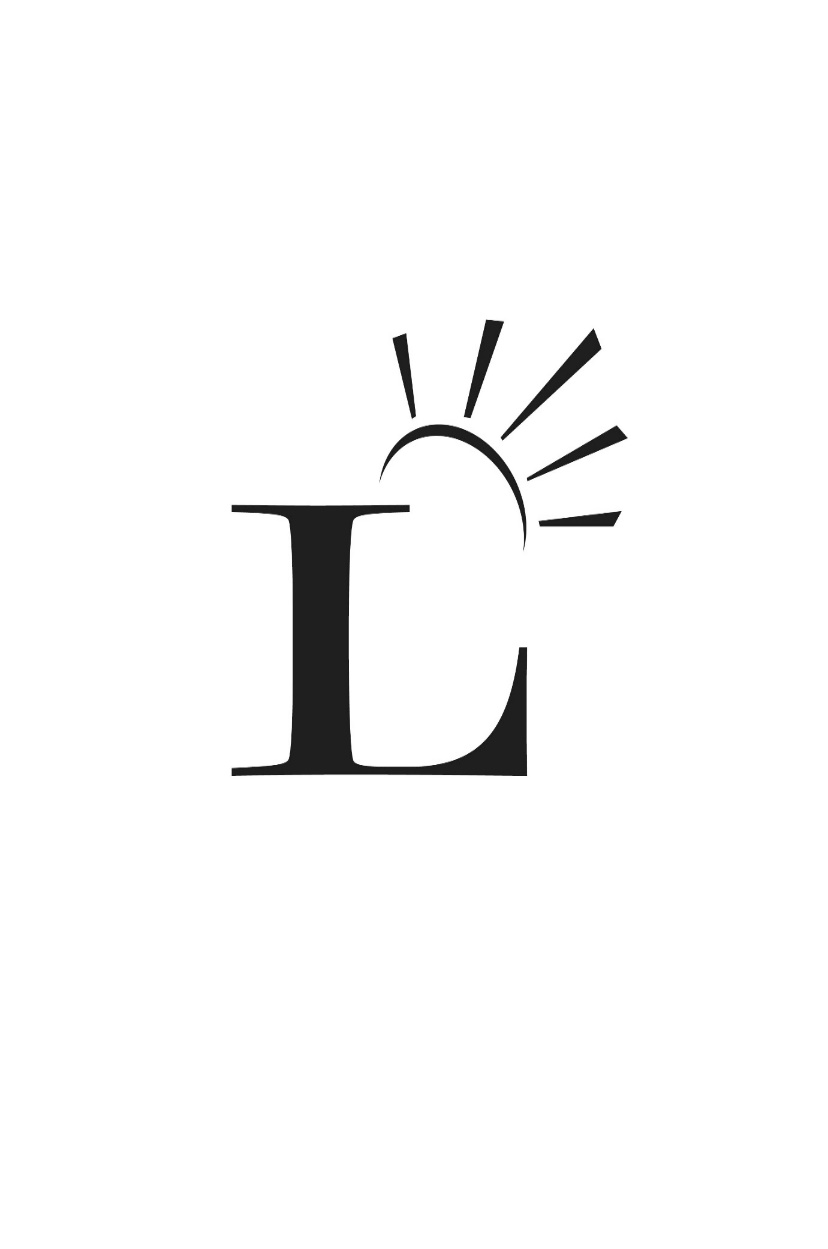
**Latchmere School Development Plan**

**2023-2026**





Context

Latchmere School is one of two primary schools that make up the Latchmere Academy Trust. Latchmere is a larger than average primary school with four forms of entry in each year group apart from Reception which is two form. There is also a 52-place nursery offering both 15- and 30-hour places for children who will turn four during the school year.

The majority of pupils, who are admitted to our nursery or reception classes in September each year live within approximately one kilometre of the school, in Tudor or Canbury wards. Most pupils are from families where one or both parents are employed in skilled or professional occupations. Although not all of our children come from affluent families, increasingly more of our families are coming from abroad and have diverse social backgrounds, with higher levels of deprivation and different cultures. The school has a historic link with ‘The Keep’, a gated housing community that serves MoD staff, officers and their families, as well as foreign military forces attending The Royal College of Defence Studies often on short postings.

13.5% of pupils at Latchmere receive the Pupil Premium Grant. 8.8% of pupils are entitled to Free School Meals and 4.7% are Ministry of Defence families.

26% of pupils have English as an Additional Language with 39 different languages represented; Arabic, Cantonese, Turkish and Russian being the most commonly spoken. Fifteen out of seventeen possible ethnic groups are represented in the school making the school a diverse representation of the local community.

Latchmere has a specialist resource provision for 14 pupils with Autistic Spectrum Disorder. Places are allocated by the Local Authority. Little Topaz takes pupils in EYFS and KS1, and Topaz takes pupils in KS2. The percentage of pupils with an Education Health Care Plan (3%) is higher than national average (2%), as is the percentage of pupils have Special Educational Needs (15.6%) with national average being 12.6%

There is an Old Latchmerians group attended by people who were registered at the school between1939-45. They remain part of the school; coming to talk to the pupils about their experiences during WW2 whilst at Latchmere, attending celebrations, creating and maintaining a peace garden and donating money to improve aspects of the school.

There is a dynamic, involved parent council, PTA (LSPA) and Learning Fund team, all of whom help to raise money and more importantly involve parents in the school life and vision.

Ofsted (January 2019), staff, governors, and external reviewers (PPG external review May 2019, Quality of Education Review January 2021, SRP review July 2023, SIP visit) have been involved in the process of evaluating the school’s performance in order to identify the priorities for the coming years. All stakeholders are fully committed to improving teaching and learning in order to improve the outcomes for pupils.

School Vision

Mission Statement ***“To stay at the forefront of educational innovation whilst keeping pupil wellbeing and achievement at our heart”***

Through the School’s aims of:

• **Learning** – taking every chance we receive so we can achieve more

• **Local Community** – showing respect for our environment and our individual pride in making the community and the world a better place.

• **Laughter** – helps learning and lasts forever

• **Loyalty** – to respect others and is returned with friendship and love.

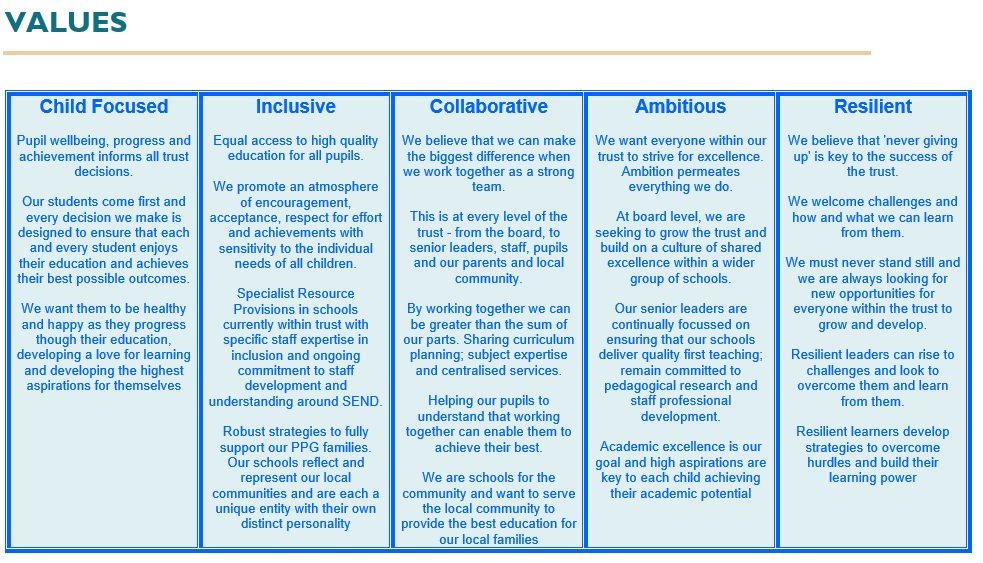
• **Love** – comes from Latchmere and makes us feel important

**• Leadership** – helps us to work together in co-operation towards a common goal

This School Development Plan is a working document and therefore updated, reviewed and reported on regularly throughout the academic year. It is formally reviewed and agreed by Governors at the end of each academic year and monitored during link governor visits and governor meetings.

TRUST VISION

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Latchmere School Data

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|  | Kingston  2019 | Richmond  2019 | National  2020 | National 2022 | Latchmere 2018 | Latchmere 2019 | Latchmere (TA) 2020 | Latchmere (TA) 2021 | Latchmere 2022 | Latchmere 2023 |
| EYFSP GLD | **76** | **81** | **65** |  | **73** | **76** | **73-75** | **66.4** | **76** | **76** |
| Phonics Expected Standard | **84** | **87** | **75** |  | **92** | **86** | **72-82** | **77** | **75** | **82** |
| Year 2 Phonics expected catch up |  |  | **87** |  |  |  |  | **80** | **89** | **94** |
| KS1 Expected or Above RWM | **69** | **73** |  |  | **74** | **69** | **67-73** | **54.6** | **61** | **58** |
| KS1 Expected or Above Reading | **80** | **83** | **67** |  | **86** | **83** | **76-85** | **68.9** | **73** | **74** |
| KS1 Expected or Above Writing | **73** | **76** | **58** |  | **78** | **72** | **70-75** | **57.1** | **62.5** | **65** |
| KS1 Expected or Above Maths | **80** | **82** | **68** |  | **84** | **88** | **80-87** | **69.7** | **75** | **80** |
| KS1 Expected or Above Science | **87** | **91** | **77** |  | **94** | **93** | **87-93** | **-** | **83** | **83** |
| KS1 Greater Depth RWM | **16** | **19** |  |  | **23** | **19** | **18-22** | **13.4** | **10** | **11** |
| KS1 Greater Depth Reading | **31** | **39** | **18** |  | **46** | **34** | **34-35** | **38.7** | **25** | **31** |
| KS1 Greater Depth Writing | **19** | **23** | **8** |  | **34** | **22** | **22-30** | **17.6** | **14** | **12** |
| KS1 Greater Depth Maths | **28** | **34** | **15** |  | **28** | **32** | **35-41** | **37.8** | **25** | **26** |
| MTC Mean score |  |  |  | **19.8** |  |  |  |  |  | **22.9** |
| MTC 25/25 |  |  |  | **27%** |  |  |  |  |  | **47** |
| KS2 Expected or Above RWM | **69** | **80** | **59** | **59** | **80** | **73** | **85** | **83** | **72** | **85** |
| KS2 Expected or Above Reading | **78** | **87** | **75** | **73** | **91** | **82** | **90** | **89** | **81** | **92** |
| KS2 Expected or Above Writing | **81** | **88** | **69** | **71** | **88** | **89** | **88** | **88** | **81** | **89** |
| KS2 Expected or Above Maths | **83** | **90** | **71** | **73** | **85** | **88** | **92** | **88** | **85.6** | **92** |
| KS2 Expected or Above GPS | **84** | **91** | **78** | **72** | **87** | **88** | **91** | **-** | **83** | **93** |
| KS2 Expected or Above Science | **87** | **92** | **83** | **79** | **96** | **96** | **94** | **-** | **93** | **94** |
| KS2 High Standard RWM | **15** | **21** | **7** |  | **21** | **30** | **33** | **30** | **15** |  |
| KS2 High Standard Reading | **35** | **45** | **28** |  | **50** | **48** | **55** | **58** | **44** | **61** |
| KS2 Greater Depth Writing | **24** | **28** | **13** |  | **30** | **34** | **37** | **39** | **16** | **24** |
| KS2 High Standard Maths | **37** | **47** | **23** |  | **44** | **51** | **48** | **43** | **46** | **64** |
| KS2 High Standard GPS | **46** | **56** | **36** |  | **54** | **54** | **43** | **-** | **53** | **72** |

Areas for Improvement

The areas for Improvement Identified in the SEF are:

Development Focus 1: To review and update the behaviour policy to ensure there is a consistent approach across the school, considering pupils with ‘identified’ characteristics.

Development Focus 2: To update the schools art and DT curriculum offer in line with the National Curriculum.

Development Focus 3: To develop the current WAC offer to ensure that there is sufficient space and resource to offer places to all our families who need it now and in the future.

Development Focus 4: To improve staff wellbeing in order to retain quality staff*.*

Development Focus 5: To develop an understanding and respect of the diversity within our school community, to prepare our children to be global citizens who make a difference to the diverse society in which we live.

Development focus 6: To improve outcomes for disadvantaged pupils, including those with Special Educational Needs and disabilities (SEND) and pupils receiving the Pupil Premium Grant (PPG).

Development focus 7: To improve the quality of education (focus on reading and phonics)

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| **Development focus 1:** To review and update the behaviour policy to ensure there is a consistent approach across the school, considering pupils with ‘identified’ characteristics. | | | | | | | |
| **Current Situation:**  Whilst a majority of behaviour across the school is good, the current system is no longer applied consistently (especially following adaptations made to year 5 and 6) and does not align with current research and pedagogy. The reporting system is hand recorded, making it difficult to track trends. | | | | | | | |
| **Outcome Targets:**  Achieving behavioural improvements in a primary school requires a collaborative effort involving teachers, staff, parents, and the wider community. Regular communication and a shared commitment to fostering a positive learning environment will contribute to the success of these objectives. | | | | | | | |
| **Objective** | **Actions** | **Success criteria** | **Lead & start/ end date** | **Resource& cost** | **Monitoring** | **RAG** | **Evaluation** |
| To create a consistent approach of dealing with expected and unexpected behaviour across the school. | To create a working party to review and update the Trust behaviour policy.  Provide initial and ongoing training to staff to ensure they are familiar with the new policy.  Regularly monitor behaviour logs and check use of procedure during lesson observations. | New behaviour policy is in place and used consistently across the school. | JA  July 2024 | £0 | HOS, DH and Josh Ayres.  Lead governor  Exec Head |  |  |
| To implement a comprehensive behaviour management program (CPOMS). | Develop and implement a comprehensive behaviour management program that includes clear guidelines, expectations, and consequences for both positive and negative behaviour.  Ensure that the program is consistent across all classrooms by reviewing its use during senior management team meetings.  Collected and analysed behaviour data will identify patterns and trends in pupil conduct. This data will be used to make informed decisions about interventions and improvements.  Train selected pupils to act as peer mediators to help resolve minor conflicts among their peers, encouraging a sense of responsibility and leadership. | There is a clear record of pupils’ behaviour over time.  SLT are aware of incidents that happen across the school, enabling them to address trends.  Overtime, the reporting of unexpected behaviour drops because it not happening. | HoS/ EH July 2024 | £1500 for CPOMS- ongoing commitment yearly. | HOS, DH and Josh Ayres.  Lead governor  Exec Head |  |  |
| To promote a positive school culture. | Strengthen teacher- pupil relationships by ensuring all staff individually welcome each child every day (e.g. with a handshake at the door).  Foster a culture where pupils feel safe, respected and valued by ensuring they know the school rules, rewards and consequences.  Encourage kindness, empathy and understanding through weekly PSHE lessons, assemblies and business meetings. | Pupils will feel valued and develop a mutual respect.  Pupil questionnaires will show that children feel safe at school and believe behaviour is good. | JA  July 2024 | £0 | HOS, DH and Josh Ayres.  Lead governor  Exec Head |  |  |
| Provide additional support for children with behaviour challenges. | SLT to identify pupils who require additional support for managing their behaviour, through discussion with class teachers.  Implement personalised behaviour plans/ risk assessments to address their needs and keep pupils and staff safe.  Train staff to identify when to de-escalate behaviours. | Staff have a good understanding of how to support children with additional behaviour needs.  All staff are clear on how to respond to behaviour and do so effectively. | SENDCo  December 2023 | £0 | HOS, DH and Josh Ayres.  SENDCO  Lead governor  Exec Head |  |  |
| Maintain a collaborative approach to behaviour management with parents. | Launch the behaviour policy to parents during GTKY mornings and via written communication.  Include regular updates in the school newsletter.  Establish regular communication with parents or guardians to keep them informed about their child’s behaviour, including positive behaviour choices (post cards, phone calls etc). | Parents will understand the school’s behaviour procedure and approach.  They will develop a positive relationship with the class teacher when hearing good news about their child’s behaviour. | JA and CC September 2023 | £0 | Lead governor  Exec Head |  |  |
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| **Development focus 2:** To update the schools Art and DT curriculum offer in line with the National Curriculum. | | | | | | | |
| **Current Situation:** Both the Art and DT curriculum require a complete overhaul. | | | | | | | |
| **Outcome Targets:** | | | | | | | |
| **Objective** | **Actions** | **Success criteria** | **Lead & start/ end date** | **Resource& cost** | **Monitoring** | **RAG** | **Evaluation** |
| To train teachers to use Kapow to ensure a school wide approach. | Complete relaunch of both subjects is required across the whole school.  Art and DT lead available to support teachers and answer any questions.  Staff CPD delivery from the subject leads. | Observation and monitoring of lessons being taught.  Book scrutiny.  New skills are taught and developed by all pupils. | September 2023 | No  Additional  cost, part  of the  resource  package  purchased. | SLT and Art and DT leads to ensure programme is delivered.  Linked governor to follow up during monitoring visit and question teachers |  |  |
| To update the schools Art and DT curriculum offer in line with the National Curriculum | Staff have a clear understanding and evidence base to support their knowledge of their subject in action across the school.  Whole school model Is mapped out. | There is evidence that the quality of pupils work has improved during book scrutiny. | By July 2024 | £0 | T&L lead and Art and DT subject teams |  |  |
| To ensure that the curriculum coverage for DT is being covered. | The DT books will evidence the 4 stages.  Introduce booklets across the whole school.  Subject leader to visit Nelson School to see the progression of strands. | Staff have a clearer understanding of what needs to be taught and when. | By July 2024 | £0 | T&L lead and DT subject teams |  |  |
| To aid teachers in teaching both Art and DT if they lack confidence | Questionnaire for staff around their confidence and competency in teaching the subject.  Art and DT teams to provide team teaching.  Provide information about what a good lesson looks like.  Improve teacher subject knowledge.  CPD for staff- practical lesson.  Coaching/clinic drop-ins provided half termly by subject leaders. | A repeated questionnaire shows an improvement. | September 2023 | £0 | T&L lead and Art and DT subject teams |  |  |
| To plan and develop an ‘celebrating the arts’ week. | Schedule for spring term.  ‘Take one picture’  Gallery for parents to view art work. | Art week takes place and is successful. | March 2024 | £? | T&L lead and Art and DT subject teams |  |  |
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| **Development focus 3:** To develop the current WAC offer to ensure that there is sufficient space and resource to offer places to all our families who need it. | | | | | | | |
| **Current Situation:** We are currently losing children in our catchment area due to the lack of BC/WAC provision and we need to improve our offer in order to provide enough spaces for the families in our catchment and increase the number of children on roll. | | | | | | | |
| **Outcome Targets:** | | | | | | | |
| **Objective** | **Actions** | **Success criteria** | **Lead & start/ end date** | **Resource& cost** | **Monitoring** | **RAG** | **Evaluation** |
| To attract working families and increase our numbers on roll. | WAC manager available during open mornings and afternoons responding to parental needs and identifying how the school can help.  Advertising through social media e.g.instagram | Verbal feedback from prospective parents will not reference lack of WAC as a reason for not selecting the school. | September 2023 | To be determined. | HOS and Extended School’s Manager |  |  |
| Consult with current users of BC/ASC to find out the childcare they need. | Questionnaire to all existing parents and carers. | The school have a clear understanding of parental needs and adapt our offer accordingly. | MA/ AR  October 2023 | £0 | HOS and Extended School’s Manager |  |  |
| To increase the number of clubs available after school. | Provide a stronger offer to encourage a wider sign up.  Ask staff to run clubs (Offer an initiative like a day off in lieu for each half term) | The number and variety of clubs available increases. | MA December 2023 | £0 | Extended School’s Manager |  |  |
| To move existing BC/WAC to larger premises and increase the hours that it is open to meet parental need. | Identify other clubs that use Innovation House and rehouse them.  Use Innovation House and kitchen facilities for Breakfast club and After school club.  Use the Kitchen gates for drop off and collection. | WAC is contained reducing the impact on school functions. | MA/ CC December 2023 | £0 | HOS and Extended School’s Manager |  |  |
| To increase the staffing levels in order to cater for additional children | Expand our options for staffing:  <https://www.athletemannies.com> | Staffing levels increase. | MA/ CC December 2023 | £? | HOS and Extended School’s Manager |  |  |
| To offer BC/WAC to nursery children | Identify ratios and increase staffing so that we can expand our offer to the whole school. | Nursery applications increase due to the extended care offer. | MA  March 2024 | £0 |  |  |  |
| To offer a more extensive holiday provision | To research and formulate a plan for a ‘holiday club offer’ |  | CC/ MA March 2024 | £0 |  |  |  |
| To review our current costings and see if they are in line with other local establishments | Explore the WAC offers of other local schools and review prices charged. | Latchmere WAC is competitive and therefore families choose the school. | AR  October 2023 | £0 | Business manager |  |  |
| To create and use an online booking system | Identify an appropriate system which will reduce workload of WAC manager.  Purchase system  Train manager  Monitor effectiveness. | The amount of support needed during booking times is reduced. | AR December 2023 | £0 | Business manager |  |  |
| To have an inclusive offer for children in vulnerable groups e.g.SEND | Increase staffing so that we can use Topaz or Little Topaz for those children requiring a quieter environment | All children who require it are able to access WAC | MA  December 2023 | £0 | SENDCo and Extended School’s Manager |  |  |
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| **Development focus 4:** To improve staff wellbeing in order to retain quality staff*.* | | | | | | | |
| **Current Situation:** We have good quality staff who are leaving Education due to staff workload | | | | | | | |
| **Outcome Targets:** | | | | | | | |
| **Objective** | **Actions** | **Success criteria** | **Lead & start/ end date** | **Resource& cost** | **Monitoring** | **RAG** | **Evaluation** |
| To create a well-being package for staff. | Create a document outlining the well-being initiatives run across the school. | Staff are aware of the initiatives that are run to support their well-being.  This is shared with applicants to make Latchmere an employer of choice. | EHT  September 2023 | £0 | Exec Head/ HoS/ DH |  |  |
| To decrease teacher workload | Review ROA format  Consider the length of staff meetings  School open later on a Monday (to reduce build-up of work following staff meeting)  Ensure regular use of the assessment system to reduce build-up of workload. | Staff questionnaire shows a reduction in teacher workload. | AS/CC/CH  September 2023 | £0 | Exec Head/ HoS/ DH |  |  |
| To repay staff who attend residentials | Give a well-being day for any member of staff who attends residential trips. | Staff feel valued and are more willing to give their time to residential trips. | HoS  From September 2023 | £0 | Exec Head/ HoS/ DH |  |  |
| To work with the LSPA on their well-being initiatives for staff | HOS and LSPA to meet in September and discuss. |  | EHT  September 2023 | £0 | Exec Head/ HoS/ DH |  |  |
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| **Development focus 5:** To develop an understanding and respect of the diversity within our school community, to prepare our children to be global citizens who make a difference to the diverse society in which we live. | | | | | | | |
| **Current Situation:** Equality and diversity lead to attend Spark Ed Course run by AfC. | | | | | | | |
| **Outcome Targets:** Outcomes will improve across all subjects  All teaching will be good or better | | | | | | | |
| **Objective** | **Actions** | **Success criteria** | **Lead & start/ end date** | **Resource& cost** | **Monitoring** | **RAG** | **Evaluation** |
| Review the current curriculum to find where black and minority ethnic groups need additional adaptations to be representative. | Review the curriculum to identify the imagery currently being used.  Investigate how the curriculum is currently represented.  Discuss with year group and subject leaders any adaptations that could be made to the curriculum to ensure it is representative of black and minority ethnic groups.  Arrange staff training so they are able to deliver a culturally diverse curriculum.  Once the curriculum coverage is agreed, share it with year group staff, updating curriculum overviews and program of study where necessary.  The Equalities and Diversity Lead and Deputy Head (T&L) to monitor the implementation of changes through book scrutiny, pupil voice and lesson drop in, then feedback to SLT.  Introduce an EDI working group. | A diverse range of images are used to represent black and ethnic minority groups.  Adaptations are made to the curriculum to ensure it is representative. | EDI lead Autumn Term | ? | HoS, DH  EDI working group |  |  |
| Identify best practice from other schools that link with current topics so that adaptations are meaningful. | EDI lead to arrange visits to other schools attending the Spark Ed project | Best practice is brought back and shared with staff. | EDI lead Autumn Term | £0 | HoS, DH |  |  |
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| **Development focus 6:** To improve outcomes for disadvantaged pupils, including those with Special Educational Needs and disabilities (SEND) and pupils receiving the Pupil Premium Grant (PPG). | | | | | | | |
| **Current Situation:** Data 2023 | | | | | | | |
| **Outcome Targets:** (**Development Focus 1b)** Improve outcomes for PPG and SEND pupils. | | | | | | | |
| **Objective** | **Actions** | **Success criteria** | **Lead & start/ end date** | **Resource& cost** | **Monitoring** | **RAG** | **Evaluation** |
| To review case studies and data on a termly basis, identifying any additional support needed. | Consider how the needs of individual pupils will impact their access to the curriculum we provide. | * Individual portraits/ case studies are reviewed. * Areas for year groups to consider when planning and delivering the curriculum will be added to the context sheet. | Autumn Term  HoS, DH | £0 | Governor Lead  Exec HT |  |  |
| * Individual pupils are discussed during PPM. * Ensure pupils who need additional support to access the curriculum receive it. * Monitor interventions and additional support. * Monitor year group planning. * Monitor pupil Autumn Term outcomes and evaluate impact of approach to date. | * Disadvantage pupils make good progress and begin to close the gap | Autumn Term  HoS, DH | £0 | Governor Lead  Exec HT |  |  |
| To improve the attendance of PPG pupils. | * Identify causes of poor attendance from last academic year. | * Reasons identified and support offered to families. | Autumn Term  PPG Lead | £0 | HoS and link Governor |  |  |
|  | * Monitor the attendance of PPG pupils. | * Pupils whose attendance drops below 95% are picked up quickly and support offered to parents. * Their attendance improves or Educational Welfare Officer intervenes. | Weekly  PPG Lead | £0 | HoS and link Governor |  |  |
| To improve outcomes of pupils with SEND and/ or PPG at the end of KS1 (and track those pupil groups closely in Year 3) | * Set clear targets for pupil groups at the end of KS1 to close gaps and link these outcomes to year group appraisals. * Monitoring PPG books and assessments on a regular basis (2x per half term) * Closely monitor any interventions running to support these groups of pupils. * Closely monitor the attendance of these pupil groups (as above) | * The gap between pupils with SEND and/ or PPG at the end of KS1 (and in year 3) reduces as a result. | PPG Lead and SENDCO | £0 | HoS and link Governor |  |  |
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| **Development focus 7 :** To improve the quality of education (focus on reading and phonics) | | | | | | | |
| **Current Situation: A**lthough a lot of time, resource and money has been invested in early reading our phonics and KS1 outcomes do not align with KS2. | | | | | | | |
| **Outcome Targets:** | | | | | | | |
| **Objective** | **Actions** | **Success criteria** | **Lead & start/ end date** | **Resource& cost** | **Monitoring** | **RAG** | **Evaluation** |
| To improve phonics results for the bottom 20% | * To ensure children who need support are sitting in an L or U shape during the phonics lesson with direct access to the teacher or TA in order to see mouth movements. * To ensure children are quickly identified for keep up and that this is implemented daily.   To provide coaching by an expert reading teacher to upskill those using the LW SEND programme. | SEN immediately identifiable through seating structure.  Keep up occurring daily.  Coaching from expert teacher improves practice.  Bottom 20% are prioritised in all areas of learning. | CD/LP  Sept – July  LP will provide expert coaching. | £0 | CD will undertake weekly monitoring following the sequence as identified in the phonics action plan.  YGL to monitor keep ups are occurring daily.  CD and CH to monitor half termly assessments and ensure the provision is correct. |  |  |
| To improve the consistency in the delivery of the teaching of phonics | * To operate a monitoring schedule which targets each stage of the phonics lesson e.g. review words.   To offer coaching sessions which target stages of the phonics lesson as identified by the monitoring. | Systematic monitoring takes place with feedback mechanisms to individual teachers and whole year group.  Individual or year group coaching as identified through monitoring. | CD/LP/CH  Sept - July | £0 | SLT and phonics lead monitoring schedule. |  |  |
| To improve the teaching of the reading practice groups | * To further develop a shared understanding of best practice with the reading group provision. * To undertake a reading review with the local authority adviser with a particular focus on reading groups. * To provide resourcing as necessary to encourage reading for pleasure within the RP time. | LWLS guidance referenced and reiterated to staff.  Reading review/audit makes recommendations for further enhancements.  Resources purchased to enhance provision. | CD/LP  Aut | £300 | Reading review and subsequent monitoring to embed action points. |  |  |
| To create purposeful reading environments | * To undertake research into reading environments through CLPE, EEF, Alex Quigley. * To ensure there is parity across the classes in terms of environment and how it is used. | CD/LP/CH to access research and undertake training on reading environments.  English policy updated to reflect changes.  Consistency across classes recognised during learning walks. | CD/LP/CH  Aut/Spr | £0 | SLT and phonics lead monitoring schedule. |  |  |
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