

## **Quality of Education**

- Professional Development training (8<sup>th</sup> Jan) children having an active role and increasing engagement in their learning.
- Pathway focus; developing child-led learning opportunities.
- Staff training (19<sup>th</sup> Feb) development of language through DEAL, using engaging opportunities and role play to support and cultivate communication skills.
- Continue to develop the use of ELKLAN - "communication friendly environment" developing this through school with support for new members of staff.
- Develop communication tools with a focus on non-verbal learners. Support from Speechwise SALT team.
- English Hub have monitored across the 3 sites to develop and embed whole school communication policy.
- SLT monitoring of timetables to ensure all pupils accessing SERI, Sign and Shine, shared reading opportunities
- Staff training (18<sup>th</sup> Mar) to develop staff knowledge of Geometry - link learning to variety of real life experiences and outdoor learning opportunities.
- Staff training (4<sup>th</sup> Mar) "Engaging with the work of others" -Topic Hub to develop the process of creating art. Artist research exploration and representation.
- Curriculum HUBS have led development of their subjects to have positive impact on teaching (29<sup>th</sup> Jan & 11<sup>th</sup> Mar)
- Staff CPD training each Monday developing and extending teachers knowledge – sessions led by CURRIC HUB leads.
- Focus of core values and raising profile – included in all training and displayed/ referred to throughout school.
- Therapy input evaluated termly and bespoke training provided by therapy teams; SALT and MOT within specific team meetings, also by individual teams request
- New and inexperienced supported by SLT throughout induction period and first year.
- Assessment of progress tracked/ monitored by co-ordinator & SLT. Input and review of data Oct and mid-year Feb Evaluation of target progression inputted by teachers in May '24 – progression data within pupil progress meetings
- Termly pupil progress meetings to monitor progression and progress across core and foundation subjects in all classes held with SLT and pathway leads.
- Regular pathway team meetings developing structures to ensure continuity and clarity for classes with regard to learning, evidence of progress. Opportunities to share good practice & building consistently of high quality teaching.

## **Leadership and Management**

- All staff have completed level 1 safeguarding training
- Safeguarding meetings held weekly (across 3 sites) with safeguarding leads, FLC's and SLT ensuring arrangements in place and any actions addressed – follow up by key DSL
- CPOMS monitored daily by SLT and FLC's for safety and to ensure wellbeing of children and families is being actioned
- All SLT (10 staff) received additional DSL training via LA
- Leadership, CPD and training opportunities across school.
- Staff appraisals completed termly and reviewed annually
- Governor training days; extend knowledge and awareness to support the development of school through key focuses.
- Governors invited to attend termly Curriculum Hub meetings and visits of school arranged by Hub leads to have clear overview and observe variety of teaching & learning opportunities.
- Pathway leads CPD development through leadership to ensure sustainability and progression at all levels
- Weekly SLT meetings with focussed CPD & training
- HLTA programme throughout the year to enable training of appropriate staff – application and interview for positions
- Scale 6's attending training sessions & opportunities develop Teaching & Learning/ assessment knowledge
- HT & BSM attending regular meetings with strategic partners to enable smooth transition to Four Rivers Trust and action tasks for trust development
- Staff structure and appointments in place for new build

## **Behaviour and Attitudes**

- Termly monitoring and input from EWO to check attendance and discuss measures to support school with specific families; referral to Early Help Process and arranging TAC/ TAF meetings where appropriate
- Monitoring of CPOMS by senior SLT and FLC's to ensure attendance issues are monitored and addressed
- Development of restorative approaches (22<sup>nd</sup> Jan) through school to embed Lisburne's ethos and positive culture.
- Continual development of site mixing with focus within pathways to support smooth transition for staff and pupils into the new build. Strong relationships embedded to meet individual learning needs.
- Behaviour Hub organised training (15<sup>th</sup> Jan) with a focus on looking at key "triggers" and how to support these behaviours within school - training around low-level disruption and how these can escalate if not addressed within teams.. Extended discussion opportunities into pathways to look at specific behaviour strategies to support individuals and classes- monitored via CPOMS– findings and trends shared with SLT
- Behaviour Hub have ensured consistent use of the Zones of Regulation supported by both SALT and OT

## **School Improvement Plan Evaluation: June 2024**



## **Personal Development**

- Leadership team and school council help lead good work assemblies (digital lead)
- School has developed/ extended pupil voice through pathways with specific groups ; leadership group, school council, pupil voice & eco council (meet ½ termly)
- Governors have attended Leadership Team meetings at Overdale and Offerton sites to hear pupils discuss progress & learning – children showing embedded learning through the sharing of evidence in books and using their pupil voice.
- School community provided with variety of information (leaflets/ videos) to support and develop their awareness of the 9 protected characteristics.
- School have a 2 year cycle to enhance SMSC and cultural relationships through a bespoke festival/ celebrations calendar
- Development of site mixing and buddying system developing confidence & self-esteem ready for transition to new school
- Expansion and development of MHFA's role in order to support wellbeing & ensure appropriate mental health care / signposting provided within school.