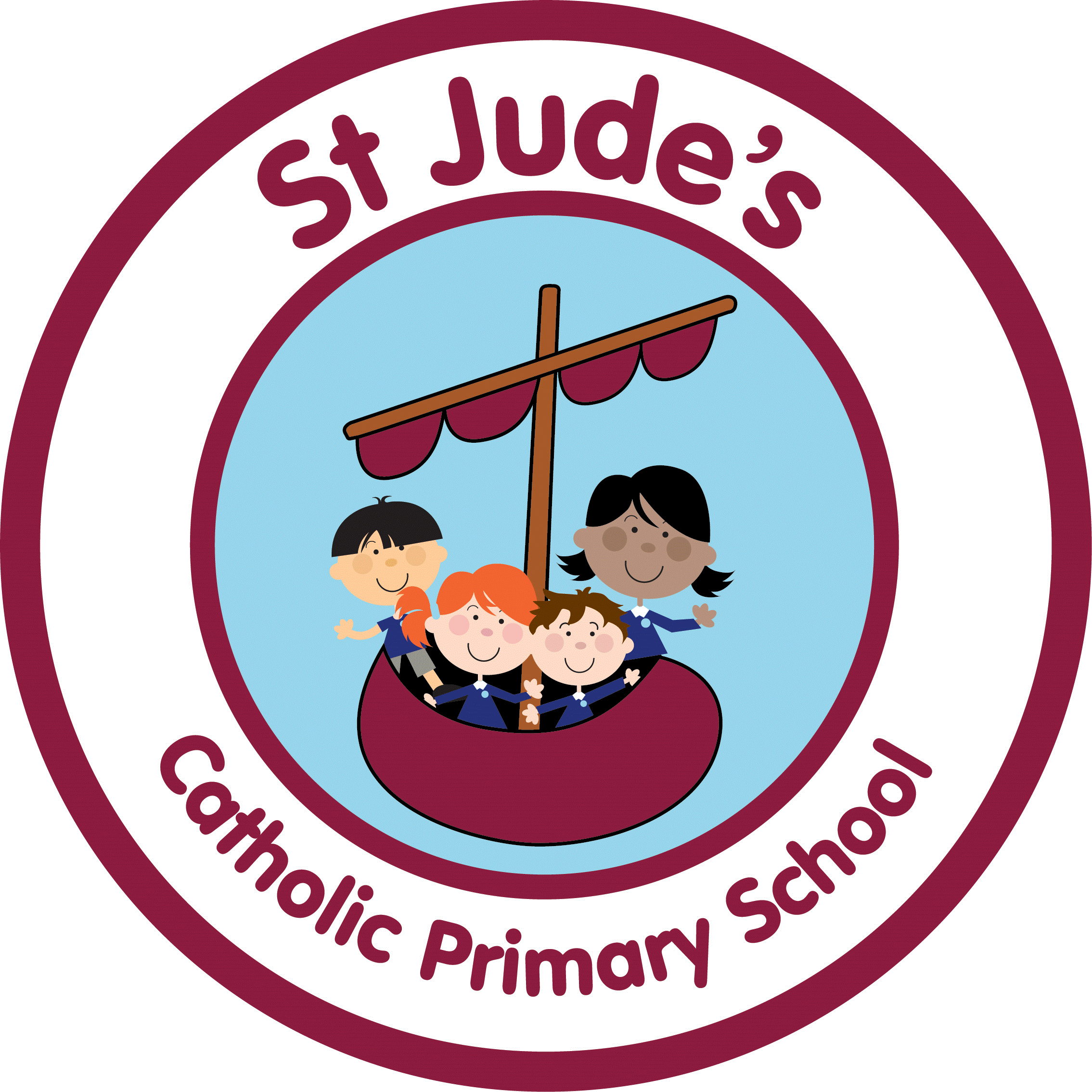
St Jude’s Development Plan

2023-2024



|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance Data** | | | | | | | | |
| End of Year | 2022 School EXS outcomes | 2023 School EXS outcomes | 2023National EXS outcomes | 2022 School GDS outcomes | 2023 School GDS outcomes | 2023 National GDS outcomes | 2022 School Progress | 2023 School Progress |
| GLD | 56% | 61% | 67% | NA | NA | NA | NA | NA |
| Phonics | 68% | 83% | 79% | NA | NA | NA | NA | NA |
| KS1 RWM | 48% | 45% | 56% | 0% | 0% | 6% | NA | NA |
| KS1 Reading | 56% | 64% | 68% | 0% | 18% | 19% | NA | NA |
| KS1 Writing | 56% | 50% | 60% | 4% | 0% | 8% | NA | NA |
| KS1 Maths | 52% | 64% | 71% | 0% | 14% | 16% | NA | NA |
| KS2 RWM | 39% | 60% | 59% | 0% | 10% | 8% | NA | NA |
| KS2 Reading | 75% | 73% | 73% | 32% | 37% | 29% | 1.8 | 4.0 |
| KS2 Writing | 57% | 70% | 71% | 0% | 13% | 17% | -2.6 | 2.9 |
| KS2 Maths | 71% | 67% | 73% | 11% | 27% | 24% | 0.2 | 2.6 |
| KS2 GPS | 64% | 70% | 72% | 29% | 37% | 30% | NA | NA |

**Each key area is assigned to a governor/s. Governors will visit school each half term to review, support and challenge.**

**Key Issue 1: Ofsted improvement- Assessment- To improve and standardise assessment across all foundation subjects - Governors with responsibility: Judith Hunt and Greg Hunt- visits to school to review-**

**Key issue 2: Ofsted improvement- Attendance – To improve attendance of all pupils with a focus on disadvantaged pupils- Governor with responsibility: Jessica Dooney - visits to school to review-**

**Key Issue 3: English (writing) – Improve the standards of writing across school with a focus on EYFS and KS1- Governors with responsibility: Mildred Sims and Anne Clarke-** **visits to school to review-**

**Key issue 4: Behaviour- To improve behaviour across school - Governors with responsibility: Anthony Norris and Jessica Dooney - visits to school to review-**

**SDP watch list- Continuation of previous Issues/objectives.**

K Hulme to ensure ‘Teaching for Mastery’ project started in KS2 continues- Monitored with book scrutiines, lesson observations and drop ins. Supported with any training required.

K Hulme to facilitate the new ‘Mastering Number’ project starting in EYFS and KS1 this year. Monitored with book scrutiines, lesson observations and drop ins. Supported with any training required.

Governors with responsibility: 25/01/24 Greg Hunt;

I Parry to ensure standards in Y3 and Y4 are the same as in UKS2. Y3 teacher is new to year group and Y4 teacher is new to school (both teachers are also the only M scale teachers in school).

I Parry (as KS2 lead) and SLT to complete regular ‘Drop ins’ and book scrutinies as well as the 3 yearly lesson observations. Any areas of development identified- I Parry will be released from class to mentor and coach the staff. I Parry to regularly feedback to SLT.

Governors with responsibility: required?

|  |  |  |  |
| --- | --- | --- | --- |
| **CPD PLANNER (directly relating to this SDP) Staff meeting. Training- NWLP/ Tess/ LA/ RWI / Archdiocese etc**  **SEE WHOLE SCHOOL CPD PLANNER FOR OTHER COURSES UNDERTAKEN**  **All training delivered to staff will be shared at each staff meeting.** | | | |
| **Staff Meetings** | | **Training** | |
| Autumn 1 | | | |
| 6th September | Project evolve- R Jackson | 19th September | J.Parker, A.Crosbie, R.Cregan, D.Stevens; Mastering number- rekenrek NWMhub Session 1 |
| 13th September | CCP’s- R Cregan | 20th September | R Jackson, D Wilson – Launch new RE curriculum |
| 20st September | Literacy Tree – I Parry | 22nd  September | I.Parry – English Hub conference UHHHH]#[LHTRGPO[#KGFD P# |
| 27th September | Change to 28th September – RE webinar with Archdiocese | 25th September | L Alder, J Parker – EYFS RE planning |
| 4th October | Change to 5th. Alex MGL. ICT assessment- moved to 19th October | 12th October | R Jackson – RE Leads |
| 11th October | Maths calculation policy- Kirsty | 8th November | R Jackson RSHE training |
| 18th October | Change to 17th October- Parents evening | 9th November | S Oxenham, C Elwell – New to RE training |
|  |  | 28th November | R Jackson, R Cregan, A Crosbie – Launch New Y1 RE curriculum |
|  |  | 5th December | L Alder, J Parker – EYFS RE planning |
|  |  |  |  |
| Autumn 2 | | | |
| 1st November | Reading lessons and what they should contain- Ian Parry |  |  |
| 8th November | Eal - Damian  Governors with all staff- Vision Statement |  |  |
| 15th November | COGS writing moderation – all years at wows schools. | 27th November | S.Oxenham, C Elwell, NWMhub TRG 3 maths lesson observations |
| 22nd November | CPD- safeguarding, prevent and cyber security. |  |  |
| 29th November | Ruth Miskin- Accelerated RWI YR, Y1 – Dorne  Maths webinars for KS2 |  |  |
| 6th December | Literacy Tree- I Parry |  |  |
| 13th December | Subject Lead feedback |  |  |
| 20th December | End of year document organisation. |  |  |
| Spring 1 | | | |
| 10th January | Change to Thursday 11th January – MGL Microbits Training | 16th January | J.Parker, A.Crosbie, R.Cregan, D.Stevens; Mastering number- rekenrek NWMhub Session 2 |
| 17th January | Ruth Miskin- Accelerated RWI YR, Y1 – Dorne | 19th January | R.Cregan, A.Crosbie, D Stevens- NWMhub -Embedding reasoning in KS1 |
| 24th January | Maths Webinar Stem Sentences- Kirsty and NWM hub | 25th January | J. Parker – EYFS Physical Project Day 1 |
| 31st January | Finance meeting- organisation for Spring 2 and summer terms. | 15th February | J. Parker – EYFS Physical Project Day 2 |
| 7th February | Art- Alice |  |  |
| 14th February | No meeting |  |  |
| Spring 2 | | | |  |
| 28th February | Ruth Miskin- Accelerated RWI YR, Y1 – Dorne  Reading KS2 – Ian |  |  |
| 6th March | Parents evening |  |  |
| 13th March | WOWS writing moderation | 14th March | J. Parker – EYFS Physical Project Day 3 |
| 20th March | Reception welcome day - summer 1 organisation. |  |  |
| 27th March | Bingo | 28th March | J. Parker – EYFS Physical Project Day 4- date to be rearranged. |
| Summer 1 | | | |
| 17th April | Changed to 18th April – MGL enrichment. | 23rd April | J.Parker, A.Crosbie, R.Cregan, D.Stevens; Mastering number- rekenrek NWMhub Session 1 |
| 24th April | Subject leader feedback- Monitoring of new foundation subject timeframe.  RE | 25th April | J. Parker – EYFS Physical Project Day 5 |
| 1st May | Ruth Miskin- Accelerated RWI YR, Y1 – Dorne |  |  |
| 8th May |  |  |  |
| 15th May |  |  |  |
| 22nd May |  |  |  |
| Summer 2 | | | |
| 5th June |  |  |  |
| 12th June |  |  |  |
| 19th June |  |  |  |
| 26th June |  |  |  |
| 3rd July |  |  |  |
| 10th July |  |  |  |
| 17th July |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Key Issue 1: Assessment- To improve and standardise assessment across all foundation subjects** | | | | | |
| **Objectives** | | | **Success Criteria** | | |
| All subjects are assessed.  Subject assessments are consistent across the following subjects; Science, Art, DT, Geography, History.  Subjects leads analyse data at the end of every term.  Subject leads use data to inform CPD.  Subject leads report to link governor each visit.  Assessments are used to inform planning.  Children can access assessment materials.  The majority of children will reach the expected levels in the above subjects.  Parents informed of children’s attainment termly.  Governors aware of standards. | | | All subjects are assessed at the end of each unit.  Excel spreadsheet completed after each unit.  Use blank Knowledge organisers to create assessments.  Teachers accurately judge what children know and have remembered.  Subject leads create report (end of term) showing- class, PP, SEN data.  Subject leads organise appropriate CPD (in service or outside provider)  Visits take place three times per year. Subject leads share data, monitoring information and CPD.  Future reflection work relates to gaps in learning.  Teachers use assessment to make links across subjects to review learning.  Assessment materials are age appropriate and end point appropriate.  Children achieve EXS (end points) in the named subjects.  Staff report to parents 2 x parents evening Autumn and Spring and end of year report.  Data / standards to be reported to governors 3x per year as part of the HT report. | | |
| **End Autumn Milestones** | **End Spring Milestones** | | | **End Summer Milestones** | |
| Create Autumn term topic assessments.  Assessments completed end of each unit and data logged on spreadsheet.  Teacher uses assessment data to inform reflection tasks (revisiting) and future planning.  Subject lead analyses data at the end of the Autumn term and reports to the link governor.  Staff report to parents regarding attainment verbally at Autumn Parents evening.  HT report contains foundation stage data. | Create Spring term topic assessments.  Assessments completed end of each unit and data logged on spreadsheet.  Teacher uses assessment data to inform reflection tasks (revisiting) and future planning.  Subject lead analyses data at the end of the Spring term and reports to the link governor.  Staff report to parents regarding attainment verbally at Spring Parents evening.  HT report contains foundation stage data. | | | Create Summer term topic assessments.  Assessments completed end of each unit and data logged on spreadsheet.  Teacher uses assessment data to inform reflection tasks (revisiting) and future planning.  Subject lead analyses data at the end of the Summer term and reports to the link governor.  Majority of children reach EXS (end points) for all named subjects.  Overall attainment reported to parents on end of year summative reports.  HT report contains end of year summative foundation stage data. | |
|  | | | | | |
| **Action** | **Lead & Resources** | **Monitoring**  **(what, who and when)** | | | **Evaluation / Notes** |
| * 1. Subject assessments are created and standardised across school.   2. Teachers use Medium plans and knowledge organisers to ensure they are assessing end points. | All staff | Inset September 2023- Subject leads and staff agree on a standardised format of assessment which is based on Knowledge organisers and end points that children are familiar with. | | |  |
| 2. At the end of each unit children assessed. | All staff | SLT check assessments are completed at the end of every unit.  Subject leads monitor assessments completed accurately (end points) at the end of each term. | | |  |
| 3. Teachers input data onto the assessment spreadsheet at the end of each unit. | All staff | Subject leads use data to inform trends across groups of children (PP, SEN, Class).  Leads inform SLT and governors. | | |  |
| 4. Subject leads and SLT to check data and use this to inform teacher discussions and CPD as required. | All staff | Subject leads to organise CPD based on assessment. | | |  |
| 5.1 Teachers use assessment data to inform future planning.   * 1. Teachers identify gaps in end point knowledge and use reflection time to address gaps.   2. Teachers revisit learning and make links across units of work and subjects. | All staff | Subject leads to monitor each term and report back to SLT   * Book look * Planning * Pupil voice * Assessment | | |  |
| * 1. Subject leads meet with assigned governors 3x per year to discuss and analyse attainment.   2. Governors complete pupil voice and book look alongside subject lead.   3. Governors complete report and share with Full Governing Body. | Subject lead  Governors | Governors interview and discuss with lead termly. | | |  |
| 7. Staff report attainment to parents verbally at Autumn and Spring parents evening and report whole year summative assessment in the end of year report. | All staff | Parents evening monitored by SLT and % attendance collected.  End of year reports checked and signed by HT. | | |  |
| 8. HT to include foundation stage data on HT governors report 3 x per year. | Damian Wilson | Governors to ensure they receive report and Judith and Greg monitor during governor visits. | | |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Issue 2: – To improve attendance of all pupils with a focus on disadvantaged pupils** | | | | | | |
| **Objectives** | | | | **Success Criteria** | | |
| To improve attendance in all areas with a focus on disadvantage pupils.  To improve punctuality in all areas with a focus on disadvantaged pupils.  To reduce the gaps in attendance and punctuality between disadvantaged and non-disadvantaged pupils.  Liaise with LA attendance officer and meet fortnightly to monitor and act upon attendance issues.  To work with parents to ensure clear communication and a clear attendance monitoring system in place to reduce attendance.  Open Early Helps as required.  To increase the awareness of, and importance of attendance and punctuality.  2022-2023 Whole school attendance 91.3%  2022-2023 Disadvantaged attendance 88%  2022-2023 Non-disadvantaged attendance 94%  2022-2023 Late 1191  2022-2023 Disadvantaged late 955  2022-2023 Non-disadvantaged late 236 | | | | Overall attendance end of each term and end of year improves for all pupils.  Overall attendance end of each term and end of year improves for disadvantaged pupils.  Attendance and punctuality gaps between disadvantaged and non-disadvantaged pupils reduced.  Regular meetings held and attendance enforcement carried out.  Parents aware of rules and expectations and engage with the system to improve attendance.  Early Helps opened and actioned.  Children aware of the importance of attendance and punctuality.  Overall improvement on all of last years data. | | |
| **End Autumn Milestones** | **End Spring Milestones** | | | | **End Summer Milestones** | |
| Improvement of end of term attendance rates and closing of gap.  2022-2023 Autumn all pupils 90%  2022-2023 Autumn disadvantaged 87%  2022-2023 Autumn non-disadvantaged 93%  Dojo shop opened. | Improvement of end of term attendance rates and closing of gap.  2022-2023 Spring all pupils 93%  2022-2023 Spring disadvantaged 90%  2022-2023 Spring non-disadvantaged 95%  Dojo shop continues and prizes purchased as required. | | | | Improvement of end of term attendance rates and closing of gap.  2022-2023 Summer all pupils 91%  2022-2023 Summer disadvantaged 88%  2022-2023 Summer non-disadvantaged 94%  Overall yearly attendance and lates improves and gaps closed on last year see above.  Dojo shop continues and prizes purchased as required. | |
|  | | | | | | |
| **Action** | | **Lead and resources** | **Monitoring**  **(what, who and when)** | | | **Evaluation / Notes** |
| * 1. Rigorous monitoring of attendance and late data.   2. Weekly meeting held with HT to look at data.   3. FFT used to compare data to national and local data. | | Mel Ashurst  Fisher Family Trust | Mel Ashurst to monitor weekly and meet with Damian Wilson to discuss. | | |  |
| 2. Fortnightly day of attendance monitoring and meeting with LA attendance support officer. | | Mel Ashurst  LA support officer | Mel to meet with LA support officer once per fortnight. Parents will be informed of future meetings and letters/messages sent to parents.  SLA for attendance service £1200 | | |  |
| 3.1 Parental engagement and communication improves.  3.2 School introduces new app that will increase and improve means of communication. App will act as a visual cue for parents.  3.3 Parents informed of childrens attendance-   * If child not in school and no communication school will contact parents before 10.00am. * If no communication a home visit will take place- the timeframe of the visit is circumstance dependent. | | Mel Ashurst | Mel to liaise with office on a daily basis to gather attendance information.  Contact with parents will be made via app or phone call.  Home visits will be undertaken by MA, DW and LA support as required.  Cost of new APP £1647. | | |  |
| 4.1 Clear graduated approach put into place and parents aware of, and engage with, the process.   * Parents aware unless exceptional circumstances, holiday requests in term time will be declined. * Attendance drops below 93% - warning letter sent. * Attendance drops below 90%, meeting held and 4- week attendance monitoring period begins with set targets. * After 4 weeks if attendance improves a ‘well done’ letter is sent. If attendance still not improved- meeting with LA attendance, school and parents, an attendance contract is created that will last for 8 weeks reviewed after 4 weeks. Early Help offered. * After 8 weeks if attendance improves a ‘well done’ letter is sent. If no improvement an Early Help opened and LA possible sanctions. | | Mel Ashurst | Mel and the LA attendance officer to complete actions as required. | | |  |
| 5.1 Clear rewards and encouragement for children and families.  5.2 Dojo shop opened, dojos awarded for attendance and punctuality as well as behaviour.  5.3 Climbing wall arranged for children in March 2024 for good attendance.  5.4 Easter eggs given at Easter for high attendance.  5.5 Weekly rewards given to ‘Best’ classes during achievers assembly.  5.6 Attendance and punctuality on school newsletter.  5.7 School to continue to provide free ‘Magic Breakfast’. Funded by School £600.  5.8 Disadvantaged children struggling with attendance and punctuality offered free place in school Breakfast Club. | | Mel Ashurst  Roisin Jackson  Angela Shaw  SLT | Mel to organise rewards at different times of year.  Roisin and Angela to liaise with ‘The Brick’ and other charities to ensure Dojo shop is always well stocked.  SLT to ‘run’ the Dojo shop.  SLT to ensure attendance and punctuality a key point during weekly achievement assembly. | | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Key Issue 3: English (writing) – Improve the standards of writing across school with a focus on EYFS and KS1** | | | | | |
| **Objectives** | | | **Success Criteria** | | |
| To narrow the gap between local/national and school in attainment of the Specific Early Learning goals for literacy- Comprehension, Word Reading and Writing.  To improve the outcomes of children at the end of KS1 so that they are in line with local and national (providing data is available).  To ensure the outcomes of children at the end of KS2 remain in line with local and national data.  Continue to use RWI and RWI catch up to ensure more children are off the reading scheme earlier and therefore increasing the amount of time writing.  Continue to use No Nonsense Grammar and No Nonsense Spelling and align the use so that integrates with Literacy Tree.  Purchase and introduce a new writing scheme (Literacy Tree) for school across KS1 and KS2, to ensure writing is being taught progressively across school.  Raise expectations of writing attainment. Raise visibility of writing across school.  Complete writing book scrutinies and feedback at least once per half term.  SLT to scrutinise data drops (once per half term) and identify children who need accelerated writing progression.  Performance management target for staff to be a writing target. | | | Gap narrowed between local and national in the three key goals.  Gap narrowed between local and national data- as KS1 SATs are now non-statutory, data may not be available. If no data available then attainment will be judging against 2021-2022 internal, local and national data.  Continued success in writing outcomes and the gap in attainment becomes smaller again. Due to covid there will be no progress data 2023-2024.  RWI further embedded within KS1 (and KS2 as required). More children complete the RWI programme by the end of Autumn 2 (last year 0 children completed).  No Nonsense Grammar and Spelling are continued to be used but are now aligned to the new Literacy Tree writing scheme.  New scheme is embedded and successfully used across KS1 and KS2.  Children are introduced to (when appropriate) grammar and vocabulary, further on than what is expected.  SLT and English lead complete scrutinies, feedback and improvements based on feedback can be seen.  Data drops scrutinised and teachers informed of children not progressing at expected rates and actions discussed on how to accelerate progression.  One of the three PM targets is writing and this is discussed and monitored 3 times per year and this discussion will run alongside the pupil progress discussion. | | |
| **End Autumn Milestones** | **End Spring Milestones** | | | **End Summer Milestones** | |
| Literacy Tree rolled out across KS1 and KS2 and assessed at end of term.  All staff required are trained and delivering RWI successfully.  Some Y2 children have completed RWI programme.  No Nonsense Grammar and Spelling used as required. Assessed at end of term and adapted to Literacy Tree as required.  Some higher level vocabulary and grammar can be seen being used by HA children.  PM writing targets set and first pupil progress meeting and review carried out.    Attend WOWS writing moderation session 1. | Literacy Tree usage refined to more accurately reflect St Jude’s. Assessed at end of term.  RWI delivered successfully and catch up programme in place.  Further Y2 children have completed RWI programme.  No Nonsense Grammar and Spelling more accurately aligned with Literacy Tree. Assessed at end of term and adapted to Literacy Tree as required.  Some higher level vocabulary and grammar can be seen being used by HA and some MA children.  PM targets reviewed and second pupil progress meeting and review carried out.  Attend WOWS writing moderation session 2. | | | Literacy Tree Embedded and reflects the needs of ST Jude’s children.  RWI delivered successfully and catch up programme in place.  All Y2 children (with SEND exceptions) have completed RWI programme.  No Nonsense Grammar and Spelling correctly aligned to Literacy Tree and used accordingly.  Some higher level vocabulary and grammar can be seen being used by the majority of children.  PM targets reviewed and third pupil progress meeting and review carried out. End of academic year PM target assessed.  Attend WOWS writing moderation session 3.  Gap narrowed between local/national and school in attainment of the Specific Early Learning goals for literacy- Comprehension, Word Reading and Writing.  Outcomes of children at the end of KS1 show that they are in line with local and national (providing data is available).  Outcomes of children at the end of KS2 remain in line with local and national data. | |
|  | | | | | |
| **Action** | **Lead & Resources** | **Monitoring**  **(what, who and when)** | | | **Evaluation** |
| * 1. New scheme bought, rolled out and training provided.   2. Further training scheduled each half term in order to refine use of, and success of, the Literacy Tree scheme. | I Parry and all staff | I Parry to deliver training 20/09, 01/11, 06/12.  End Autumn Term SLT to evaluate scheme based on observations and feedback. Future training identified and planned for spring term. | | |  |
| 2.1 RWI groups set up and changed as required. RWI lead not teaching and consistently monitoring children.  2.2 RWI catch up programme set up as required.  2.3 RWI lead to liaise with English Hub to ensure progress is made.  2.4 Once Y2 completed programme, children moved onto further comprehension and writing sessions. | D Stevens RWI Staff | D Stevens to organise and manage groups on a weekly basis. All children assessed 1 to 1 by D Stevens each half term.  D Stevens to ensure catch up programme used for identified children.  End Autumn term, Y2 children who have completed the programme to be set further writing and comprehension sessions by D Stevens- to take place during RWI time. | | |  |
| 3.1 Staff use No Nonsense Grammar and Spelling to fill gaps in children’s learning that may appear when using the new literacy scheme.  3.2 Staff identify and refine when NNG and NNS are required within the new literacy scheme.  3.3 Staff to introduce children to higher level skills, these will not be expected to be used by all children but will introduce all children to these skills. | I Parry, SLT and all staff | All staff to use NNG and NNS to supplement the Literacy Tree.  SLT to monitor during half termly book scrutinies.  Feedback taken, scrutinies completed and end Autumn term any adaptations needed, identified and training planned. | | |  |
| 4.1 Each half term during a SLT meeting (or more meetings as required) a writing book scrutiny to take place and feedback given.  4.2 Feedback reviewed when looking at future book scrutinies by SLT.  4.3 Writing lesson observations take place and feedback given. | SLT | SLT plan, carry out and feedback. | | |  |
| 5.1 Performance Management and Pupil Progress meetings take place each term. (twice in Autumn term and twice in summer term). | HT and DHT | PM meetings   * Setting targets September. * First review end Autumn term. * Second review end Spring term * Third review mid summer term * Final review end summer term. | | |  |
| 6.1 All staff to attend the three WOWS moderation writing sessions to compare writing across the consortium and agree on Age Related Outcomes. | WOWS and all teachers. | All staff to attend meetings as directed by HT. HT to liaise with leads to feedback outcomes of monitoring. | | |  |
| 7.1 Reception teacher to join and attend WOWS EYFS COG group- set up at November WOWS conference. | J.Parker | Joanne to attend all meeting and engage with any EYFS projects from the WOWS COG group. | | |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Issue 4: To improve the standards of behaviour across school.** | | | | | | |
| **Objectives** | | | **Success Criteria** | | | |
| Children deport themselves in a correct manner when interacting with school.  Children treat each other and school with respect.  Children treat their environment with respect.  Children understand the concept of community and their role in it.  New behaviour strategy introduced. | | | Children interact with each other, their peers, staff and the environment in an acceptable manner.  Children show respect to each other, staff and parents.  Children treat their environment in an acceptable manner.  Children understand that they belong to a wide school community and realise they have a role to play within that community.  The number of blue books is reduced throughout the year.  The school dojo shop improves behaviour.  The number of detentions reduces term on term throughout the year. | | | |
| **End Autumn Milestones** | **End Spring Milestones** | | | | **End Summer Milestones** | |
| New behaviour policy introduced to children.  First non-negotiables brought in Autumn 1 then Autumn 2- Adhered to by children.  Improvement in use of interactive language by all children.  School dojo shop opened. | Number of detentions reduced from Autumn term.  Non- negotiables for Spring 1 and 2 brought in and adhered to.  Improvement in use of interactive language by all children. | | | | Number of detentions reduced from spring term.  Non-negotiables embedded across school.  Improvement in use of interactive language by all children.  Anecdotal evidence shows improvement in school environment from beginning of year. | |
|  | | | | | | |
| **Action** | | **Lead and resources** | | **Monitoring**  **(what, who and when)** | | **Evaluation** |
| * 1. New behaviour policy introduced.   2. Each class will decide on rules appropriate for their class.   3. Whole school non-negotiables introduced in Autumn 1 and added to each half term after.   4. Dojo shop opened at beginning of Autumn 2. | | SLT and all staff | | Class teachers to decide upon class rules and the way to monitor behaviour e.g. sun and cloud in reception, names on board in Y6.  Non-negotiables introduced in whole school behaviour assemblies. Autumn 1- walking only around school and doors opened for adults.  Autumn 2 – keep your work space tidy e.g. desk, ICT suite, Lunch place- chairs tucked in, all work away.  All non-negotiables monitored by all adults and all adults responsible for ensuring they are adhered to.  Dojo shop opened Monday 2.45 and organised by SLT. | |  |
| 2.1 Staff giving children for going ‘above and beyond’ expected behaviours. Children not given dojos for non-negotiables.  2.2 Dojo shop opened every Monday at 2.45 | | SLT and all staff | | All staff ensure children are given the correct number of dojos for the correct behaviours. | |  |
| 3.1 Staff to model correct language at all times around school and encourage children to do the same. | | SLT and all staff | | During interactions children are called by name e.g. not called lad or mate. If children use incorrect language around school staff to interject with correct language.  Staff to ensure please and thank you used at all times. | |  |