

# Tadley Community Primary School – Vision

## *Kindness, Pride, Diversity and Community*

At Tadley Primary School, we are passionate about equipping our children with the personal characteristics and educational outcomes for their successful futures. Our vision for each child is to develop an active curiosity of their world, discover their own interests and talents, and grow in their own confidence and love of learning. We do this by providing children with an irresistible invitation to learn through our knowledge-rich and diverse curriculum – [Learning for Life the Tadley Way](#) – and is rooted in our four core values: kindness, pride, diversity and community.

It is important to us that we celebrate our differences, and we are a fully inclusive school – welcoming children and adults from all backgrounds, beliefs, cultures, and circumstances. We want all our children to feel safe, loved and valued. That is why we passionately believe every child and adult in our school community is important and special to us and we always prioritise building strong relationships with everyone involved in our school.

We want our children to develop the key skills to develop them as life-long learners, and so have 6 learning behaviours which underpin our whole curriculum. These give children the opportunity to develop and grow not only academically but also the life skills needed to go out into their community and make a difference to their world.

- Creativity
- Curiosity
- Independence
- Resilience
- Teamwork
- Reflection

Alongside these learning behaviours, we are also committed to supporting children's mental health and wellbeing. We believe developing a child's emotional intelligence, resilience and positive mental health early in their childhood will support them to be successful at every stage of their lives. One of our strategies for developing this is through the HeartSmart curriculum. HeartSmart helps children to understand and live out what we believe are excellent principles and practices for growing healthy hearts and minds.

The High Five principles of HeartSmart also complement our Learning Behaviours and support our '[Learning for Life the Tadley Way](#)' curriculum

- Don't Forget to Let Love In
- Too Much Selfie Isn't Healthy
- Don't Hold On To What's Wrong
- Fake Is A Mistake
- No Way Through Isn't True

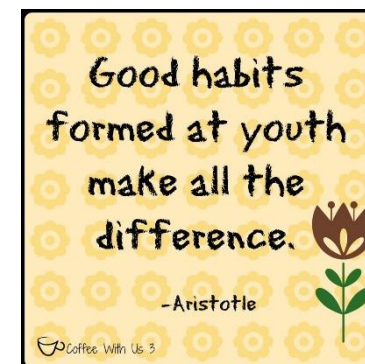


# Tadley Primary Community School – Strategic Plan to Fulfil our Vision

*'Build the strategy around the future you want to create, not the past you are trying to change' – Sir David Carter*

## Develop Every Child's Personal Characteristics

1. Develop Emotional Intelligence
2. Develop Resilience
3. Positive Mental Health – Healthy Hearts and Minds
4. Interests and Talents
5. Growing Confidence
6. Make a Difference to their World



What does this look like in practice?

Colleagues Knowledge	Colleagues Behaviour	Systems and Processes	Culture and Ethos	Outcomes for Children
<p>Colleagues know how to support children to develop emotional intelligence, resilience and positive mental health through Zones of Regulation, PSHE, RSE &amp; HeartSmart Curriculums.</p> <p>Colleagues understand that children's emotional intelligence, resilience and mental health can be at different levels and therefore know which children to support more in school.</p> <p>They understand how a child's emotional intelligence, resilience and positive mental health is developed and how life circumstances and developmental differences can impact on this.</p> <p>Colleagues understand more about the Zones of Regulation and how this supports a child to</p>	<p>Colleagues talk about their own emotions in lessons and in unstructured times with children using the zones of regulation language.</p> <p>Colleagues support children when deregulated by wondering aloud what the problem is and support children in finding a solution.</p> <p>Colleagues give time for children to calm, if needed, and spend time reflecting on how they may be able to support the child in all circumstances.</p> <p>Colleagues are kind to children and speak highly of them at all times.</p> <p>Colleagues make time for individual children through meet &amp; greet, in lessons or at other points across the day.</p>	<p>Policies are in place to support systems &amp; processes:</p> <ul style="list-style-type: none"> <li>• Behavior Policy</li> <li>• Code of Conduct</li> <li>• SEND Policy</li> <li>• Safeguarding Policy</li> <li>• Child Protection Policy</li> </ul> <p>Curriculum developed to include emotional development:</p> <ul style="list-style-type: none"> <li>• PSHE, RSE &amp; HeartSmart Curriculum</li> <li>• Zones of Regulation in all classes</li> <li>• The wider curriculum</li> </ul> <p>Pupil Premium Strategy targets children who may require more support in this area.</p> <p>Dog mentoring with the pastoral lead and ELSA support where needed.</p>	<p>There is a clear vision in place to support children in the development of emotional intelligence and this is shared by all colleagues.</p> <p>Colleagues feel able to have autonomy in how they support children in their class with emotional intelligence, resilience and positive mental health.</p> <p>Everyone is on board with the systems and processes to support the growth of personal characteristics and uses them effectively and with confidence.</p>	<p>Children feel cared for and valued.</p> <p>Children understand their emotions and can either be supported in regulating themselves or do this independently.</p> <p>Children have a positive experience in school with their peers and adults.</p> <p>Children feel respected by adults and supported at all times.</p> <p>Children know they can speak to an adult and be supported with their emotions.</p>

<p>have a shared language about emotions.</p> <p>Colleagues understand that promoting a child's skills and talents leads to good self-esteem and how to support children in developing these.</p> <p>Colleagues understand how to develop confidence in children and support them in taking risks and developing their own self-worth to be able to be confident young people.</p> <p>Colleagues know much about the world around us and current issues. They know how to support children in understanding these and how to promote making a difference in their world.</p>	<p>Colleagues actively encourage making mistakes and building resilience in children through the tasks they model and use in lessons.</p> <p>Colleagues refer to HeartSmart and other resources to encourage children to have positive mental health and are proactive in supporting children daily in this pursuit.</p> <p>Colleagues actively promote skills and talents of children in the school and ensure that they are praised appropriately and given opportunities to share these with others either in our Be Proud Assemblies or running a club or finding other avenues for the child to demonstrate their talents.</p> <p>Colleagues talk about confidence and promote risk taking in their classrooms to allow children to grow in confidence in a safe and nurturing environment.</p> <p>Colleagues are keen and enthusiastic to develop children's awareness of issues that face our school, their community and the world and help them make decisions about how they can support and make a difference to others.</p>	<p>Celebration of days and weeks across the calendar year that highlight mental health and other key issues for children.</p>		
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## Ensure Excellent Educational Outcomes for Every Child

1. Active Curiosity
2. Love of Learning
3. Knowledge Rich and Diverse Curriculum
4. Life-Long Learners



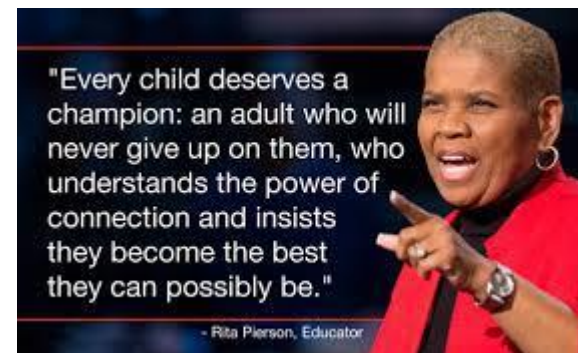
What does this look like in practice?

Colleagues Knowledge	Colleagues Behaviour	Systems and Processes	Culture and Ethos	Outcomes for Children
<p>Colleagues will know how to use the long-term planning of our curriculum to create irresistible lessons for children.</p> <p>Colleagues will understand how their lesson fits into the learning for a child – the full progression of their learning – and why it is placed within this sequence of lessons – the ‘why this, why now?’ question.</p> <p>Colleagues will know what knowledge and skills must be taught and will make sure children are understanding and embedding these throughout their educational journey.</p>	<p>Colleagues will read and research areas in our curriculum to ensure that they have a good understanding and can adapt plans to suit their current cohorts and their needs.</p> <p>Colleagues will ensure they work with subject leaders to plan and devise lessons and ensure task design is accurate and effective to meet the learning outcomes for children.</p> <p>Colleagues will use effective strategies to support children to ensure all lessons are inclusive and children can achieve success in the learning goal and their own personal targets.</p> <p>Colleagues will be enthusiastic about our curriculum and create an atmosphere of curiosity and a love of learning in their classrooms.</p>	<p>Curriculum Overview – Intent, Implementation and Impact.</p> <p>Subject Toolkits detailing key knowledge &amp; skills, progression, vocabulary and support for medium term plans and lesson planning.</p> <p>Marking and Feedback Policy</p> <p>Learning Behaviours</p>	<p>There is a buzz in school about learning and children are keen to be in school.</p> <p>Children are able to retain knowledge and skills and use these to transfer into other areas of their lives.</p> <p>Children demonstrate resilience in their learning and take on challenges.</p>	<p>Children are successful in their learning and are enthusiastic to learn more.</p> <p>Children have a good foundation knowledge in a wide variety of subjects and are curious to learn more.</p> <p>Children enjoy coming to school.</p> <p>Children’s results in reading, writing and maths are in line or above national data.</p>

## Be Fully Inclusive

1. Celebrate Differences
2. Building Strong Relationships
3. Children Feel Safe
4. Children Feel Loved
5. Children Feel Valued

What does this look like in practice?



Colleagues Knowledge	Colleagues Behaviour	Systems and Processes	Culture and Ethos	Outcomes for Children
<p>Colleagues understand how our core values and HeartSmart curriculum are at the heart of our school.</p> <p>Colleagues understand the value of strong, positive relationships with children to empower them.</p> <p>Colleagues understand the effects of ACEs on children and understand how to support vulnerable children in our school.</p> <p>Colleagues understand trauma and attachment and how to support children and stand in the gap to ensure they feel like they belong in our school and are valued.</p> <p>Colleagues understand their role in supporting children from a wide range of cultures, backgrounds and those with SEND needs.</p> <p>Colleagues understand that SEND can cause barriers to learning that are not able to be 'fixed' and understand how to</p>	<p>Colleagues always speak positively about children at all times.</p> <p>Colleagues read, research and ask for support if they feel they are unable to meet the needs of a child and have professional discussion about the best strategies to use.</p> <p>Colleagues welcome all children into their space with enthusiasm and kindness and this radiates across the school at all times. Colleagues are aware of the many differences children can have and embrace these in their classrooms.</p> <p>Colleagues ensure all children treat each other with respect and encourage kindness in their classrooms.</p> <p>Colleagues talk about our HeartSmart High Fives, Core Values and Learning Behaviours at all times.</p>	<p>HeartSmart Curriculum Core Values and what they mean</p> <p>Curriculum – diversity within and not as an add-on.</p>	<p>The core values are evident throughout the school and physical demonstrations of these can be seen by visitors.</p> <p>Children and adults treat each other with respect and kindness and are not afraid to say if something is not right.</p> <p>There is a strong sense of community in the school and that we are all working together.</p>	<p>Children feel they are part of a wider community and understand diversity and that it is okay to be different.</p> <p>Children feel valued and listened to by all adults and know they can share worries and concerns.</p> <p>Children see themselves in books and our curriculum and identify with these positive role models.</p>

support these children in class, in social times and in other areas of their lives alongside their families.				
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## School Context (October 2022)

Count of Year		Gender			
Year	Reg	F	M	(blank)	Grand Total
Year 1	Dolphins	12	18		30
Year 2	Sharks	12	18		30
Year 3	Axolotl	4	9		13
	Jellyfish	3	7		10
	Manta Ray	4	6		10
Year 3 Total		11	22		33
Year 4	Axolotl	8	5		13
	Jellyfish	6	8		14
	Manta Ray	5	10		15
Year 4 Total		19	23		42
Year 5	Manatee	5	5		10
	Orcas	6	8		14
	Sea Lions	2	7		9
Year 5 Total		13	20		33
Year 6	Manatee	9	7		16
	Orcas	5	10		15
	Sea Lions	9	7		16
Year 6 Total		23	24		47
Year R	Clownfish	13	16		29
Grand Total		103	141		244

Total Per Class	
Clownfish	29
Dolphins	30
Sharks	30
Axolotl	26
Jellyfish	24
Manta Ray	25
Manatee	26
Sea Lions	25
Orcas	29
Total	244

	No.	%
FSM	31	12.7
PP	32	13.1
LAC	1	0.4
SPP	2	0.8
EHCP	5	2.0
SEN Register	25	10.2
GRT	6	2.5
EAL	13	5.3

# “Growing Excellence and Pride”

## Focus Areas

1. **Writing** – high quality modelling, building stamina
2. **Grammar & Spelling** – robust teaching & high expectations
3. **Mastery Maths** – developing our children to be strong mathematicians & times table wizards
4. **Phonics** – embedding a systematic, synthetic program – Little Wandle
5. **Reading** – promoting the ‘Love of Reading’ including the library, reading spaces, clear progression of books
6. **Foundation Subject CPD** - developing a knowledge-rich, diverse curriculum for all including boys
7. **Early Years** – developing our outside space further to enhance learning opportunities
8. **Wellbeing and Mental Health** – embedding our core values and embedding our mental health lead

## How will we achieve this?

**Task Design** – developing challenge for all & rich learning opportunities

**Scaffolding** – ensuring tailored provision for all - focus on Pupil Premium & SEND

**Four Core Values: Pride** – Being proud of our school, proud of the teaching and learning we provide, proud of our children, proud of our support for all, giving children opportunities to be proud! **Kindness** – Being kind to one another. **Diversity** – Celebrating our differences, inclusivity, and widening our children’s experiences. **Community** – Facing outwards and welcoming our community.

## Core Priorities 2022/23

	<b>Not on track</b> Little/no evidence of progress
	<b>Partially on track</b> Some evidence of progress
	<b>On track</b> Strong evidence of progress

Core Priorities	Rationale Why are we doing this?	Success Criteria What are the indicators/measures of success?	RAG Rate		
			AUT	SPR	SUM
Task Design	Task design is key to allowing children to demonstrate what they have learnt and how they apply their skills and knowledge. A task should have harmony between the teacher instruction and task; require a learner's attention; motivate the learner; and place some cognitive demand on the learner.	AUTUMN: <ul style="list-style-type: none"> <li>CPD for all staff on task design &amp; the key principles – delivered on 3<sup>rd</sup> January 2023.</li> <li>Planning demonstrates teachers matching learning objectives to task design and child's needs</li> </ul>			
		SPRING: <ul style="list-style-type: none"> <li>Learning walks demonstrate task design is matched to learning required and children are given the opportunity to demonstrate their skills and knowledge</li> <li>Learners are engaged in their tasks and stay on task</li> <li>Learners are motivated to engage in their task</li> <li>Teachers use task design to assess children's knowledge and are used effectively for this purpose</li> </ul>			
		SUMMER: <ul style="list-style-type: none"> <li>Learning walks and book looks show that task design is embedded across the curriculum and teachers are using it effectively to support learning and retrieval</li> <li>Children feel engage and talk about how much they enjoy completing tasks</li> <li>Teachers have an accurate view of children's learning outcomes and teacher assessment is effective</li> </ul>			
Scaffolding	To ensure high expectations of all, we need to move away from different tasks for different children (unless on a bespoke curriculum due to need). Children need to have access to high level learning at all times but the support in place to make	AUTUMN: <ul style="list-style-type: none"> <li>CPD for all staff on what differentiation means in our school &amp; how we adapt teaching effectively</li> <li>Planning demonstrates clear understanding of adaptations to lessons to ensure all children can access the learning</li> <li>Further work in Spring Term to be completed on this.</li> </ul>			
		SPRING: <ul style="list-style-type: none"> <li>Learning walks demonstrate scaffolding is being used effectively to support those that need it</li> <li>Children are engaged in their tasks and feel confident to complete it due to the support in place</li> </ul>			

	<p>sure they can reach their individual targets.</p> <p>Scaffolding should be targeted at the needs of the child and not generic.</p>	<ul style="list-style-type: none"> <li>Books show clear differences in the support children are given in lessons based on their individual needs. Books also show clear progression of a child working with scaffolds to independently as they gain more knowledge and the skills to complete tasks independently.</li> </ul>			
<p>Core Values – Pride, Kindness, Diversity, Community</p>	<p>Our core values underpin everything we do at Tadley and needed to be explicit in their intention. Pride is important to show the high expectations we have of our children and how we want them to grow in confidence. Kindness is key to supporting children to be kind to others and develop strong and healthy relationships with one another. Community is important to show the depth of support and involvement we have with our peers, our school, our local community and the wider world – to be world changers.</p>	<p>SUMMER:</p> <ul style="list-style-type: none"> <li>Learning walks and book looks shows scaffolds are used effectively in all lessons to support all learners.</li> <li>Children talk of being confident to complete tasks and know how to use scaffolds to support them – some of which they choose independently when finding a task difficult</li> <li>Teachers have a clear view of the support children need and provide this in a timely manner to ensure no learning time is lost.</li> </ul>			
		<p>AUTUMN:</p> <ul style="list-style-type: none"> <li>Four core values are chosen, and children are clear what they are</li> <li>The Head Boy and Girl and the School Council have a clear idea of what the core values are and make plans to support this ethos through the school.</li> <li>Kindness tokens are embedded in classroom practice and used by teachers to promote kindness in all situations</li> <li>Be Proud Assemblies are engaging and children enjoy being able to celebrate their own and other's achievements.</li> </ul>			
		<p>SPRING:</p> <ul style="list-style-type: none"> <li>Children understand what Pride, Kindness, Diversity and Community mean and can talk about what this looks like in a person.</li> <li>All staff demonstrate our values in their classes and talk about them often with children.</li> <li>The Head Boy and Girl with the School Council lead with effectiveness to embed our core values in the school</li> <li>Parents are clear what our core values are and begin to see evidence of this in our school wide activities.</li> </ul> <p>SUMMER:</p> <ul style="list-style-type: none"> <li>Our core values are further embedded into our curriculum and are becoming the central golden threads of how and what we learn in school.</li> <li>Children can talk confidently about the core values and give examples of how they are embedded in our school.</li> <li>Parents are able to talk about our core values and understand the value of them to our school</li> </ul>			

# School Development Plan 2022/23 – OFSTED Key Areas

## Quality of Education

### Success Criteria & Evaluation Benchmarks

- Leaders adopt or construct a coherent curriculum that is ambitious, engaging and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life.
- Teachers present subject matter clearly with an awareness of ARE; They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt teaching as necessary.
- Teachers and leaders use assessment well; They use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching (inc. subsequent interventions, recovery programs and deployment of staff).
- The sharp focus on ensuring younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them foundation for future learning.
- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce and, where available or relevant, results from national tests, examinations and assessments.

***How well the school demonstrate how their curriculum is ambitious and bespoke; that there is breadth to their curriculum that is coherent & sequenced well; strong subject knowledge; that reading is central to curriculum development; pupils develop detailed knowledge; pupils are prepared for life.***

### Main Task:

**To create a knowledge-rich and diverse curriculum that allows ALL children to demonstrate their understanding and progress in their learning – particular emphasis on boys, SEND and disadvantaged children.**

### Key areas to improve:

- Reading – To ensure children are fluent readers and use effective strategies to comprehend their reading and make links (Hattie Davies – Reading Leader – see separate Reading Action Plan)
  - ❖ Implement Little Wandle across KS1 effectively to improve fluency of decoding and blending for ALL children so that at least 85% pass the Y1 phonics check and 100% non-SEND Y2 children pass their retake.
  - ❖ Develop further fluency in reading in KS2
  - ❖ Develop reading comprehension task design to ensure ALL children can demonstrate their ability and the links they make within the reading curriculum
  - ❖ Reading Data should be at least in line with KS1 National ARE+ for Year 1 and 2 and at least in line with KS2 National ARE+ for Years 3-6
  - ❖ Develop a love of reading and progression of texts across the school that provide breadth and depth of study, including a variety of authors with a focus on boys
- Writing – To ensure children are proficient writers with clear author's voice and build stamina and consistency in their writing (Clare Yockney – Writing Leader – see separate Writing Action Plan)
  - ❖ Embed consistency in our Learning Journey approach to writing across all classes and year groups
  - ❖ Ensure explicit teaching of handwriting, spelling and grammar are part of the learning journey and task design allows children to demonstrate their learning
  - ❖ Writing Data should be at least in line with KS1 National ARE+ for Years 1 and 2 and at least in line with KS2 National ARE+ for Years 3-6
  - ❖ Years 3 and 4 will make rapid progress based on starting points – End of Summer Year 2 49% ARE+ Year 3 48% ARE+

- ❖ Develop purposeful writing opportunities for boys that engage them and allow them to demonstrate their flair for writing
- Maths – To ensure children master number fluency in all year groups and develop strong reasoning skills (Frances Ebenezer and Sam Hillerton – see separate Maths Action Plan)
  - ❖ Strengthen our approach to teaching and learning multiplication tables, so that by the end of Year 4 100% of our non-SEND children score 80% in the MTC.
  - ❖ Develop the mastery approach to mathematics across the school to improve fluency – Maths Hub
  - ❖ Develop our task design in mathematics to ensure ALL children become fluent mathematicians and are challenged in lessons to use these skills in reasoning
  - ❖ Maths Data should be at least in line with KS1 National ARE+ for Years 1 and 2 and at least in line with KS2 National ARE+ for Years 3-6
- Curriculum – To create a progressive knowledge-rich and diverse curriculum through the CPD of subject leaders to strengthen their subjects and expertise (Hannah Royal, Clare Pither and Taryn Izzo – Curriculum Team – see separate action plan)
  - ❖ Develop and embed a Curriculum Team to drive through change, consistency, and sustainability of our curriculum overview
  - ❖ The Curriculum Team to develop a clear and progressive curriculum for foundation subjects that provide clear links within the unit of work, the subject and across subjects
  - ❖ Develop Subject Leaders to become experts in their subject and champion it across the school
  - ❖ Develop support for vulnerable children to ensure they receive a full curriculum and can make progress against the targets set (Kerri Culver – SENCO, Amelia Mohain – PP Lead)
  - ❖ Develop assessment tasks within each subject so children can demonstrate their understanding and learning

Tasks/Activities	Evaluation
<p><b>Reading – To ensure children are fluent readers and use effective strategies to comprehend their reading and make links. Key Staff – Hattie Davies (Teacher) Louise B (Governor)</b></p> <ul style="list-style-type: none"> <li>➤ Little Wandle training for all staff in September 2022</li> <li>➤ Developing our approach to Little Wandle – action plan to be completed by end of Term 1 with clear success criteria and actions for further support &amp; training</li> <li>➤ Monitoring of phonics teaching and tracking of assessments</li> <li>➤ Action plan to develop fluency in KS2 and our approach to guided reading including Task Design of reading activities – The Art &amp; Science of Reading – Christopher Such and any other research available</li> <li>➤ Develop our library and love of reading across the school to engage boys in reading</li> <li>➤ Identify and track our lowest 20% of readers across the school and ensure interventions are appropriate to their needs and children make rapid progress</li> </ul>	
<p><b>Writing - To ensure children are proficient writers with clear author’s voice and build stamina and consistency in their writing. Key Staff – Clare Yockney (Teacher) Louise B (Governor)</b></p> <ul style="list-style-type: none"> <li>➤ Provide support with planning and delivering the writing learning journey across the school to ensure consistency in our approach – key focus on Y3/4 and boys.</li> <li>➤ Develop understanding of task design to support learning and provide good opportunities for children to develop their writing skill and author’s voice</li> </ul>	

<ul style="list-style-type: none"> <li>➤ Champion high standards in writing especially handwriting and spelling &amp; provide support for teachers in planning these activities</li> <li>➤ Develop the progression of writing for our school looking at genres, grammar and vocabulary and considering when these are introduced, embedded, and mastered</li> </ul>	
<p><b>Maths – To ensure children master number fluency in all year groups and develop strong reasoning skills. Key Staff – Frances Ebenezer and Sam Hillerton (Teachers) Jan D (Governor)</b></p> <ul style="list-style-type: none"> <li>➤ Commit to working alongside the Maths Hub to develop our mastery curriculum appropriate for our school and context</li> <li>➤ Deliver training for all staff to develop our school-wide approach to mastery, ensuring consistency in all year groups</li> <li>➤ Develop and enhance our multiplication times tables teaching and practice and promote children’s success in this area</li> <li>➤ Develop teacher’s understanding of appropriate and effective task design to develop maths skills and provide regular opportunities for children to reason within maths and be challenged at all levels.</li> </ul>	
<p><b>Curriculum – To create a progressive knowledge-rich and diverse curriculum through the CPD of subject leaders to strengthen their subjects and expertise. Key Staff – Rebekah Alsey (HT) Hannah Royal, Clare Pither, Taryn Izzo (Teachers) Kerri Culver (SENCO) Amelia Mohain (PP Lead) Roxy and Sara (Governor)</b></p> <ul style="list-style-type: none"> <li>➤ Strengthen the leadership of the curriculum through a Curriculum Team to drive through change and monitor impact of the full Tadley Curriculum</li> <li>➤ Develop and embed our curriculum knowledge, progression, and assessment with a focus on task design, SEND, vulnerable children and boys.</li> <li>➤ Develop subject leaders through internal and external CPD opportunities including subject associations</li> <li>➤ Develop diversity and inclusion within the curriculum to expose children to different cultures, beliefs and needs of the communities around them – helping to make them active participants of their world.</li> <li>➤ Develop our curriculum – Learning for Life the Tadley way – to encompass local issues and contexts and provide children with the values and learning behaviours to succeed in life.</li> </ul>	

## Behaviour & Attitudes

### Success Criteria & Evaluation Benchmarks

- Pupils' consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. They demonstrate resilience to maintain a strong focus on learning at all times.
- Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils and they demonstrate positive social interactions (inc. in online behaviour).
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to learning. Where pupils struggle, staff take well-informed, fair and highly effective action to support them to succeed in their education. This leads to a demonstrable improvement in the behaviour of pupils who have particular needs.
- Pupils have high attendance and come to school, sustaining any previous improvements. There is evidence of swift and effective action taken, for pupils or groups of pupils, when this is not the case.

***High expectations of behaviour and conduct; positive environment – bullying not tolerated; improvement in children with particular needs; positive attitude to learning; high attendance; strong relationships***

**Main task: To embed the 'Tadley Way' for behaviour through our three rules of: Ready, Respectful and Safe and create a safe and positive environment that children want to come and be a part of everyday.**

**Key areas to improve:**

- **Develop four key values to underpin our way of being and what the Tadley Way is – Rebekah Alsey (HT)**
- **Increase whole school attendance to at least 96% - Gail Thompson – Attendance Lead**
- **Ensure children and parents understand our three rules fully with an emphasis on how we keep ourselves safe – Rebekah Alsey, Amelia Mohain, Charlotte Martyn (DSLs)**

**Tasks/Activities**

**Evaluation**

<p><b>Develop four key values to underpin our way of being and what the Tadley Way is: Key Staff: Rebekah Alsey (HT) All (Governor)</b></p> <ul style="list-style-type: none"> <li>➤ Share in September Inset – Learning for Life the Tadley Way including ideas for four core values</li> <li>➤ Survey parents on key core values for Tadley</li> <li>➤ Collaborate with children on what our four core values might be</li> <li>➤ Ask Head Boy/Girl to work with the School Council on developing our four core values</li> <li>➤ Launch our values and feed into our curriculum</li> </ul>	
<p><b>Increase whole school attendance to at least 96%: Key Staff – Rebekah Alsey (HT) Gail Thompson (Attendance Lead) Melissa (Governor)</b></p> <ul style="list-style-type: none"> <li>➤ Investigate other school’s approaches to attendance – The Five Foundations of Attendance – Firs Academy</li> <li>➤ Monitor pupils who are continually late each day</li> <li>➤ Continue to work alongside Attendance Officer to refine systems</li> <li>➤ Collate data and analyse, provide swift response</li> <li>➤ Ensure Attendance Governor informed and involved in progress</li> <li>➤ Provide clear detail to parents about consequences of poor attendance</li> <li>➤ Swiftly identify vulnerable pupils and contact parents</li> </ul>	
<p><b>Ensure children and parents understand our three rules fully with an emphasis on how we keep ourselves safe: Key Staff – Rebekah Alsey, Amelia Mohain, Charlotte Martyn (DSLs) Maureen Graham, Melissa Stroud (Safeguarding Governors)</b></p> <ul style="list-style-type: none"> <li>➤ During workshops and parental meetings ensure rules are talked about and explained</li> <li>➤ Develop curriculum content for all three rules – see below for ‘safe’</li> <li>➤ Safe – linked to safeguarding – look at local contextual safeguarding and what is needed for our school and curriculum - develop the curriculum around this</li> <li>➤ Safe – develop and embed curriculum to teach children explicitly what is safe and how they keep themselves safe</li> <li>➤ Review behaviour policy to include curriculum elements and children’s voice</li> </ul>	

## Personal Development

### Success Criteria & Evaluation Benchmarks

- The school consistently promotes the extensive personal development of its pupils by going beyond what is expected, to ensure pupils have access to a wide and rich set of experiences, which develop their range of talents and interests, and are of exceptional quality.
- Opportunities provided by the school are consistently well attended and these particularly benefit those eligible for pupil premium.
- The curriculum is coherently and carefully planned to provide rich experiences which strengthen the school's provision for its pupils.
- The schools' development of pupils' character is carefully planned, considered and embedded in the curriculum.
- The school develops effective practice so that equality of opportunity and diversity is embedded across all aspects of school.

***Curriculum that goes beyond the academic; SMSC is enhanced by the school's work; characters (e.g. resilience/independence) developed; high quality pastoral support; diversity is celebrated; RSE is positive and promotes good mental health and well-being***

### Main task:

- **To embed good mental health and wellbeing for ALL in our school**

### Key areas to improve:

- Develop and embed the role of a Mental Health Lead and working group team to drive through change and sustain our mental health and wellbeing agenda – Amelia Mohain (Mental Health Lead)
- To increase capacity within our Mental Health and Wellbeing provision including pastoral support
- To further develop the role of our school dog to support vulnerable children and enhance our dog mentoring program – Charlotte Martyn (ELSA)
- To fully embed attachment and trauma awareness amongst our staff and understand our own responses and reactions to situations in order to ensure consistency in approach for all children
- To fully embed our HeartSmart, PSHE and RSE curriculum to ensure it takes account of our local context and supports all children

### Tasks/Activities

**Develop and embed the role of a Mental Health Lead and working group team to drive through change and sustain our mental health and wellbeing agenda: Key Staff: Amelia Mohain (Mental Health Lead) Jan D (Governor)**

- Train a Mental Health Lead
- Develop a working party team to look at all areas of mental health and wellbeing in our school
- Promote and appoint Wellbeing Champions in Years 2-6
- Embed our HeartSmart, PSHE and RSE curriculum throughout the school

**To increase capacity within our Mental Health and Wellbeing provision including pastoral support: Key Staff: Amelia Mohain (Mental Health Lead) Jan D (Governor)**

- To ensure systems are in place to process and evaluate pastoral requests electronically
- To develop staff's awareness of mental health and wellbeing practice and strategies that can be classed based (for example Zones of Regulation)

### Evaluation

- To develop further external contacts for parents to be able to gain support for their families and their child – EHH, SOS and counsellors

**To further develop the role of our school dog to support vulnerable children and enhance our dog mentoring program: Key Staff: Charlotte Martyn (ELSA) Jan D (Governor)**

- To fully embed our Dog Mentoring Program for all children requiring support
- To develop Lola's role in school further to support learning including being a reading dog

**To fully embed attachment and trauma awareness amongst our staff and understand our own responses and reactions to situations in order to ensure consistency in approach for all children:**

**Key Staff: Amelia Mohain (Mental Health Lead) Jan D (Governors)**

- To form and develop a mental health and wellbeing team to support training of staff on attachment and trauma awareness
- To develop and embed practice across the school including training from external agencies where appropriate

**To fully embed our HeartSmart, PSHE and RSE curriculum to ensure it takes account of our local context and supports all children. Key Staff: Hannah Royal (Class Teacher) Roxy & Sara (Governors)**

- To cross reference all three curriculums to ensure all objectives are being met and local context is being supported
- To embed the learning within our school and see change in children's attitudes to one another, adults and their community.

## Leadership & Management

### Success Criteria & Evaluation Benchmarks

- Leaders are united by a common purpose of improvement and share a clear and ambitious vision for the school which is realised through strong shared values, policies and practice (inc. effective school improvement processes).
- Leaders focus relentlessly on improving the quality of education and demonstrate effective skills and experience in order to ensure a consistently strong quality of curriculum provision, teaching & learning delivery & assessment related outcomes.
- Leaders ensure that staff receive focused and highly effective professional development which strengthens their teaching and supports leadership development.
- Leaders work effectively to engage staff, parents and local services. They take account of staff workload, making meaningful changes and adaptations to practice where necessary, and ensure any engagement opportunities are focused and purposeful.
- All governors are robust and rigorous in ensuring a strategic and sustained approach to school improvement by ensuring resources are well managed and holding leaders to account for the quality of education.
- There is a strong safeguarding culture in the school and the school is proactive in fulfilling its statutory duties.

***Clear and ambitious vision for high quality education for ALL groups; teachers subject and pedagogical knowledge are finely tuned and developed; engagement with school community; staff are protected (e.g. workload/bullying); safeguarding is highly effective***

**Main task: To develop an ambitious and inclusive culture in which staff and governors feel invested in the school, share its vision, and everyone connected to our school feel proud to be part of an exceptional learning community in which everybody is supported to achieve their aspirational goals.**

### Key areas to improve:

- ❖ To further develop key roles and responsibilities within the school to support our vision and school improvement plan
- ❖ To further embed high quality teaching and learning across the school and curriculum including SEND, disadvantaged and vulnerable children
- ❖ To develop our provision for staff to support their mental health and wellbeing
- ❖ To further develop the governing body's monitoring plan for the school to effectively meet their strategic and sustained approach to school improvement

### Tasks/Activities

**To further develop key roles and responsibilities within the school to support our vision and school improvement plan: Key Staff: Rebekah Alsey (HT) and Amelia Mohain (DHT) Richard MP & Richard M (Governors)**

- Ensure all staff have fit for purpose job descriptions and know the expectations of their role
- To use the Performance Management process to support CPD, professional discussions and monitor improvement across the school through the key roles given
- To further develop our CPD plan for staff and ensure that teachers are getting high quality CPD for their individual needs

**To further embed high quality teaching and learning across the school and curriculum including SEND, disadvantaged and vulnerable children: Key Staff: Rebekah Alsey (HT),**

### Evaluation

**Amelia Mohain (DHT), Hannah Royal (CT), Taryn Izzo (CT), Clare Pither (CT), Subject Leaders (All CTs) Jan, Sara, Roxy (Governors)**

- To further develop a clear monitoring plan for teaching and learning that is supportive and effective in improving T&L in all areas
- To embed our curriculum overview and planning systems to ensure complete coverage of the National Curriculum
- To further develop the curriculum to be progressive in nature, with clear LTP and MTP in place; key knowledge and skills to be taught and remembered; high quality learning experiences both in school and outside; fully embedded knowledge organisers and retrieval opportunities; effective task design; meets the needs of all children with clear adaptation to learning for those who need it; and build confidence in staff to lead their subjects and teach in class.
- To create a CPD culture of curriculum and strengthen the role of subject leaders to champion their subject and to use robust and rigorous monitoring plans

**To develop our provision for staff to support their mental health and wellbeing: Key Staff: Rebekah Alsey (HT) Louise B (Governor)**

- Ask staff informally what might help with wellbeing and support in school using surveys. PM, professional discussions and catch-ups
- Make use of the Well-being Charter & commitment to reviewing workload practices
- Provide opportunities for staff to support their wellbeing and instigate any changes required to foster this. For example, review marking and feedback policy
- Develop network of support in school and outside of school that can be accessed easily by all staff

**To further develop the governing body's monitoring plan for the school to effectively meet their strategic and sustained approach to school improvement: Key Staff: Rebekah Alsey (HT), Jan Draper, Louise B and Richard MP (Governors)**

- To further develop the strategic role of governors in monitoring the improvement within the school effectively and bring challenge to all staff

## Early Years Foundation Stage

<b>Success Criteria &amp; Evaluation Benchmarks</b>	<ul style="list-style-type: none"> <li>The percentage of pupils achieving a good level of development (GLD) will increase compared to last year and will close the gap with any local and national averages which exist. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.</li> <li>The impact of the curriculum on what the children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration.</li> <li>High levels of ambition amongst staff, consistently rich &amp; strong teaching &amp; learning opportunities and a sharp focus on ensuring the foundations of learning are embedded, result in an exceptional learning environment (indoors and outdoors).</li> <li>Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.</li> </ul>
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***Quality of curriculum demonstrates ambition for all, esp. disadvantaged – EYFS is key to strong start; next steps are finely attuned; vocabulary and reading are developed well; effective staff that engage children and understand pedagogy; reading/phonics is developed well; positive attitudes; behaviour and emotions are starting to be self-managed – promote a love of learning***

**Main task: To ensure all children make good progress from their Baseline Assessments through effective task design and scaffolding to support needs**

**Key areas to improve:**

- To ensure the new Early Years Teacher is confident in her assessment, planning, teaching and learning
- To further develop our outside provision to increase learning opportunities through play
- To further develop Early Years learning support to ensure consistently rich language and vocabulary is embedded in the curriculum and used throughout the day by all staff

Tasks/Activities	Evaluation
<p><b>To ensure the new Early Years Teacher is confident in her assessment, planning, teaching and learning. Key Staff: Rebekah Aley (HT), Frances Ebenezer (CT). Governor: Sara</b></p> <ul style="list-style-type: none"> <li>➤ Provide support &amp; training identified by the teacher to further develop her understanding of the EYFS curriculum</li> <li>➤ Arrange, if appropriate, visits to similar settings to gain knowledge of the range of EYFS provision out there</li> <li>➤ CPD on planning of provision including targeted support for individual children</li> <li>➤ Sharpen and embed early reading and phonics through Little Wandle in collaboration with the Reading Leader</li> </ul> <p><b>To further develop our outside provision to increase learning opportunities through exploratory play. Key Staff: Frances Ebenezer (CT). Governor: Sara</b></p> <ul style="list-style-type: none"> <li>➤ Ensure learning spaces outside reflect the learning inside</li> </ul>	

- Ensure there are opportunities for children to develop and enhance their learning outside including writing opportunities

**To further develop Early Years learning support to ensure consistently rich language and vocabulary is embedded in the curriculum and used throughout the day by all staff. Key**

**Staff: Frances Ebenezer (CT). Governor: Sara**

- CPD on effective questioning in EYFS
- Maximise opportunities to develop oracy & language skills across EYFS in order to support children's development and build a wide vocabulary