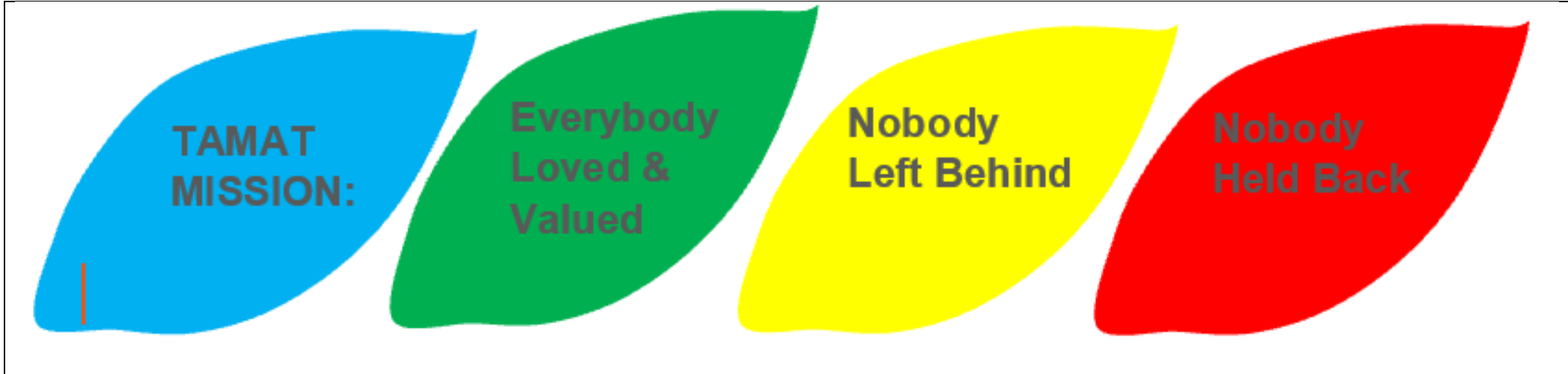


Ofsted Inspection Drivers 2019 (updated EIF 2022)

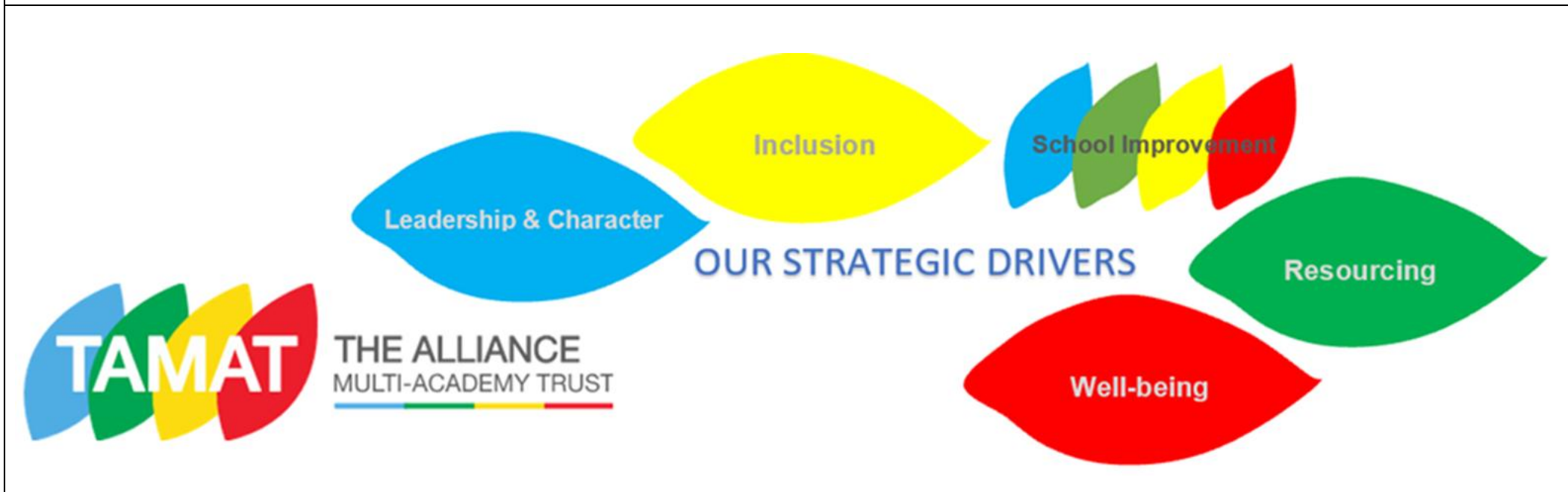
Quality of Education	<p>Ambitious and clearly planned curriculum designed to meet the needs of all learners and provide both depth and breadth across all subjects. Good teacher knowledge, which provides clarity of experience for learners. Assessment is impactful and reduces burden on teachers. Rigorous approach to reading. Preparation for the next stage of education.</p>
Behaviour & Attitudes	<p>High expectations for learning behaviours and conduct. Pupil commitment, resilience and pride. High attendance and punctuality. Positive and respectful relationships between staff and pupils. Learners are safe and do not experience bullying or discrimination.</p>
Personal Development & Welfare	<p>Extended curriculum enabling learners to develop their interests and talents. Character development including physical and mental well-being Preparation for life in Modern Britain as responsible, respectful and active citizens Appreciation of diversity and protected characteristics.</p>
Leadership & Management	<p>Clear vision, values and policies for high-quality, inclusive education. Leaders focus on staff subject, pedagogical and content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. Leaders make sure all pupils complete their programmes of study. Effective engagement with community- parents /carers, employers and local services. Successful management of staff workload. Governors hold leaders to account for the quality of education and training. Culture of Safeguarding to reduce risk with Governor oversight.</p>

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

Quality of Education

Objective (What do we want to achieve?)	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:
					Milestone one	Milestone two	Milestone three
<p>Teaching and Learning All teaching good (effective) with 30% outstanding (exceptional)</p>	<p>SLT to create time for staff at all levels of teaching to observe other teachers.</p> <p>Monitoring will increase across the whole school, raising expectations.</p> <p>Invest in ECTs and SCITT to ensure effective professional development SCITT – one day at college and attending staff meetings, mentor in place. 2 x ECTs +1 – cover every fortnight and continued mentoring</p> <p>All staff to attend WalkThrus training at TAMAT INSETs</p> <p>New AHT to support monitoring of curriculum, T and L.</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 Arbor training Subject leaders to monitor subject. 1 x SCITT</p> <p>Use of pedag strats until TAMAT Training at INSET</p>	<p>SLT Monitoring time Appraisal meeting time CPD TAMAT INSETs x 2 Staff meeting time for Walkthrus</p>	<p>Using the T&L Matrix as a guide, all teaching is at least consistently effective, with at least 30% exceptional (aim for 35%)</p>	<p>Appraisal targets are set based on SDP. . <i>All teachers received data targets, subject leadership and one on pedagogy.</i></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 All staff and governors use new MIS, Arbor, analysis to effectively report on TL&A. All teachers make accurate termly assessments in Re, Wr, Ma, SpAg and are able to target set. Different groups tracked eg PP/Boys/Girls/EAL/Ethnic/SEND</p>	<p>Train staff on effective use of new MIS.</p> <p>Termly formal assessments in Re, Wr, SPaG and Ma.</p> <p>Formative assessments in other subjects to be tracked: spelling, arithmetic, Science, etc.</p> <p>SLT and HoYs challenge underperformance and celebrate and highlight success.</p>	<p>Appraisals Book Looks Termly analysis of data Pupil Progress meetings in HT's office Ongoing Arbor training Subject leaders to monitor subject, esp Ma, Re, SPaG and Wr.</p>	<p>Class teacher to analyse data (instructed by SLT) Head of Year time to analyse data and meet teachers Data Lead and HT/DHT time to meet and discuss. CPD on Arbor</p>	<p>Attainment of all children from their starting points is rapidly improved because of robust measures put in place to track data.</p> <p>Focus Areas: Await data capture.</p>	<p>Data tracking shared with teaching staff.</p> <p>Realistic/ambitious targets set based on baseline and KS1 results. Focus on PP and PP/SEND children.</p> <p>Assessment Lead to lead on Arbor training.</p> <p>SLT to lead on overall picture and expectations.</p>	<p>Spring data analysed against Autumn capture.</p> <p>Have raw scores gone up? Which children have stayed the same? Which children have progressed? Not progressed?</p> <p>Track data of PP chn</p> <p>HoYs give data report feedback to governors</p>	<p>Summer data analysed against Spring capture.</p> <p>Have raw scores gone up? Which children have stayed the same? Which children have progressed? Not progressed?</p> <p>Track data of PP chn</p> <p>HoYs give data report feedback to governors</p>
<p>Progress All pupils progress well from their different starting points and 100% achieve or exceed expected progress and 40% achieve more than expected.</p> <p>Re – Faster Read Wr – JC and nailing the basics Ma – Retrieval practice, daily x tables and arithmetic.</p>	<p>Pupil Progress Meetings to be held in HT's office so that SLT and support and challenge.</p>	<p>Teachers to keep a record of improvements in interventions.</p> <p>Teachers to keep a record of other data eg spelling tests, times tables, arithmetic, Science, etc.</p> <p>SLT/HoY to ensure teachers clear about which children they are targeting at any one time.</p> <p>Teachers share good practice about what works and what doesn't work.</p> <p>ILs monitor progress of PP chn.</p>	<p>Class teacher to analyse data (instructed by SLT) Head of Year leadership time to analyse data and meet teachers Data Lead and HT/DHT/IL time to meet and discuss. CPD on Arbor</p>	<p>Tracking of progress of all children using MIS ensures strong progress measures for all, including PP chn.</p>	<p>Reading Trial Faster Read in Years 3 and 6 and analyse results after 12 weeks. If rapid improvement with LS readers, roll out across other year groups.</p> <p>If not, review effectiveness of delivery.</p>	<p>Writing HoY and SLT to data analyse improvements in writing. Where it is improving and why. Share good practice.</p> <p>SLT attend Pupil Progress meetings with a focus on overall progress and PP chn.</p>	<p>Maths All teachers are doing daily x tables, arithmetic and retrieval practice.</p> <p>Formative assessment shows clear progress.</p>
<p>Attainment Pupil Outcomes in all subjects across the school will improve, especially in published data at end of KS2.</p>	<p>Expectations will vary from year group to year group depending on KS1, BL and Aut data. All teams are aware of and track against all three starting points. Year 3 and</p>	<p>Teachers to keep a record of improvements in interventions.</p> <p>Teachers to keep a record of other data eg spelling tests, times tables, arithmetic, Science, etc.</p>	<p>Teacher meeting time SLT and subject leader Monitoring</p>	<p>All children, but most especially those who are higher skilled, are challenged in every lesson leading to</p>	<p>Review effective use of Assessment sheets. Ensure they tie up with key vocab, planning and</p>	<p>HoYs and SLT to ensure that focus on progress is impacting positively on attainment in Re, Wr, SPaG and Maths through</p>	<p>Review actions for progress and attainment for WWW and EBI.</p>

	<p>6 only measure against that years baseline. Different groups tracked eg PP/Boys/Girls/EAL/Ethnic/SEND to improve overall attainment.</p> <p>All subjects are assessed using Assessments sheets,</p>	<p>SLT/HoY to ensure teachers clear about which children they are targeting at any one time.</p> <p>Teachers share good practice about what works and what doesn't work.</p> <p>ILs monitor progress of PP chn.</p> <p>Leaders regularly Book Look and check Assessment sheets are being used correctly to move the children on.</p>	<p>Teacher and pupil interviews Book Looks Planning scrutiny to look at Retrieval Practice across all subjects.</p>	<p>greater outcomes for all. Correct use of Assessment sheets in foundation subjects improves sticky knowledge in those subjects.</p>	<p>Theme Overviews.</p>	<p>monitoring of formative and summative assessments.</p>	
<p>Curriculum Development of new pared back curriculum creates space in school day for essential teaching to raise attainment eg retrieval practice, daily arithmetic, x tables, handwriting, spelling.</p>	<p>DHT creating time for subject leaders and year group teams to eradicate unnecessary teaching in line with NC.</p>	<p>DHT create overview of all topics in each year group, ensuring appropriate coverage and skills progression.</p>	<p>Teacher meeting time SLT and subject leader Monitoring Teacher and pupil interviews Book Looks Planning scrutiny across all subjects in each year group.</p>	<p>Teachers are teaching a deep, broad and balanced curriculum and both teachers and children are confident of the learning journey.</p> <p>The skills led clubs provide enrichment and HS children receive enrichment opportunities in writing, Maths, Sports and STEAM. Outreach to infant schools will continue.</p>	<p>Subject Leaders are given new action plan formats, enabling clearer reporting to governors. These will be active over a two year cycle.</p>	<p>Subject leaders will scrutinise planning and triangulate with theme overviews and assessment sheets.</p> <p>Some subject leaders monitoring has been robust and some has not. This is why this has been partially achieved.</p>	<p>Connaught Curriculum and planning is set with subject leaders being confident that children receiving an excellent education year on year, preparing them for the next stage in their development.</p>
<p>Challenge The language of challenge is used frequently. Challenge for all chn, esp HS children is available in every lesson. Opportunities offered to HS children in</p>	<p>Leaders can see evidence that teachers have planned effectively beyond the Mountain Challenge in every subject. Eg Chilli Challenge.</p>	<p>Drop Ins and Lesson observations using ped strategies will enable all leaders to monitor the degree to which all chn are being challenged.</p>	<p>TAMAT INSETs x 2 Scrutiny of planning Lesson obs and drop ins</p>	<p>Attainment across the school is raised through approach of more regular opportunities</p>	<p>Monitoring and feedback given to teachers on evidence of challenge in lessons and children's books.</p>	<p>Monitoring of books, looking for responses to teacher marking. Expectations raised.</p>	<p>Chn confidently talk about being challenged in evidence gathering using pupil voice.</p>

core subjects to extend knowledge. Enrichment opportunities for HS children in Wr, Re, Ma and STEAM.	Use of Lead Learners can benefit both HS and LS children.		Monitor responses by chn to teacher marking.	for children to be and feel challenged.			
Curriculum Facilities Ensure all curriculum spaces are being used. Replace Computer Suite to enhance children's use of technology.	Create a One Drive of available spaces and how each year group is using them. Monitor use of this. Change over to Windows 11 and migrate to the cloud. Then install new suite.	HoY to ensure all available spaces are being used. STEAM Lab Library Pottery Room Computer Suite	Learning Tours OneDrive Document	All children will benefit from working in a learning space designed for the purpose it was designed for.	Set up OneDrive document for HoYs to fill in.	HoYs and SLT to monitor and challenge lack of use. PK is challenging use of STEAM Lab beyond cooking KW is monitoring use of library Computing suite is well used as is pottery room.	HoYs and SLT to monitor and challenge lack of use.
Curriculum Community Links with local and TAMAT schools Eco Councils TAMAT Sports Day – TAMAT Trophy TAMAT wide competitions – Art? Photography? Spelling Bee? Time Tables?	HT to lead on community projects with other TAMAT schools.	Dates set early on to enable greater participation by other TAMAT schools. Use of Teams for those schools at a distance.	CEO to assist HT in monitoring the success on behalf of TAMAT	Closer links will be forged between the children from all 7 TAMAT schools.	Set dates for events and communicate them to the other TAMAT schools. Arrange meeting with Eco Councils via TEAMS to decide on big project.	Coordinate events at CJS and remotely. Times Tables Competition – in house Captains Photography competition – remotely.	Coordinate events at CJS and remotely. Spelling Bee – in house Sports Event for TAMAT Trophy at CJS Captains Art Competition – remotely.

Behaviour & Attitudes

Objective (What do we want to achieve?)	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:
					Milestone one	Milestone two	Milestone three
Learning Behaviours Strong focus on Learning Behaviours and Independence	Training on different learning behaviours that affect chn's attainment positively	Demonstrated in planning and lesson observations following	Inhouse CPD in Growth mindset, independence and learning behaviours, especially for new staff.	Resilient learners who show perseverance	Learning environments and lesson observations	Teacher meeting training on practical strategies for	Children interviewed on what they do if they are 'stuck'.

<p>results in children being inspired to become lifelong learners.</p>	<p>will be shared with staff through TAMAT Walkthrus training which will incorporate the process of learning.</p> <p>EEF research on Learning Behaviours</p> <p>Emotional: Names emotions and expresses them with increasingly accurate vocabulary Manages impulses of personal behaviour Shows pride in successes Social: Focuses on learning in class and can articulate this Attentive to directions, listening to the teacher Shows empathy and appreciates diversity Cognitive: Organises time and space for own learning Sets goals and monitors own progress Talks purposefully with peers, valuing other opinions.</p>	<p>the Growth Mindset model.</p>		<p>and can articulate how to use 'stuckness' techniques.</p>	<p>show evidence of independence.</p>	<p>children to develop independence.</p>	
<p>Stakeholder input Stakeholder Questionnaire 90-95% agree behaviour is good or better.</p>	<p>Conduct a Children's Survey Survey children on behaviour at playtimes – run by the Friendship Council. What do my teachers do to help me? Teacher and Parent Surveys contain questions about behaviour. What is parent's perception of behaviour at school?</p>	<p>Ongoing behaviour monitoring formally and informally.</p> <p>Behaviour incidents on CPoms enabling better tracking by SLT and reporting to Governors.</p>	<p>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.</p>	<p>All Stakeholder Questionnaires will reveal 90-95% agree behaviour is good or better.</p>	<p>Assemblies specifically about behaviour and expectations Staff: If you permit it, you promote it. SLT more visible Teachers taking year groups for out for football on set days. SM goes out with Toffee Monitors most lunchtimes.</p>	<p>Staff and Parent survey due from TAMAT and we will then follow up specifically on behaviour.</p>	<p>Children surveyed on behaviour, WWW and EBI by Friendship Council using iPads and QR codes.</p> <p>Low demand work in last 3 weeks of term – focus on transition, wellbeing, PSHEC, practical activities.</p>

<p>Behaviour High standards of behaviour are expected and promoted.</p>	<p>All staff continue to use Restorative Approach Behaviour Policy reviewed by AHT A variation of Girls Onboard embedded (for all children developed with FSW) Behaviour Incidents (bullying and discrimination) recorded on CPoms reduce year on year and reported to governors. OPAL is introduced, led by SW</p>	<p>Review and refine established systems of behaviour management as we go. Incidents recorded and reviewed on CPoms when reporting to governors. Process of introducing OPAL, Year 1, begun and tracked against a timeline.</p>	<p>Teacher and TA meeting reminders about collective attitudes towards children's behaviour. Assembly time Friendship Council Time Meeting and assembly time for OPAL</p>	<p>Overall reduction in Behaviour Incidents year on year (bullying and discrimination) as recorded on SP and reported to Governors. Children and staff report more positive playtimes.</p>	<p><i>Refereed football continued.</i> OPAL process started – site visit, audit, formation of working party. Behaviour Policy reviewed</p>	<p>FSW delivers training for parents on how to manage friendship fall outs between children. <i>Struggled to find dates.</i></p>	<p>Behaviour incidents data on CPoms show improvement compared with previous term.</p>
<p>EDI in PSHEC Jigsaw programme continues to run throughout the school with a focus on celebrating diversity.</p>	<p>Work continues across TAMAT on EDI being embedded. Policy and consistent approach to be agreed.</p>	<p>Monitored through observation of PSHEC lessons, learning environments and lesson/assembly content. Feedback from EDI Network meetings</p>	<p>Curriculum Teams meeting time Assemblies SLT formal lesson observations. TAMAT EDI Meetings</p>	<p>A culture of celebrating difference is cemented at Connaught through Vision and Values.</p>	<p>An increased content of racial diversity in assemblies and lesson coverage. Diversity Month celebrated in October</p>	<p>Wall Art completed of 'I Am A Connaught Child'. Summer holidays EDI display updated in corridor using Artwork from House Captains competition or Art and Craft Club.</p>	<p>TAMAT EDI policy and approach created. EDI page created on website.</p>
<p>Oracy Behaviour will improve as a result of focus on Oracy.</p>	<p>SK from CRJS organising training for TAMAT staff on benefits of Oracy.</p>	<p>Senior leaders will take on board anecdotal and hard data to monitor friendship fall outs, physical aggression child on child and overall behaviour and monitor improvements.</p>	<p>Staff meeting time Train support staff Assemblies English Oracy training and lessons DHT time</p>	<p>Behaviour incidents will improve though programme of improving children's oracy.</p>	<p>Oracy training provided via HT and CRJS</p>	<p>DHT to research programme using EEF</p>	<p>SLT to compare data from Aut to Sum term, looking specifically or improvements in aggressive and physical behaviour.</p>
<p>Attendance and Punctuality Overall attendance will improve from 23-24 percentage.</p>	<p>Incentives used to meet and exceed whole school target of 97.3%. (Time with school pets, time on Castle Connaught) These are reviewed for effectiveness and refined if needed. New Policy introduced.</p>	<p>Daily monitoring of attendance and punctuality by SLT and office. Monitored by Surrey Inclusion Officer in termly meeting with nominated office staff.</p>	<p>Inclusion Officer SLA cost and meeting time. Traveller Services SLA cost. Office staff chasing up time. Letters to parents.</p>	<p>Connaught's attendance will meet or exceed old whole school target of 97.3%</p>	<p>New Policy published and new rules in monthly newsletter Best attending class of the month to spend some time with Toffee the school dog or</p>	<p>New rules in monthly newsletter Inclusion Officer and Traveller Services have improved attendance of vulnerable groups. New Inclusion Officer</p>	<p>New rules in monthly newsletter Overall school attendance tracked and compared to previous year. WWW EBI</p>

					<p>have extra time on Connaught Castle. Attendance Toffee and Junior Attendance Toffee are now handed out weekly on a Monday assembly</p> <p>Also added in House attendance per term to gain house points for good attendance.</p>		
<p>Children's Wellbeing and Safety Children's safety and wellbeing are top priority, after change of Lead DSL.</p>	<p>Safeguarding meetings continue in current format with adjustments made along the way in response to S/G updates or in house issues raised. DSLs work on ways to engage parents more. Middle leaders trained as DSLs.</p>	<p>CB to monitor use of CPoms DSLs to closely scrutinise actions from meetings and endeavour to be more proactive. Feedback to Governors and look for trends in S/G and Behaviour entries.</p>	<p>S/G meetings Rigorous minutes of meetings Time to regularly check CPOMs and DSL@ S/G processes around volunteers and lettings in the school Risk assessments required or written for lettings (CC fixtures on site)</p>	<p>S/G standards remain high to keep children safe</p>	<p>INSET on S/G provided by CB. Any initial and then regular other S/G training rolled out to all staff. (Anaphylaxis, Asthmas, Prevent) QR codes to short S/G training rolled out to parents.</p>	<p>Attend DSL meetings with other TAMAT DSLs DSLs to attend DSL Network meetings QR codes to short S/G training rolled out to parents.</p>	<p>Ensure training and supervision for lead DSL is impactful. QR codes to short S/G training rolled out to parents.</p>
<p>Pupil Voice and Leader in Me Children's voice will be more impactful for school improvement</p>	<p>Adult facilitators will write action plans for their Pupil Parliament Council. Links made with other TAMAT schools to work on joint projects.</p>	<p>Survey children on the impact of being a leader. Adult Facilitators monitor the impact successful actions have made on the school.</p>	<p>Creating survey time Administering and analysing results – make necessary changes Writing actions plans Meeting times</p>	<p>Children taking on roles of responsibility will make a positive difference to their lives, esp those who are deemed to be vulnerable.</p>	<p>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 – Eco Pupil Voice meeting – delegated. Spelling Bee</p>	<p>LiM Leader at CJS – KW – to network with other TAMAT LiM Leads LiM Captains to create lessons/assemblies (recorded?) on different habits Connaught Channel News Reports cover 7 habits.</p>	<p>Captains in Year 6 create Connaught Channel – delivering regular news updates about what is happening at CJS/TAMAT. Develop idea for TAMAT TV</p>

					Art Competition Photography Competition SM/KW meet with Kirsty Gittens on next steps for LiM		
Community Cohesion – Supporting parents with behaviour	Date set with FSW to deliver parent training. Has worked with head on creating the programme and delivering it to staff/parents to get feedback. Communicate date to parents Deliver training to parents Allow time during session for feedback using Microsoft Forms and iPads.	Feedback from parents will allow us to ascertain the success of the programme and ways to improve.	Use of STEAM Lab Time to create programme FSW and HT time Time to create Microsoft forms Time to communicate attendance to parents	Parents will be better able to support their children in the friendships and think before getting too emotional themselves.	Deliver training in the Autumn Term Receive feedback and refine programme	If enough interest, repeat training for different parents in Spring	Review and refine training for the new year and other TAMAT schools.

Personal Development

Objective (What do we want to achieve?)	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:
					Milestone one	Milestone two	Milestone three
Appraisals Robust target setting enables teachers and Tas to contribute towards whole school improvement and pupil outcomes.	Previous year targets wrapped up by October and Pay Panel convened. New targets and actions set by SLT	Deadlines set for appraisal meetings and paperwork sent to HT. HT and AHT set new targets	Supply time for meetings Meeting time after school Pay Panel time	Pupil outcomes will show accelerated progress in all core subjects,	Previous targets completed during Appraisal meetings.	Targets reviewed and data analysed, esp writing.	Targets reviewed and final judgement made on performance and put forward to pay panel.

Robust measures put in place to improve writing across the school.	Termly meetings track progress against targets.	HT creates time for appraiser and appraisee to meet to go over progress. HT given access to all paperwork.	HT and AHT time to work on actions.	but especially writing.	New targets set – Data, esp writing and PP Subject Leadership Walkthrus	Targets adjusted if necessary.	
Wellbeing and Being Well – strong mental and physical health Children’s mental health is enhanced through an increase in daily physical exercise.	All classes complete Daily Mile at least 3 times per week for 5 mins and all children engage in Early Morning Movement (4 activities), assisted by Sports Captains. Active Classrooms is a focus for Sports Captains, Sports Council and Wellbeing Ambassadors Active classrooms is monitored by Sports Council and results collected by Sports Council.	Timetable set up for each class to complete circuits of track. Sports Captains feedback on use of gym equipment.	Time out of class for the children and teacher. SLT time to monitor	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.	Monitoring sheets set up for Sports Council to tick off physical activity and for Sports Captains to collect evidence.	Level of physical activity will be fed back to staff, leaders and individual teachers	Daily Mile Track, Early Morning Movement and Active Classrooms embedded in daily life.
Leadership for all - Pupil Premium 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. Connaught Channel continue Adult Facilitators Miss McGann – House/Sports/LiM Captains Mrs Sweeney-Gillings and Mrs Littlewood – Wellbeing Ambassadors Miss Whiting – Book Ambassadors Pupil Parliament Councils Learning	Regular Pupil Parliament meetings Minutes of Pupil Parliament meetings kept. Action Plans written with focus on one internal and one external objective.	Time out of assembly for the children and teacher. SLT time to monitor	Leadership opportunities, especially for DAP, will enhance their time in school and life chances through strong feeling of contribution.	Y6 PP children selected to be Wellbeing Ambassadors and Action Plan written with them. Eikon to come and do Wellbeing Training with them.	Action Plan reviewed with children. SEND/PP/chn with challenging behaviour take on extra responsibilities and have regular time with the school dog in Read to Toffee	PP children surveyed on how leadership responsibility has made them feel.

	Miss Parkinson and Miss Ratcliffe Eco Mrs Meredith and Mrs Evans Sports Miss Butler and Miss Fidge Friendship Mrs Dickinson and Mrs Youle Safety Mr Tilly and Mr Hornsby						
Leader In Me 'Leader in Me' embedded so all pupils and staff are clear of the 7 habits and impact.	LiM assemblies with help from LiM Captains Display put up in the hall, created by the children. Refresh training for staff. LiM TAMAT Champion appointed	LiM Captains meeting time. Assembly themes continue. DHT and HT time with Kirsty Gittens – can she provide training for staff?	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.	<i>Develop Connaught news Channel with children taking more ownership over the output.</i> 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 for all children.	Staff offer a wide variety of skills-based clubs provision. Office staff coordinate places, ensuring PP chn are offered at least one per term. SM to promote clubs on social media. SM to create a clubs gallery of photos on website. Connaught Channel	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 PP children.	New clubs format will be reviewed for the Spring Term. Offer made to WVIS for after school workshops	Continue to review clubs – consider alternative clubs depending on resources eg Lego.	Governors visit clubs and talk to children to take their views about how good clubs are and what skills they have learnt.
EDI and British Values EDI is celebrated through PSHEC and assemblies/curriculum/Special days. Podcasts capture the children's views on British Values.	Assemblies feature British Values and EDI. This thread runs through Jigsaw This will also be promoted through Connaught Channel.	Weekly themes celebrate diversity of all kinds. Diversity days/month 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	Black History month replaced by Diversity Month. November 2024 EDI Champion meets with	Weekly Themes set for the term, with diversity and tolerance as a running theme. TAMAT approach to EDI created	Podcasts and videos demonstrate how seriously EDI is taken at Connaught and show this from the child's perspective.

				school community.	TAMAT EDI Champions.	No Outsiders books are integrated into the PSHEC scheme.	
Read to Toffee Reading to the school dog and creating opportunities for chn with challenging behaviour to interact with her to improve overall behaviour.	Identify PP children Source group readers to use with children Discover when would be a good time to take groups ie just after lunch? Take one group of lower skilled readers per half term.	Headteacher to monitor carefully the impact of this initiative.	HT's time Toffee's Time	Behaviour and attitudes of SEND/PP children will improve because of added responsibility and investment of time.	Set up Read to Toffee with lower skilled PP readers	Review impact of this approach on individual children – is it positively impacting on their reading levels?	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.	Forest School Leaders create timetable Go through Safeguarding with parent helpers. Classes split in half – review success of previous mixes of children SLT and CM to monitor sessions and give feedback	A Forest School Leader will monitor sessions and planning, with advice from CM and SLT.	FS Leaders time Investment in Curriculum time Recruitment of parent volunteers Website update.	Children will have the opportunity to learn outside the normal classroom environment, learning skills not on the national curriculum.	Appoint a UPS teacher to oversee and support Forest School. Recruit parent volunteers, following S/G recruitment.	SLT to spend time in the Forest School sessions to monitor content of programme and impact on children.	Forest School page is on website.
Connaught Challenge Develop a programme of personal development linked to core values to enhance chn's soft skills.	Governors meet with SLT to discuss an overview. Decide tasks linked to CJS values Create communication for Y6 parents.	Create milestones to keep this on track – develop with governors as a special project.	Leadership meetings Communication to parents Time to complete challenges with chn Financial commitment to buy badges.	This programme will be ready to run from Autumn 2025, with a clear rationale.	Governors decide on rationale for scheme and come up with a range of challenges and which core value they would align with.	Governors to work with a group of Year 5 children (learning council?) to review the proposed challenges	Programme written with rationale and letters dispatched to current Year 5 parents. Badges ordered and events in calendar.

Leadership & Management

Objective (What do we want to achieve?)	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
<p>Vision and Values Review Core Values and what they look like in practice, day to day. Mural Continue Connaught Values cards</p>	<p>Link core values to Ready (Committed), Respect (Caring), Safe (Confident) Crate a document of what this looks like every day.</p>	<p>Governor monitoring of SDP. SLT monitoring daily</p>	<p>Assembly time to remind staff and children of Values. Newsletter articles. RP time to update website. Time and resources for mural.</p>	<p>Values embedded with all stakeholders to create an ethos of aspiration and a unique identity.</p>	<p>Wall space readied for mural of I am a Connaught Child, with a mountain theme painted on the wall in the school as a constant reminder to children of similarities /differences/passions/abilities/aspirations..</p>	<p>Values – How do they find their way into the Curriculum? <i>Ongoing through Values Cards</i></p>	<p>I am a Connaught Child mural is completed.</p>
<p>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. Teachers doing learning walks – middle leaders and SLT to cover classes or do assemblies for year groups. Agree feedback format. External whole school training on LiM Inhouse training on Growth Mindset, Independence and Maximum Engagement. Coaching for Middle Leaders monthly in Leadership Meetings</p>	<p>SLT to create a list of Nat Coll videos for teachers to watch and then feedback. Staff meetings time scheduled in for this.</p>	<p>CPD register kept Overview to ensure variety of training is available. Look into IRIS monitoring and recording CPD SLT to keep an eye on Nat Coll.</p>	<p>Staff meeting time to prepare training. Cost of CPD Appraisal time</p>	<p>Highly trained staff create exciting learning opportunities for children which ensures high levels of engagement, independence and intrinsic motivation.</p>	<p>New staff monitored on Maximum Engagement and Independence Training and a review of our non-negotiables. This should be all staff in the next academic year.</p>	<p>INSET time for WalkThrus training.</p>	<p>CJS Non-Negotiables evident in lesson observations, and maximum engagement ensures great rates of progress across the board.</p>

<p>TAMAT training on WalkThrus – adjust Pedagogical Strategies to fit with Walkthrus. Nat Coll – independent research</p>							
<p>Middle Leaders 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 and using Arbor to target set.</p>	<p>SLT to create training videos for middle leaders.</p>	<p>Feedback from middle leaders on training provided and impact it has had.</p>	<p>Training time and cost. Appraisal time training and appraisal time. Cost of CPD</p>	<p>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?</p>	<p>TAMAT Appraisals Training delivered by HT/DHT to all Middle Leaders to provide consistency across the school. HoYs Coached using Walkthrus, which they then do with their team members.</p>	<p>Middle Leaders shadow members of SLT to see what their day looks like.</p>	<p>Off-site joint strategic training completed with middle and senior leaders. Do SWOT Analysis.</p>
<p>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</p>	<p>Decide on monitoring focus in first LAB Focus on PP children.</p>	<p>Monitoring and Portfolio feedback in LAB.</p>	<p>TAMAT meeting time for Portfolios. Meetings between governors and staff Strategy discussed and ideas pulled together in first Admin meeting</p>	<p>Governance at all levels strengthened by introduction of TAMAT Portfolios. Clear direction of school formed over the next 5-10 years.</p>	<p>SDP shared with governors and monitoring decided. Strategy meeting pulls together ideas from previous strategy meeting under the headings: Learning, Community Leadership Sustainability.</p>	<p>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.</p>	<p>Governors' monitoring extends to SLT evidence and data targets, especially of SEN children and groups.</p>
<p>Safeguarding - Safeguarding remains at the forefront of providing a safe and secure environment where all children can learn and develop.</p>	<p>QR codes to target parents with 1 min s/g videos HoYs to receive DSL Training. Attend DSL meetings.</p>	<p>CPOMs evidence clearly shows actions taken to safeguard children. Staff feedback on www and ebi.</p>	<p>Safeguarding training time. Weekly DSL meetings. Time to create scenarios for chn and 7mb</p>	<p>High levels of vigilance and timely action ensures that children are kept as safe as possible, especially with new DSL Team.</p>	<p>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.</p>	<p>7 minute briefings and scenarios for children are well embedded and raise awareness of safeguarding across the school. Safer Recruitment completed by SLT.</p>	<p>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 QR codes are now embedded for</p>

	FSW – refer families						showing short safeguarding videos to parents.
Community Cohesion - Reading workshops for vulnerable families	Create a programme for parents to support their children in reading.	Liaise with DHT and reading lead to create a workshop for parents Source reading materials Speak to other MAT schools about their experiences and how they have addressed them. Advertise the workshop and target specific parents.	Time to advertise the workshop (target certain families?) Time to put together the workshop and deliver it. High quality reading material sourced for parents to engage with themselves. Share results of Faster Read to show impact of reading high quality texts to their child. Share alternatives to reading to children themselves – talking books, YouTube videos.	Increased parental confidence in reading with their children, resulting in greater enjoyment of reading impacting positively on pupil outcomes.	Initial meeting to discuss date and format of workshop.	Deliver Reading workshop to parents and get feedback via Microsoft forms.	Review success of workshop and decide whether to continue to offer this.
Wellbeing Wellbeing of children and staff remains a high focus to get the very best out of everyone, ensuring continuing success of the school. Stakeholder Feedback Additional Teacher Survey Survey teachers on what they find most challenging in their job. In addition to usual staff survey.	Wellbeing Champion meets other TAMAT Leads. Wellbeing Champions decide on focus for the year. Wellbeing Champion to plan additional staffroom treats for adults	Governors to survey staff and children to gather evidence of contentment. Survey staff on specifics of sources of stress and discontentment in job.	Staff briefings – shout outs continued Monitor through survey specifically about stress and difficulties of the job and make necessary adjustments.	Our mantra of Improve Every Day is assisted by happy staff and children, creating a safe and happy school.	Survey staff with specific questions about difficulties about the job, but also asking for potential solutions.	Staff and children: survey using OFSTED questions. Parents also surveyed.	Use Last INSET of the day to encourage self-reflection about the year and ways everyone could take care of their mental health better.
Change MIS system	Manage the change over to Arbor by downloading	Training will be rolled out in line with the needs of the school. This	Staff Meeting time Assessment Leads time	Staff will be able to access more information on the children at CJS, as well as effectively	Arbor goes live across the school. Staff familiarise themselves with basics.	HoYs, SLT, Gobs are able to track children's progress against targets more effectively	Review use of Arbor and make changes to make it more effective based on lessons learned.

	important information. Staff to receive training on basics of Arbor to familiarise themselves with the new system, eg taking the register, looking up children.	will managed and monitored largely by Assessment Lead in regard to academic data.	Staff time to explore new system.	target set to improve pupil outcomes.	Baseline data is uploaded so SLT can see the whole picture across Years 3 and 6. Data uploaded by all year groups later in the Autumn term. Analysed by SLT and used to feedback to Governors.	using information from Arbor.	
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