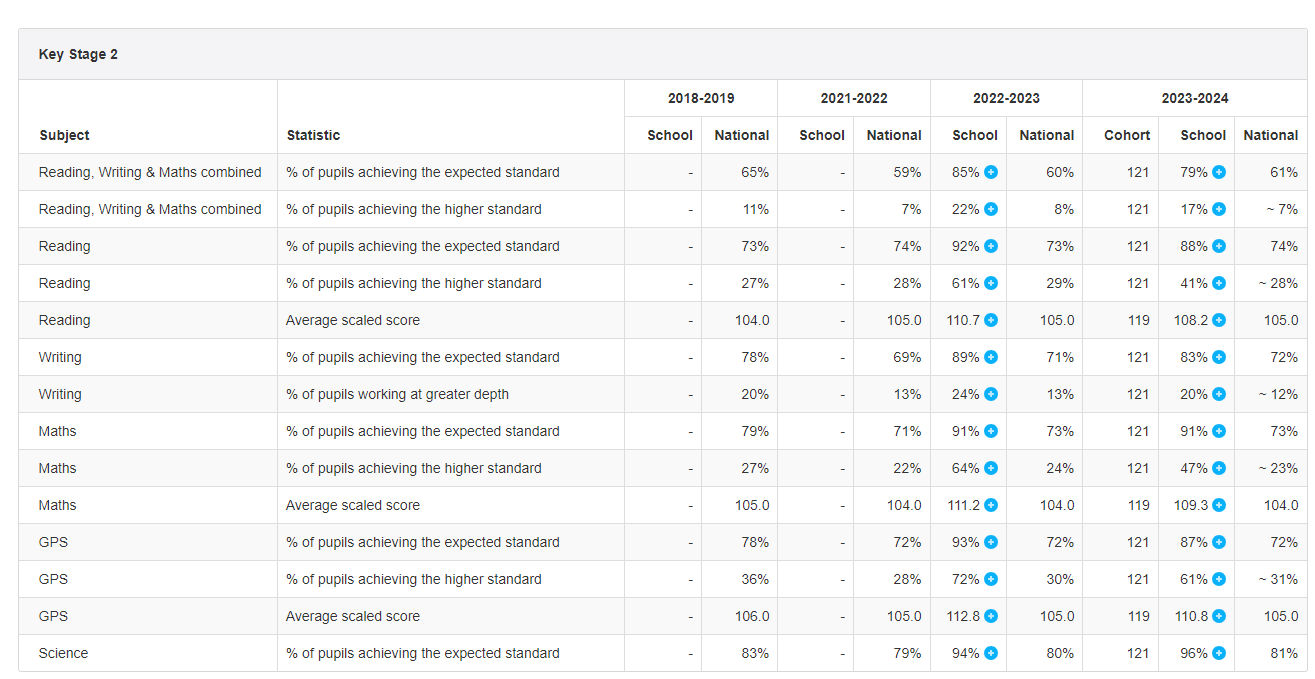
The team are experienced early years practitioners and are knowledgeable about the areas of learning. Consequently, they can plan and deliver a curriculum that meets the needs of our children.

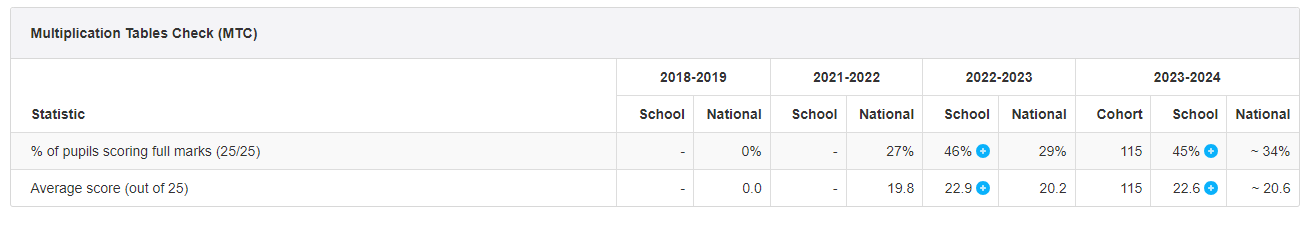
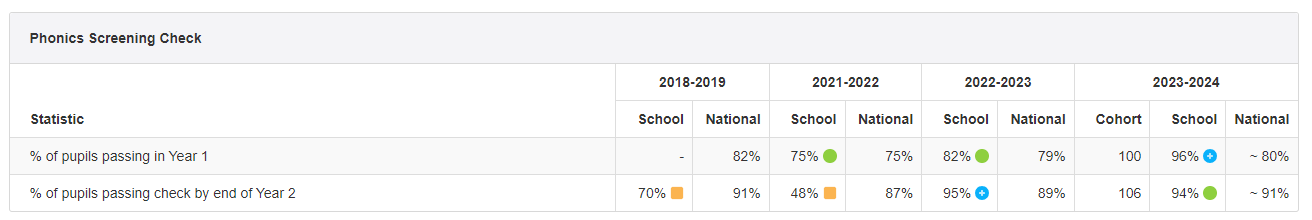
**Ofsted**

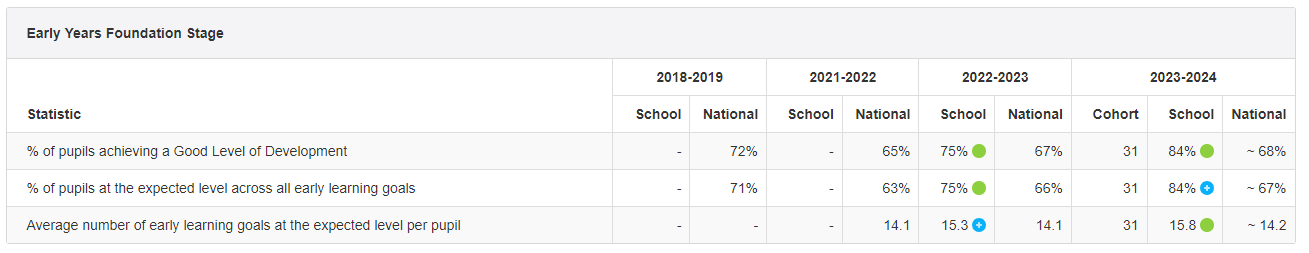
Latchmere received an ungraded inspection in June 2024. There was no change to the school's overall judgement of good as a result of the ungraded (section 8) inspection. However, the evidence gathered suggested that the inspection grade might be outstanding if a graded (section 5) inspection were carried out at that time. The school's next inspection will be a graded inspection. The full report can be found [here](https://reports.ofsted.gov.uk/provider/21/138689)

**Data**









**Areas for Improvement**

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| **DF 1** | Effectively launch and integrate the renewed vision and values of the school. |
| **DF 2** | Continuing the curriculum cycle of review, evaluation, and adaptation with a particular focus on Writing, Art, MFL, PSHE, and RE. |
| **DF 3** | Enhance the EYFS curriculum offer. |
| **DF 4** | Empowering assistant headteachers, year leaders, and subject leaders to execute their roles and responsibilities effectively, thereby maximizing leadership capacity. |
| **DF 5** | Further embed inclusive practices through the Inclusion Charter, with a deeper focus on developing subject-specific adaptations. |
| **DF 6** | Implement effective strategies to enhance pupil attendance and reduce Persistent Absence (PA), ensuring these approaches have a significant positive impact including for the groups FSM and SEND. |

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| **Development focus 1:** Effectively launch and integrate the renewed vision and values of the school. | | | | | | | |
| **Current Situation:** The previous school values are no longer used or identified. As the school and Trust have progressed the newly identified vision and values have been created to reflect the changing context. | | | | | | | |
| **What are we aiming to achieve:** Everyone is clear on what the school and Trust stand for and can articulate this. Everyone in the school is working towards a common purpose. | | | | | | | |
| **Objective** | **Actions** | **Success criteria** | **Lead & start/ end date** | **Resource& cost** | **Monitoring** | **RAG** | **Evaluation** |
| Share the vision and values with all stakeholders | Share with staff in September inset day  Share with children during first assembly  Share with parents during GTKY meetings  Share in beginning of year letter and newsletter | The vision and values are shared with all stakeholders | CC- Sept 2024 | £0 | HOS |  |  |
| Embed the vision and values so they become part of the whole school ethos | Reference in weekly staff meetings  During learning walks look-out for staff referencing  Take each value and cover them fortnightly in assemblies to ensure it goes into the children's long-term memory  Family homework: design an image for each value  Classroom posters to be used for reference  Values focus in the newsletter | All staff, children and parents can recall the values and what they mean.  Monitoring shows evidence of values being used everyday e.g. when speaking to children about behaviour, referencing inclusion, collaboration etc  Ensure that the vision/values are visible around the school (displayed) | CC- July 2025 | £1000 request LSPA donation | SLT monitoring through observations and learning walks will highlight vision/values being used.  Add a question to the pupil/ staff questionnaire |  |  |

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| **Development focus 2:** Continuing the curriculum cycle of review, evaluation, and adaptation with a particular focus on Writing, Art, MFL, PSHE, and RE. | | | | | | | |
| **Current Situation:** Ofsted June 2024: The school has designed an ambitious curriculum. It is well thought out and very clearly sets out the significant knowledge that leaders want pupils to know and remember. Across subjects, concepts and skills are taught so that they build progressively on previous learning. The curriculum is delivered expertly. Teaching encourages much discussion about the subject content being covered. Pupils receive effective support to learn subject-specific vocabulary and use it with confidence. | | | | | | | |
| **What are we aiming to achieve:** An outstanding curriculum across all areas of learning. | | | | | | | |
| **Objective** | **Actions** | **Success criteria** | **Lead & start/ end date** | **Resource& cost** | **Monitoring** | **RAG** | **Evaluation** |
| Enhance the writing curriculum | Develop a whole-school approach to teaching writing, including explicit instruction, modelling and a clear focus on purpose and audience.  Provide targeted support for students who are struggling with writing, including one-to-one coaching and small-group instruction.  Ensure the teaching of spelling and grammar is compliant with the National Curriculum. | Teachers follow an agreed writing sequence which can be clearly evidenced in planning and children’s work.  A repertoire of agreed strategies can be evidenced for scaffolded learning.  Progression and compliance in spelling and grammar teaching is secure. | September 2024- July 2025 | £0 | Trust Teaching and Learning Lead (CH) and writing lead (JL) |  |  |
| Enhance the art curriculum | Arrange Staff CPD so that there is an ‘expert’ art teacher in each year group.  Develop a whole-school approach to teaching art through the Kapow programme of study including explicit instruction, vocabulary focus and modelling.  Provide targeted support for any students who are struggling including one-to-one coaching and small-group instruction. | Expertise is developed within each year group with one member of the team taking the ‘lead’.  A consistent approach to teaching art can be seen through lesson observations.  Book scrutiny and work reviews show the quality of art produced by children at least meets the expected standards of the national curriculum.  A repertoire of agreed strategies can be evidenced for scaffolded learning. | September 2024- July 2025 | Cost of external consultant to deliver art CPD.  £650 | Trust Teaching and Learning Lead (CH) and art lead (NC) |  |  |
| Enhance the PSHE  curriculum | Support teachers to embed the new PSHE curriculum.  Develop a whole school approach to the teaching of PSHE.  Ensure the new curriculum is compliant in terms of RSE and communicated to all stakeholders. | Teachers feel confident to teach the new curriculum.  A consistent approach to teaching PSHE can be seen through observations.  The statutory elements are compliant, and stakeholders are informed. | September 2024- July 2025 | £0 | Trust Teaching and Learning Lead (CH) and PSHE lead (RB) |  |  |
| Enhance the R.E curriculum | Update the RE curriculum in line with the new SACRE. Align with Discovery RE.  Develop a whole school approach to the teaching of RE.  Plan for religious festivals to be celebrated across the school and wider community. | The curriculum is robust in accordance with the SACRE and supported by Discovery RE.  A consistent approach to teaching RE can be seen through observations.  Religions are fairly represented in terms of festivals celebrated. | September 2024- July 2025 | £0 | Trust Teaching and Learning Lead (CH) and R.E lead (JM) |  |  |
| Enhance the MFL curriculum | Develop a whole-school approach to teaching MFL through the Kapow programme of study including explicit instruction and modelling.  Provide targeted support for any students who are struggling including one-to-one coaching and small-group instruction.  Develop the leadership skills of the MFL lead.  Develop staff subject knowledge of French. | A consistent approach to teaching French can be see through observations.  A repertoire of agreed strategies can be evidenced for scaffolded learning.  The MFL lead works alongside the curriculum lead to develop subject leadership skills.  Staff knowledge is secure at an appropriate level for their year group. | September 2024- July 2025 | £0 | Trust Teaching and Learning Lead (CH) and MFL lead (MJ) |  |  |

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| **Development focus 3:** Enhance the EYFS curriculum offer. | | | | | | | |
| **Current Situation:** Routines for the children are different across the EYFS and our intention is to create consistency to reduce cognitive load. The starting point for writing is low and children do not make rapid gains in writing which impacts KS1. The baseline assessment on entry tells us that oracy, vocabulary and verbal communication is low. There is an increased level of children with SEND on entry. | | | | | | | |
| **What are we aiming to achieve:** a consistent learning approach across nursery and reception which has high aspirations for all children from whatever their starting point. | | | | | | | |
| **Objective** | **Actions** | **Success criteria** | **Lead & start/ end date** | **Resource& cost** | **Monitoring** | **RAG** | **Evaluation** |
| Employ forensic analysis of baseline and termly assessments to inform next steps in the curriculum, prioritising the closing of children’s gaps in the prime areas during the autumn term. | Within the first 2 weeks of children starting in Nursery and Reception, will be assessed in the Prime areas. Any children not on track to reach expected will be identified and appropriate interventions delivered.  Pupil progress meetings in Autumn 2 will track pupils progress against their starting points. Any children not on track to reach expected will be identified and appropriate interventions delivered. | Children not on track to meet the GLD by end of Reception will be identified early and appropriate intervention put in place. | September 2024- July 2025 | £0 | EHT (AS), HOS (CC), Trust Teaching and Learning Lead (CH) and EYFS lead (EB) |  |  |
| Ensuring the consistent implementation of Inside Out books to support and enhance writing outcomes.  (inside out books are fiction or nonfiction books that children know by heart and focus on for the half term) | Planning is streamlined to reduce the cognitive load with ‘inside out’ books being prioritised. | Every child in the EYFS will know the inside out books.  Writing outcomes will improve for all pupil groups in the EYFS | September 2024- July 2025 | £0 | Trust Teaching and Learning Lead (CH), EYFS lead (EB) and reception year group leader (CD) |  |  |
| Maintain consistent routines, expectations, and language application across Year N and Year R | Use the same routines, language, songs for transition across both nursery and reception. | Children know the expectations and routines in the EYFS and will transition smoothly from nursery to reception. | September 2024- July 2025 | £0 | Trust Teaching and Learning Lead (CH) EYFS lead (EB) and reception year group leader (CD) |  |  |
| Enrich the EYFS curriculum to provide a broad, balanced and stimulating experience for children | Review and update the curriculum  Incorporate STEM activities  Promote cultural diversity across the curriculum | Lesson drop-ins show the curriculum is broad, balanced and stimulating. | September 2024- July 2025 | Money for resources | Trust Teaching and Learning Lead (CH) EYFS lead (EB) and reception year group leader (CD) |  |  |

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| **Development focus 4:** Empowering assistant headteachers, year leaders, and subject leaders to execute their roles and responsibilities effectively, thereby maximising leadership capacity. | | | | | | | |
| **Current Situation:** New AHT position appointed for September 2024 with a focus on attendance and behaviour. Second AHT in post for one year with a focus on Personal development. Increased specialised behaviours have meant that capacity to work strategically has been reduced for the HOS and DHT. The opportunity to create distributed leadership arose for September 2024. Our Year Group leads are now an experienced body of practitioners with most completing academic qualifications with NPQ’s. There have been minimal changes within subject teams and over the past 2 years, have received training from an external consultant. | | | | | | | |
| **What are we aiming to achieve:** By providing these leaders with the necessary support, resources, and professional development opportunities, they can enhance their skills, make informed decisions, and drive positive change within their respective areas of responsibility. This approach not only strengthens the leadership team but also fosters a collaborative and dynamic school culture that is focused on continuous improvement and student success. | | | | | | | |
| **Objective** | **Actions** | **Success criteria** | **Lead & start/ end date** | **Resource& cost** | **Monitoring** | **RAG** | **Evaluation** |
| Understand the expectations and requirements of their position. | Ensure job descriptions are available for AHT, YGL and SL  Link appraisals to job descriptions of role. | Effective execution of roles and responsibilities is essential for maintaining productivity, fostering collaboration, and ensuring the efficient functioning of the workplace.  SLT will have time to be strategic. | September 2024- July 2025 | £0 | HOS and DHT |  |  |
| Middle leaders positively engage in tasks and projects and demonstrate a commitment to achieving desired outcomes. | Middle leaders have clear targets for appraisal.  In pupil progress meetings, middle leaders identify barriers to learning and how they can be overcome so that the children can reach their full potential. | Appraisal targets are fully met and any barriers to meeting the targets are identified and discussed during the year.  Pupils progress is at least good with disadvantaged pupils making more than expected progress from their starting points. | September 2024- July 2025 | £0 | HOS and DHT |  |  |
| Individuals must fulfil their duties with competence, diligence, and accountability. | Staff code of conduct is updated and shared with all staff.  All staff meet the expectations of the school's code of conduct and the expected standards for their role (e.g teacher’s standards) Where this is not the case, staff are informed and supported to improve. | By effectively carrying out their roles, individuals contribute to the overall success of their team or organisation and help advance its mission and goals. | September 2024- July 2025 | £0 | HOS and DHT |  |  |
| Reduce unnecessary workload in line with teacher's workload revue | The ordering of school supplies will be removed from middle leaders and ordered by the central team. | This helps to reduce teacher workload. | September 2024 onwards | £0 | HOS and DHT |  |  |

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| **Development focus 5:** Further embed inclusive practices through the Inclusion Charter, with a deeper focus on developing subject-specific adaptations. | | | | | | | |
| **Current Situation:** The Inclusion charter was introduced in the academic year 2023-2024. Two further training sessions were given to staff during the spring and summer term. A refresher CPD session was given in September 2024. Monitoring demonstrated that the Zones of Regulation baskets were being used across all classes. Physical classroom environments were accessible to all learners, there were high expectations of behaviour and positive relationships were observed between staff and pupils. The whole school culture and ethos was inclusive.  Areas for improvement identified were; adaptive teaching across all year groups and consistent use of visuals to support children’s learning. | | | | | | | |
| **What are we aiming to achieve:**Enhancing the implementation of inclusive strategies across all subjects to cater to the diverse learning needs of students. By prioritising subject-specific adaptations, the school aims to ensure that all students have equal access to the curriculum and are supported in their learning journey. | | | | | | | |
| **Objective** | **Actions** | **Success criteria** | **Lead & start/ end date** | **Resource& cost** | **Monitoring** | **RAG** | **Evaluation** |
| The inclusion charter is implemented and used effectively in each classroom and strategically across the school | All staff will receive CPD to assist them with embedding the inclusion charter in their classrooms. | Learning walks, observations, planning checks and book scrutiny will show this is embedded. | September 2024- July 2025 | £0 | HOS (CC), DHT (CH) and SENCO (HS) |  |  |
| Embed inclusive practices across the whole school | Integrate strategies, policies, and initiatives that promote diversity, equity, and accessibility within the school community.  Foster a culture of respect and acceptance, providing accommodations for pupils with diverse needs, and ensuring that all individuals feel valued and included in the learning environment. | School will have a supportive and welcoming atmosphere where every pupil has the opportunity to thrive academically and socially. This can be measured through the pupil questionnaire being implemented in October 2024 and May 2025. | September 2024- July 2025 | £0 | HOS (CC), DHT (CH) and SENCO (HS) |  |  |
| Develop subject-specific adaptations for children who are finding it difficult to access learning | Customise teaching methods, materials, and assessments to meet the individual learning needs of students in different subjects.  Modify lesson plans, providing alternative resources, adjusting instructional strategies, and offering additional support to ensure that all students can access and engage with the curriculum effectively.  These adaptations are tailored to address the specific challenges or strengths that students may have in each subject, allowing them to access the curriculum more effectively and demonstrate their understanding of the content. | The gap between the progress and outcomes of pupils with SEND compared to pupils without SEND reduces in all subject areas.  Reviewed lesson plans show a range of strategies to support pupils with SEND. | September 2024- July 2025 | £0 | HOS (CC), DHT (CH) and SENCO (HS) |  |  |

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| **Development focus 6:** Implement effective strategies to enhance pupil attendance and reduce Persistent Absence (PA), ensuring these approaches have a significant positive impact including for the groups FSM and SEND. | | | | | | | |
| **Current Situation:** 2023-2024 whole school attendance 95.08% Persistent absence 13.14% | | | | | | | |
| **What are we aiming to achieve:** Enhanced pupil attendance and reduced persistent absence for all pupil groups. | | | | | | | |
| **Objective** | **Actions** | **Success criteria** | **Lead & start/ end date** | **Resource& cost** | **Monitoring** | **RAG** | **Evaluation** |
| Develop a new attendance policy and procedure | Develop a clear and consistent attendance policy and procedure that outlines the school's expectations for pupil attendance  Ensure that the policy and procedure are fair, inclusive, and take into account the needs of all pupils, including those with special educational needs and English as an additional language | The new attendance policy and procedure are reviewed in line with any updated guidance and implemented in September 2024. | July 2024 | £0 | HOS and AHT (JA) |  |  |
| Implement the new attendance policy and procedure | Train all staff on the new attendance policy and procedure, including how to record attendance, identify absences, and communicate with parents  Develop a system for monitoring and tracking pupil attendance, including a database or spreadsheet to record attendance data  Establish a process for identifying and addressing attendance issues, including early intervention strategies for pupils who are at risk of falling behind | All staff are trained to use the policy and procedure effectively, improving the attendance of their class.  Monitoring system is used effectively in attendance meetings  Whole school attendance improves for all pupil groups.  Children who require interventions receive them as soon as they are at risk of falling behind in their learning. | September 2024- ongoing | £0 | HOS (CC) and attendance officer (CA) |  |  |
| Improve communication with parents about attendance | Develop a system for regular communication with parents about their child's attendance, including regular reports and progress updates  Ensure that parents are aware of their child's attendance record and any concerns or issues that arise  Encourage parents to report any issues or concerns they have about their child's attendance to school | Newsletter focus  Website focus  Attendance reports sent home half termly  Certificates for children who achieve 94% attendance and above – bronze, silver and gold. Sent home half termly.  Whole school attendance improves for all pupil groups. | September 2024- ongoing | £0 | HOS (CC), attendance officer (CA) and class teachers. |  |  |
| Monitor progress towards attendance targets | Establish clear targets for improving attendance, including specific percentage targets for different pupil groups (e.g. pupils with special educational needs)  Monitor progress towards these targets regularly, using data analysis to identify areas of strength and weakness  Use data analysis to inform changes to the attendance policy and procedure, as needed. | Whole school attendance improves for all pupil groups.  Changes are made to the policy and procedure if required. | September 2024- ongoing | £0 | HOS (CC), AHT (JA) and attendance officer (CA) |  |  |

[**Risk Register**](https://latchmeretrust.sharepoint.com/:x:/s/LatchmereGovernors/ER4kzXOiA_1Jk35YLVEq8GEBvkdoPw3ba6VROYXV20IvTg)