

Quality of Education

- Staff meetings and training to develop both reading (2) writing (2) through from EYFS to Y6; provided pre-writing skills and writing progression documents to support staff.
- Highlight identified children across school who need support/ interventions with writing.
- All classes have set up inviting and engaging reading areas.
- Training and development of DEAL (1+INSET) to allow consistency across sites, staff attending LEA DEAL training.
- Shine & Shine, SERI, Phonics and sensory stories embedded across school – focus work areas set up (Overdale/ Main)
- Staff meeting (1) Thursday training (2) for purposeful maths language within problem solving from EYFS to Y6.
- Increased use of technology/ software to improve maths learning opportunities~ witnessed in lesson observations.
- Reconnected range of enrichment opportunities within the curriculum to enhance purposeful and experiential learning.
- Staff meetings (3) supporting knowledge of INTENT, IMPLEMENTATION and IMPACT within the curriculum
- Curriculum HUBS meet ½ termly to monitor and develop their subjects and complete evidence analysis.
- Lesson observations completed ~ Autumn English, Spring Maths and Teaching/ Learning ~ Curriculum content focus.
- Learning walks each term on all 3 sites to check continuity of 'Lisburne learning environments'.
- Curriculum Hub information and pupil progress regularly shared with Governors and stakeholders.
- Pupil progress meetings held in Nov to develop effective learning in classes and to highlight children requiring support and interventions.
- Assessment folders analysed ½ termly - progress tracked.
- Implementation of Branches - additional children working at Engagement levels with analysis of engagement model.
- EYFS baselines completed and submitted – Holly & Lime.
- EYFS new curriculum embedded, training and regular meetings to improve teaching opportunities.
- Budget for classes to requisition high quality resources to enable all children to make good progress in learning.
- Use of Dojo and Tapestry to document and monitor learning (min 3x p.w.) and evidence children's progress.

Leadership and Management

- Additional admin and recruitment of T's/TA's to secure whole school staffing structure.
- Delivering leadership, professional development and training opportunities across school – appraisals completed.
- Costings and writing of PP statement in line with new guidelines. Introduction of new 'Recovery Premium Funding' and 'School Led Tutoring'.
- HT & DHT resumed new build meetings with LEA.
- Implemented clear whole school staffing structure – communication pathways displayed, shared with all staff .
- SLT designated time within weekly meetings to share information and feedback to HT.
- Deep Dive meetings held with curriculum HUB lead, areas for development highlighted
- Improved subject knowledge with staff meetings and TA training linked to Reading, Writing, Maths and Technology focus areas.
- SLT involved in developing 'Teaching and Learning' across school through staff meetings, lesson observations and leading progress review meetings.
- ECT's and NQT's supported by SLT mentors.
- Staff attended whole school safeguarding training in Sept – updates for new staff.
- Weekly safeguarding meeting and updates between HT, DSL, SLT and FLC's
- Middle leadership extended with appropriate CPD.
- Governing Body development and training; new EYFS curriculum info in Nov in addition to regular meetings.

Behaviour and Attitudes

- Attendance monitored and checked regularly, ½ termly data analysed and compared to ensure all children access face-to-face learning opportunities in school.
- Supporting our more disadvantaged families through funding to attend our after school/play scheme.
- Increased use of restorative approaches to improve teaching & learning and have a positive impact on children, staff and families.
- Embed the 'Zones of regulation' across school to support wellbeing of children and aid self-regulation. ZofR training delivered to teachers (1) and the whole school through joint team meetings (2). Promote pupil voice at home.
- Implementation of communication support and positive handling plans (previously behaviour plans).
- Raised profile of 'Pupil Voice' to develop children's confidence and self-assurance in school and included in both EHCP review meetings and child led discussions within children's IEP's.

Personal Development

- Reconnection programme started with parents, staff and wider community to maintain and develop links across all sites.
- FLC increasing links between home/school to strengthen relationships. Supporting targeted families with behaviour strategies and life skills in the community.
- Y6 parents invited to a Christmas Show to watch the special performance.
- Successful PSHE Week "One kind word".
- Liaison between therapists and school with the introduction of 'Therapy Newsletter' sharing monthly updates with stakeholders.
- SMSC calendar updated to raise cultural awareness and include diversity.
- SLT held meetings with therapists and professionals to meet the children's needs.
- Resumed 2-way inclusion at both main site and Overdale to meet individual needs and provide challenge for our children.
- GY and KW trained as Mental Health First Aiders – delivered staff training and supported class team after a bereavement.
- Expansion of wellbeing support within school –encouraging staff/ pupil voice.