

Connaught Junior School 3-5 Year Vision

Our Vision

To be on a continual journey of self-improvement of developing children's character, promoting wellbeing, providing an outstanding education for all and keeping Connaught children safe and happy.

In essence – **Improve Every Day**

Three School Rules are how we create our Ethos by:

- **being committed to being the best you can be.**
- **being confident in showing positive behaviours**
- **being caring to all at Connaught.**

To help realise the vision, there are 6 curriculum drivers that aim to develop the whole child; academic, emotional, spiritual, social, moral and cultural:

1) Learning and Leading - Striving for achievement and celebrating success inspires children to realise their full potential in achieving high standards physically, socially, spiritually, creatively and academically both as individuals and collectively as part of a team. Children are encouraged to be leaders across the school and Pupil Voice is highly valued. There are many leadership opportunities from Year 3 to Year 6, and children are encouraged through the self-development programme, The Leader in Me. Children are encouraged to be **Leaders of Learning**. Positive learning behaviours and attitudes lead to children relishing challenge and growing their confidence to take on leadership roles inside and outside the classroom.

2) Caring Community - Living the Connaught values, and recognising that through the Core Connaught Values of being Caring, Confident and Committed we have can have a positive impact on our school community and beyond. This is through forging positive relationships and realizing that we have a positive contribution to make to everyone in our lives, regardless of ethnicity, age, skill level, physical or mental disability. We value a selfless attitude, polite manners and exemplary behaviour. This applies to both children and adults and everyone takes personal responsibility.

3) Enterprise and Effort - Create a stimulating, secure and supportive learning environment that both motivates and nurtures resilience. We aim to develop enquiring and lively minds as well as the knowledge and skills to enable children to thrive in an ever-changing world. This is achieved through fostering a **growth mind-set** approach to learning and celebrating mistake making. We encourage children to think outside the box, be creative and put real effort and perseverance into every task so that they can feel successful. Teachers focus their positive praise on the process the child has gone through as much as the end result. Children are given challenging projects to work on throughout the school year that require effort, collaboration and teamwork.

4) Wellbeing and Being Well - Developing a rounded individual - empowering our pupils to become the best versions of themselves, both physically and mentally strong. This is through developing their ability to express themselves and be in the right place for learning so that they can be successful. In line with a growth mindset approach, children's achievement is not driven by their 'ability' in a subject but by their 'skill level'. A ceiling is not placed on a child's

	<p>potential to achieve and grow. Physical exercise is recognised as an important tool for wellbeing and opportunities to move is built into class time every day. Children are given the tools to focus on their physical and mental wellbeing through both strong PSHE and PE programmes, as well as ELSA and Emotion Regulation through Trick Box.</p> <p>5) Identity and Uniqueness – Celebrating each child’s unique qualities whilst running alongside a strong sense of community and belonging. All children actively work together, whether it be in a partnership, in a team, in a house or as a family, they recognise every individual’s rights & responsibilities towards themselves and others to enrich the learning experience of all. All and any differences and similarities are recognised and celebrated. Inclusion, diversity and equality are promoted.</p> <p>6) British and Global Citizens – Raising awareness of the world around us encourages pupils to be aware of their responsibilities as British and Global citizens thus creating a sustainable future and confidently contributing to the world around them. There is recognition of the differences and similarities between us culturally diverse, that everyone matters. Children are prepared for the future to develop the confidence to embrace tomorrow’s opportunities by becoming life-long learners; using technology to solve problems; being courageous. Creativity is continually encouraged, and is an integral part of our curriculum, with unique opportunities to develop core skills alongside the arts, music and sport, as well as specialist teaching in Music and French. Children are encouraged to be curious and knowledgeable about the world they live in, and how to use the internet safely.</p>
<p>The Vision for Connaught Children <i>What does a Connaught Child Look like?</i> I am keen to learn and share my learning with others. I am curious and encouraging. Sometimes I lead, sometimes I follow. I am flexible and adaptable and always confident in my role. I build on the foundations of what I already know whilst looking forward towards my future and what is coming up in the next stage of my school career. I relish challenge. I understand that I contribute to the culture and ethos of my school. I understand how my behaviour impacts on those around me. I am polite, respectful and well-mannered to all. I strive to be happy and positive, always looking on the bright side, giving people the benefit of the doubt, being kind and caring and always trying to see things from other people’s point of view. I always do my best, putting effort into my work and relationships. I know that intelligence is not fixed and that I can increase my skill level if I work hard. I am a committed learner. I enjoy showcasing my talents in big or small ways whether it is through acting, singing, sports, cooking, art, music or leadership. I am passionate about what makes me, me. I am a creative soul. I am an individual and unique in my own way and I insist that this is recognised. Leadership opportunities allow me to develop my character. I am also a small but important part of a whole, a team, a community, a family. I will forever remain in the fabric and memory and history of this school building. My voice will forever echo down its hallways. I can improve every day.</p>	<p>Our School Values: Children, parents, governors and staff are Caring, Confident and Committed.</p>

I am the Child Who Can.

TAMAT Mission:



AIMS: Over the next three years, our MAT will be a value-adding and fully resourced alliance of like-minded and collaborative schools, all of which are good or outstanding as a direct result of the school improvement capacity and capability of TAMAT.

Five Key Drivers:



THE GUIDING PRINCIPLES OF OUR MAT:

- School Improvement – High Expectations, Standards, Quality Curriculum, Teaching and Learning Resources
- Leadership – Character and Personal Development
- Inclusion – Access and Support for all.
- Wellbeing – Development of a Wellbeing Strategy for children, parents and staff.
- Resourcing Schools – One organisation philosophy, Access to funds, Environment, Organisation, Leadership, Synergy and Strategy

Providing the best education for all the children
within our care is our core purpose.



BEST TEACHERS



BEST RESOURCES



BEST SUPPORT



BEST
ENVIRONMENT



BEST FACILITIES



BEING FORWARD
THINKING

Connaught Junior School Development Plan 2023-24

Quality of Education						
Process (What actions will we take to bring about change?)	Process Monitoring (What will we do to check whether the process is working as we go?)	Process Resources (What are the human and material costs?)	Success Criteria (What outcomes will we expect to see if successful?)	Policies: Curricular, Teaching & Learning, Assessment		Link Governors:
				Autumn	Spring	Summer
<p>Teaching and Learning Ensure that all teaching is good (effective) with at least 20% outstanding (exceptional) through robust and rigorous monitoring and coaching. 33% as an aspirational target</p>	<p>Learning Tours Formal and informal lesson observations Appraisals Book Looks Pupil Interviews Ongoing formative and summative assessment by teachers Termly analysis of data Pupil Progress meetings Ongoing SP training Subject leaders to monitor subject.</p>	<p>SLT Monitoring time Appraisal meeting time CPD</p>	<p>Using the T&L Matrix, all teaching is consistently effective, with at least 20% exceptional. (aim for 33%)</p>	<p>Appraisal targets are set based on SDP. New TAMAT paperwork details clear expectations of staff at all levels.</p>	<p>Calendar has set out clear focus for learning tours and when formal observations will occur each term. Informal monitoring continues.</p>	<p>Evidence is gathered by SLT and individual staff to back up judgements given on Q of T. Training inhouse is reviewed.</p>
<p>Assessment Analyse data on SP to effectively report on TL&A and track progress of individuals and groups so that all pupils progress well from their different starting points with 100% achieving or exceeding expected progress and at least 30% exceeding expected. Certain groups to be a particular focus.</p>		<p>Head of Year time to analyse data and meet teachers Data Lead and HT/DHT time to meet and discuss. CPD on SP</p>	<p>Progress of all children from their starting points is expected with at least 30% more than expected.</p>	<p>Realistic/ambitious targets set based on baseline and KS1 results. Focus on certain groups. Assessment Lead to set up Excel Documents to ensure consistency across the year groups and aid target setting. Look to see how this is done on SP. Target setting linked to appraisals.</p>	<p>Assessment Leads across TAMAT continue to meet and share good practice, esp regarding progress and attainment of children from focus groups. Group Provision Maps set up to detail what additional support children are getting.</p>	<p>Pupil Progress meetings ensure that different groups are being targeted to succeed. If children are not making exp or better progress, why not and what are we doing about it? Review practices for focus groups in Reading.</p>
<p>Curriculum Adapt Theme Overviews to take account of <i>Need</i> to know and <i>Neat</i> to</p>		<p>Curriculum Team time Subject Leader time with SLT Liaison with other Year group meeting time</p>	<p>Teachers are teaching a deep, broad and balanced curriculum and both teachers and children are confident of the learning journey and the new non-</p>	<p>SLT and governors review Theme Overviews, monitoring timetable and action plans to mark out</p>	<p>Focus on Art/DT, RE and French New approach to times tables in Y4 reviewed</p>	<p>Children surveyed on favourite subjects and why. Programme of Oracy has been trialled and checked</p>

know, thus making the learning deeper. Focus on Oracy, Writing, Times Tables			negotiables of 'sticky' knowledge. Writing will improve through review of approach and an increase in frequency as more time in curriculum is found. Focus on Oracy will improve pupil outcomes in all areas.	learning journey for each subject. Review Jane Considine at CJS and compare it's use in other TAMAT schools who have more success with writing.	and compared with Y4 last year at this stage.	against improvements in behaviour and across subjects.
Challenge Ensure the language of challenge is used frequently to enable all children to be successful in every lesson, but especially the higher skilled children.	Creating and Monitoring of HS/G & T Register	Teacher meeting time SLT and subject leader Monitoring Teacher and pupil interviews Time to look at research around reading high quality texts repeatedly to a class of children.	All children, but most especially those who are higher skilled, are challenged in every lesson leading to greater outcomes for all. Reading in trial class improves radically leading to rolling the programme out across the school.	Approach two class teachers to commence programme, one being trialled and one not. Purchase reading age tests.	Collate and compare results of reading age tests. Introduce in Year 6.	If successful, roll this approach out across the school.
Curriculum Facilities Enhance use of STEAM Lab and other specialist learning spaces.	SLT to monitor progress of subject leads in gaining information of resourcing facilities.	CFO and SBM meeting time Subject Leader liaison with secondary schools. CEO & Trustees approval.	The curriculum is enhanced in STEAM subjects with outstanding resourcing enabling clubs for HS children and outreach to infant schools.	Ensure STEAM Lab space is being used for different subjects through timetabling.	Review resources needed.	Plan after school clubs to enhance children's learning opportunities, esp in Engineering and practical science.
Diversity Create EDI Champion Role to network across TAMAT to share good practice	EDI Champion to check in with HT and plot events in whole school calendar.	Meeting time Assembly time Parental engagement	EDI given higher priority to celebrate diversity within and out of our school, focus on global community and what can be learnt through different subjects. Link to British Value of Tolerance.	Create role in CJS for a teacher, name sent to CEO. Diversity Month to celebrate all kinds of diversity linked to ethnicity, neurodiversity, disability.	TAMAT EDI INSET Parent appeal to do 15 min assembly on their chosen career, esp those who have had to fight to be successful.	Detail how EDI is promoted and celebrated throughout the curriculum.

Behaviour & Attitudes

Process (What actions will we take to bring about change?)	Process Monitoring (What will we do to check whether the process is working as we go?)	Process Resources (What are the human and material costs?)	Success Criteria (What outcomes will we expect to see if successful?)	Policies: Behaviour, Anti-Bullying, Attendance		Link Governors:
				Autumn	Spring	Summer
Learning Behaviours Further develop opportunities in the curriculum for pupils to develop self-confidence, self-awareness and an understanding of how to be a successful learner.	Demonstrated in planning and lesson observations following the Growth Mindset model.	External CPD in Growth mindset and independence especially for new staff.	Resilient learners who show perseverance and can articulate how to use 'stuckness' techniques.	Teacher meeting training on practical strategies for children to develop independence.	Learning environments and lesson observations show evidence of independence.	Children interviewed on what they do if they are 'stuck'.
Surveys Survey staff on perceptions of behaviour in school.	Ongoing behaviour monitoring formally and informally.	Poor/good choices dealt with appropriately at the time. Good choices encouraged through PSHE/Assemblies/coaching from class teacher and support staff. Continual reminders to all staff of behaviour policy.	Parent Questionnaire will reveal 90-95% agree behaviour is good or better.	Playground behaviour is tightened up with certain days for certain activities. High expectations of low level behaviour and explicit teaching of behaviours we want to see. SLT more visible	Parents surveyed in second part of term to gauge perceptions. Questionnaire split into different year groups.	Staff surveyed on behaviour, WWW and EBI. Low demand work in last 3 weeks of term – focus on transition, wellbeing, PSHEC, practical activities.
Behaviour Policy Girls Onboard continued in upper school and Restorative Approach continued.	Review and refine systems as we go.	Teacher and TA meeting reminders about collective attitudes towards children's behaviour. Assembly time Friendship Council Time	Overall reduction in Behaviour Incidents year on year (bullying and discrimination) as recorded on SP and reported to Governors.	INSET in September used for training on Behaviour and de-escalation techniques. Friendship Bench – relaunch this with Friendship Council. Buddies in hi viz More structure at lunchtimes – refereed football, outdoor library, girls' football.	Girls Onboard re-introduced to girls in Years 4-6, second round of training. Focus on practical solutions to unkind behaviour and undesirable behaviour.	Behaviour incidents data on SP compared with previous year. Those to do with bullying or discrimination go on CPOMs
PSHEC Jigsaw programme continues to run throughout the	Monitored through observation of PSHEC lessons, learning	Curriculum Teams meeting time Assemblies	A culture of celebrating difference is cemented at Connaught through Vision and Values.	An increased content of diversity in assemblies and lesson coverage.	Wall Art completed of 'I Am A Connaught Child'.	TAMAT EDI policy and approach created.

school with a whole school focus on celebrating diversity. EDI Champion appointed	environments and lesson/assembly content.	SLT formal lesson observations. TAMAT EDI Meetings				
Oracy Behaviour will improve as a result of focus on Oracy.	Senior leaders will take on board anecdotal and hard data to monitor friendship fall outs, physical aggression child on child and overall behaviour	Staff meeting time Train support staff Assemblies English Oracy lessons	Behaviour incidents will improve though programme of improving children's oracy.	Oracy programme introduced in Autumn term	DHT to research programme using EEF	SLT to compare data form Aut to Sum term, looking specifically or improvements in high level poor behaviour behaviour.
Attendance Incentives used to meet or exceed old whole school target of 97.3%	Daily monitoring of attendance and punctuality by SLT and office. Monitored by Inclusion Officer in termly meeting with nominated office staff.	Inclusion Officer SLA cost and meeting time. Traveller Services SLA cost. Office staff chasing up time. Letters to parents.	Connaught's attendance will meet or exceed old whole school target of 97.3%	Best attending class to spend some time with Toffee the school dog or have extra time on Connaught Castle.	Inclusion Officer and REMA has improved attendance of vulnerable groups.	Attendance tracked and compared to previous year.
Children's Wellbeing and Safety Children's safety and wellbeing are top priority, after change of DSLs.	CSG, KW and SM ensure high quality of safeguarding continues after departure of KS.	S/G meetings Rigorous minutes of meetings Time to regularly check CPOMs and DSL@ S/G processes around volunteers to the school Risk assessments	S/G standards remain high to keep children safe	INSET on S/G Interview parents who wish to volunteer and provide S/G training	Attend DSL meetings with other TAMAT DSLs	Ensure training and supervision for all DSLs is impactful – handover to lead DSL.
Pupil Voice and Leader in Me Children's voice will be more impactful for school improvement	Survey children on the difference being a leader has made to them.	Creating survey time Administering and analysing results – make necessary changes	Children taking on roles of responsibility will make a positive difference to their lives, esp those who are deemed to be vulnerable.	HT to send suggestions to those leading Pupil Parliament on actions that should be focussed on. SM to take a lead on Pupil Parliament/School Council links across TAMAT – create competitive events SM/KW meet with Kirsty Gittens on next steps	LiM Leader at CJS – KW – to network with other TAMAT LiM Leads LiM Captains to create lessons/assemblies (recorded?) on different habits	Captains in Year 6 create Connaught Channel – delivering regular news updates about what is happening at CJS/TAMAT. Use greenscreen Develop idea for TAMAT TV

Personal Development

Process (What actions will we take to bring about change?)	Process Monitoring (What will we do to check whether the process is working as we go?)	Process Resources (What are the human and material costs?)	Success Criteria (What outcomes will we expect to see if successful?)	Policies: Extra-Curricular, Well-being, Equality		Link Governors:
				Autumn	Spring	Summer
<p>Wellbeing and Being Well All classes complete Daily Mile at least 2 times per week and all children engage in Early Morning Movement (4 activities), assisted by Sports Captains. Active Classrooms is a focus for Sports Captains and Wellbeing Ambassadors</p>	<p>Timetable set up for each class to complete circuits of track. Sports Captains feedback on use of gym equipment.</p>	<p>Time out of class for the children and teacher. SLT time to monitor</p>	<p>Children will be more focussed on their learning from early in the day and have wellbeing enhanced. This will result in better behaviour and outcomes.</p>	<p>Expectations of Active Classrooms renewed (where appropriate) and expectation for use of Daily Mile track.</p>	<p>Children's attitudes measured through a survey in regard to wellbeing and physical exercise.</p>	<p>Daily Mile Track, Early Morning Movement and Active Classrooms embedded in daily life.</p>
<p>DAP children in Leadership Roles Continue to ensure that Children's Leadership has a clear and positive impact on the school as a whole and those chosen. Year 6 PP children chosen to be Wellbeing Ambassadors. Other PP chosen for responsibilities to improve life chances.</p>	<p>Regular Pupil Parliament meetings Minutes of Pupil Parliament meetings kept. Action Plans written with focus on one internal and one external objective.</p>	<p>Time out of assembly for the children and teacher. SLT time to monitor</p>	<p>Leadership opportunities, especially for DAP, will enhance their time in school and life chances through strong feeling of contribution.</p>	<p>Y6 Wellbeing Ambassadors selected and Action Plan written with them. New Adult Facilitators appointed Eco Council: Carol Meredith & Rachel Evans Sports Council: Jessica Butler & Emma Daulby Learning Council: Zoe Parkinson & Zoe Inglis Friendship Council: James Tilly & Emily Dickinson Safety Council: Austen Hornsby & Lisa Youle Mentors: Zoe Parkinson House Captains: Siobhan McGann Sports Captains Sam Weeks Book Ambassadors & /Librarians: Lauren Blight Leader in Me Captains: Karen Whiting</p>	<p>Action Plan reviewed with children. DAP children take on extra responsibilities and have regular time with the school dog and guinea pigs.</p>	<p>DAP children surveyed on how leadership responsibility has made them feel.</p>

				Wellbeing Ambassadors: Charlotte Sweeney-Gillings Young Carers: Katie Carroll STEAM Ambassadors: Paige Knight		
Leader In Me 'Leader in Me' implemented via assemblies & PSHE, so all pupils are clear of the 7 habits and impact. Refresh training. LiM TAMAT Champion appointed	LiM Captains meeting time. Assembly themes continue.	Assembly prep time TAMAT Champions meet. LiM Captains meeting time with adult facilitator	Leader In Me fully embedded with every child and staff member in the school, enhancing pupil outcomes and wellbeing for all.	Year 6 LiM Captains appointed. TAMAT Champion has first meeting to decide on priorities for the year. Meeting with Kirsty Gittens	Provide training for all staff on LiM website to point out useful features.	Consider how LiM is helping staff and children with their own personal development.
Extended Provision Change to clubs ensures that there is a wide variety of extended provision on offer whilst addressing some challenges with supervision.	Range of clubs and activities monitored by SLT. Change made if not working.	Physical resources to run sessions – Curriculum budget. Some clubs may be chargeable.	Extended Curriculum available to all children in some form, esp those deemed to be vulnerable.	New clubs format will be reviewed for the Spring Term. Offer made to WVIS for after school workshops	Continue to review clubs – survey parents to take their views on board.	Governors visit clubs and talk to children to take their views about how good clubs are and what skills they have learnt.
EDI EDI is celebrated through PSHEC and assemblies/curriculum/Special days. Podcasts capture the children's views on British Values.	Weekly themes celebrate diversity of all kinds. Diversity days scheduled in. Weekly themes decided a term in advance.	Time to record podcasts Planning time for assemblies Teacher meeting time and briefing time to keep it a high priority.	Greater tolerance of any differences seen in school and without, creating a stronger and more compassionate school community.	Black History month replaced by Diversity Month. November 2023 EDI Champion meets with TAMAT EDI Champions.	Weekly Themes set for the term, with diversity and tolerance as a running theme. TAMAT approach to EDI created	Podcasts demonstrate how seriously EDI is taken at Connaught.
Read to Toffee Reading to the school dog and creating opportunities for chn with challenging behaviour to interact with her to improve overall behaviour.	Headteacher to monitor carefully the impact of this initiative	HT's time	Behaviour and attitudes of DAP children will improve because of added responsibility and investment of time.	Set up Read to Toffee with lower skilled readers and those who are deemed to be vulnerable in Year 3. Year 4 chn with challenging behaviour to assist.	Review impact of this approach on individual children – is it positively impacting on their behaviour?	Create a list for the next academic year and review and renew process to improve.
Forest School Development Forest School builds confidence and character through use of tools and resources in a controlled risk environment.	A Forest School Leader will monitor sessions and planning	FS Leaders time Investment in Curriculum time Recruitment of parent volunteers	Children will have the opportunity to learn outside the normal classroom environment, learning skills not on the national curriculum.	Appoint a teacher to oversee and support Forest School. Recruit parent volunteers, being mindful of S/G	New bushes and trees planted on boundary to create a natural privacy shield.	FS page on website is up.
Connaught Challenge Develop a programme of personal development linked to core values.	Create milestones to keep this on track – develop with leaders or assign to a	Leadership meetings Communication to parents	This programme will be ready to run from September 2024 by	Leaders come up with a range of challenges and which core value they would align with	Leaders to work with a group of Year 5 children (learning council?) to review	Programme written with rationale and letters dispatched to current Year 5 parents. Badges

	member of staff as a special project.	Time to complete challenges with chn Financial commitment on badges.	Summer 2024, with a clear rationale.		the proposed challenges	ordered and events in calendar.
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Leadership & Management						
Process (What actions will we take to bring about change?)	Process Monitoring (What will we do to check whether the process is working as we go?)	Process Resources (What are the human and material costs?)	Success Criteria (What outcomes will we expect to see if successful?)	Policies: Vision, Inclusion, CPD, Child Protection		Link Governors:
				Autumn	Spring	Summer
Vision and Values Review Core Values and what they look like in practice, day to day.	Governor monitoring of SDP.	Assembly time to remind staff and children of Values. Newsletter articles. RP time to update website. Time and resources for mural.	Values embedded with all stakeholders to create an ethos of aspiration and a unique identity.	Values relaunched with children, staff and parents.	Values – How do they find their way into the Curriculum?	I am a Connaught Child mural with a mountain theme painted on the wall in the school as a constant reminder to children of similarities /differences/passions/abilities/aspirations.
CPD CPD schedule in place – each teacher has opportunity to attend training linked to their subject area and their teaching craft. Teacher Meetings Schedule updated each term – teachers training teachers. External whole school training on Independence.	CPD register kept Overview to ensure variety of training is available. Look into IRIS monitoring and recording CPD	Staff meeting time to prepare training. Cost of CPD Appraisal time	Highly trained staff create exciting learning opportunities for children which ensures high levels of engagement, independence and intrinsic motivation.	New staff inducted on Maximum Engagement and Independence Training.	Survey staff on their CPD training and needs. Are they being met? Office staff? Site Managers?	Independence Training is evident in lesson observations, and maximum engagement ensures great rates of progress across the board.
SLT Training SLT attend training to enhance their skills and abilities as leaders. Leaders have more involvement with strategy and forward thinking and can successfully demonstrate impact through appraisal process using coaching. Review Appraisal Training for Leaders	Feedback from middle leaders on training provided and impact it has had.	Training time and cost. Appraisal time training and appraisal time. Cost of CPD	Leaders at Connaught have more understanding of and input into the strategic vision of the school. Where do you think we should be in 4 year's time? When the Year 3s are leaving the school?	TAMAT Appraisals Training delivered by HT/DHT to all Middle Leaders to provide consistency across the school.	Senior and Middle Leaders discuss strategic vision of the school with governors to feed into Long term SDP.	External joint strategic training completed with middle and senior leaders. Do SWOT Analysis.

and using SP to target set.						
Staff Development Succession planning for future leaders means staff are developed to fill key roles of L&M as they emerge. Development of middle leaders. How do HoYs get to be AHTs?	Feedback from those new to leadership and those who are aspirational leaders on training provided and impact it has had.	Cost of CPD and professional conversations.	Teachers can see a clear pathway to leadership in different forms at Connaught and across the Trust leading to greater retention and recruitment.	Make clear to Aspirational Leaders that there is a pathway to leadership and the first step is to make this known to HoYs and SLT	Heads of Year and future leaders discuss delegation to move them more into preparation for leadership role.	SLT to meet with aspirational leaders to guide them through the role.
Governance LAB – Robust Governor Monitoring both champions and challenges effectively. Subject leaders contribute to HT’s report and link governor shares monitoring reports to LAB (planned into LAB schedule). Renewed focus on strategy	Monitoring and Portfolio feedback in LAB.	TAMAT meeting time for Portfolios. Meetings between governors and staff Strategy discussed and ideas pulled together in first Admin meeting	Governance at all levels strengthened by introduction of TAMAT Portfolios. Clear direction of school formed over the next 5-10 years.	SDP shared with governors and monitoring decided. Strategy meeting pulls together ideas from previous strategy meeting under the headings: Learning, Community, Leadership Sustainability.	Governors meet with subject leaders to scrutinise: Curriculum Statements, Action Plans, Road Maps, the subject representation on the website and long-term plans for the subject. Governors to discuss the Need and Neat.	Governors’ monitoring extends to SLT evidence and data targets, especially of SEN children and groups.
Safeguarding - Safeguarding remains at the forefront of providing a safe and secure environment where all children can learn and develop.	CPOMs evidence clearly shows actions taken to safeguard children. Staff feedback on www and ebi.	Safeguarding training time. Weekly DSL meetings. Time to create scenarios for chn and 7mb	High levels of vigilance and timely action ensures that children are kept as safe as possible, especially with new DSL Team.	All staff receive update Safeguarding training at the beginning of the term, including new members of staff, and changes to KCSIE are highlighted by DSLs. Parental Engagement - S/G videos shown at the beginning of shows eg Harvest and Christmas and also Meet the Teacher	7 minute briefings and scenarios for children are well embedded and raise awareness of safeguarding across the school. Safer Recruitment completed by SLT. Parental Engagement - S/G videos shown at the beginning of shows eg Easter	Report to governors on staff training, confidence of staff in different scenarios (pre and post assessment) and overview of safeguarding for the year. Parental Engagement - S/G videos shown at the beginning of shows eg Year 6 Production
Wellbeing Wellbeing of children and staff remains a	Governors to survey staff and children to	SEND and Walsh financial investment in staffroom	Our mantra of Improve Every Day is assisted by happy staff and children,	Staff: New staffroom is finished and furnished.	Staff: continue staff briefing with shout outs.	Staff and children: survey using OFSTED questions.

<p>high focus to get the very best out of everyone, ensuring continuing success of the school.</p>	<p>gather evidence of contentment.</p>	<p>TAMAT INSET Staff briefings</p>	<p>creating a safe and happy school.</p>	<p>TAMAT Wellbeing INSET Children: Refereed football begins and girls' football.</p>	<p>Children: EMM involves 4 activities</p>	
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