

Quality of Education

- 2 English staff meetings/ training to develop DEAL, Sign and Shine, Phonics, Sensory stories and shared reading.
- 1 staff meeting to develop writing through school from EYFS through to Y6 – use of updated support documents.
- 2 book looks and learning walks completed to ensure consistency across 3 sites
- Highlighted and identified children across school who need support/ interventions with reading and/ or writing through pupil progress meetings across all sites – Nov & Feb with a focus on development of quiet work areas.
- 8 staff have attended LEA 'DEAL' training led by CP & JJ and 1 staff meeting to share ideas held in Spring term.
- 2 Math staff meetings held to develop knowledge of problem solving in real life situations.
- 2 workshops/ training opportunities to support TA's develop problem solving skills from EYFS to NC.
- 2 maths planning/ work scrutiny, learning walks and observations completed in Autumn and Spring terms..
- PE HUB monitor exercise through - PE scrutiny, learning walks physical homework and PE award ½ termly.
- All pupils engaged in regular physical activity supported by timetabling of a sports coach across 2 sites.
- Pre-Formal Curriculum clearly demonstrating progression of skills responsive to on-going pupil needs in school.
- 3 staff meetings supporting knowledge of 3i's and the Quality of teaching within our curriculum ~ develop CPD.
- Curriculum HUBS meet each ½ term to monitor and develop their subjects and complete evidence analysis.
- SLT completing learning walks each ½ term across 3 sites to check continuity of 'Lisburne learning environments'.
- All 5 ECT's receiving additional training support plan (Bright Futures and in school mentoring) to further strengthen their teaching practice and develop skills.
- 2 assessment staff meetings (held termly), targets and progress folders analysed ½ termly – SLT evaluate progress, track and monitor all children.
- EYFS baselines completed and submitted (Holly) staff attend weekly meetings to improve teaching opportunities.
- Use of Dojo and Tapestry in all classes to document and monitor learning (min 3x p.w.) and evidence progress.

Leadership and Management

- Safeguarding training completed by all staff and visitors/ students to create a culture of continuous monitoring ensuring all staff and children keep safe. Weekly safeguarding meeting (HT/ SLT/FLCs)
- SLT/FLCs check CPOMS ~ monitored to ensure safety
- Delivered range of leadership, CPD and training opportunities across school – all appraisals completed.
- Implemented Early Career Framework and maintained Apprenticeship / Assessment Only Route for staff development/ retention - supported by SLT mentors.
- 4 senior leaders accessing additional NPQ training
- Completed costings/ written PP statement and 'School Led Tutoring' in line with DfE guidelines ~ on website.
- Headteacher provided strategic leadership - resumed new build meetings with LEA and Kier (contractors).
- Deployment of FLCs to ensure adequate cover for all families - new FLC completing training with supervision.
- Allocation of working spaces and PPA/non-contact time
- SLT designated time within weekly leadership meetings to share information and feedback to HT.
- Deep Dive meetings held with curriculum HUB leads, areas for development highlighted (Oct & March)
- Planned support/ training provided to improve subject knowledge in pre-writing and developing teaching of problem solving skills - raise attainment for all children.
- Meetings for all HLTAs/ TAs to improve knowledge about pre-writing and Maths with IT resources.
- Training provided to ensure governors clear about their roles and responsibilities - Gov's have curriculum focus.

Personal Development

- Relationships built within school community through range of enrichment opportunities.
- Development of regular transition sessions between classes on all 3 different sites to support mixing/ socialising with peers.
- Established 'Immersive learning weeks' each ½ term (Writing, PSHE & Maths focus).
- School council and Eco councils from both Offerton - Overdale site mix each term.
- Developed additional links for inclusion opportunities with mainstream school - 3 sites.
- Enrichment trips organized termly to ensure all children are provided with new and engaging learning opportunities in the community.
- FLC's work with teachers to identify target families to support in the home/community.
- School raised awareness of the 9 protected characteristics through wellness assemblies.
- SMSC calendar updated through variety of community links - celebration of diversity.
- Invitations sent to parents for new/different religious festivals e.g. Holi in spring term.
- Liaison between therapists and school stakeholders – termly 'Therapy Newsletter'.
- Expansion of wellbeing support (HY/ HO) encourage staff/ parent/pupil voice.

Behaviour and Attitudes

- Attendance monitored and checked regularly, FLC's/ teachers encourage and actively promote good attendance.
- ½ termly data analysed and compared to ensure all children access appropriate learning opportunities in school.
- Range of learning opportunities and support provided for our more disadvantaged families; creative provision to meet individual and specific needs. Supported funding to attend our after school clubs/play scheme.
- Increased use of restorative approaches across school to improve teaching & learning and have a positive impact.
- 'Zones of regulation' used in all classes and areas of school to promote wellbeing of all children as well as allowing them to self-regulate and understand their feelings.
- Z of R has been shared with parents/ carers to encourage pupil voice at home and support behaviour strategies.
- Application of communication support and positive handling plans discussed and reviewed with parental input.
- Development of children's confidence and self-assurance in school through 'pupil voice' – their views are included in their EHCP review meetings and child-led discussions held within children's IEP target setting (Oct).