

**ONE FORM 2**  
**BRIEF SUMMARY**

<b>BRIEF SUMMARY of priorities/ themes</b>	
<p>((<b>Equalities</b> central to this school's mission and ethos. We therefore ensure the Equalities Plan both drives school priorities and reflected in priorities - see <b>priorities in red</b> through ONE FORM. See <b>also PP report and SEND docs</b></p>	
<b>Evaluation of</b>	<b>Next steps</b>
<b>Learning, Teaching, Assessment</b>	
Curriculum tailored to vision and community. It is clear, ambitious and constantly evolving. see work on threads	<ol style="list-style-type: none"> <li>1. threads development- focus on embedding eco &amp; developing <b>appreciating difference</b>.</li> <li>2. focus on tching practice that builds knowledge- eg low stakes quizzes. See ongoing work on retrieval practice.</li> <li>3. focus on pride in recording- this for better proof of sequenced learning</li> </ol>
<b>SEND profile</b> has risen sharply and rapidly- transforming school context and priorities. See line of enquiry: SEND	<ol style="list-style-type: none"> <li>1. <b>devpt of interventions supportive of pupils with ASD.</b></li> <li>2. <b>training programme for all incl interventions and around specific nds eg ASD/PDA/ADHD/ sensory needs</b></li> <li>3. <b>appreciation of difference push incl SEND/behaviour</b></li> <li>4. <b>see also behaviour</b></li> </ol>
Maths systematic and pupil confidence improved as result of small steps approach	<ol style="list-style-type: none"> <li>1. Can Do maths approach continued</li> <li>2. Reinstate parent workshops</li> <li>3. Lesson study to focus on pace behind CanDo and use of vocabulary and manipulatives to embed the learning.</li> <li>4. Maths talk is to be given an even higher level of importance to encourage the use of the correct mathematical language and stem sentences.</li> </ol>
<b>Spelling a weak-</b> spot for school year on year	<ol style="list-style-type: none"> <li>1. <b>Jane Considine approach</b> implement</li> <li>2. CLPE approach</li> <li>3. Focus on handwriting and care with presentation</li> <li>4. Review of use of phonic bug - looking for greater rigour and support for KS2 pupils with gaps in phonic knowledge</li> </ol>
<b>Behaviour, attitudes</b>	
Attitudes to learning- - given number of pupils now with diagnosed and undiagnosed	<ol style="list-style-type: none"> <li>1. <b>Focus on listening</b> - expectation by all</li> <li>2. Focus on pride in work</li> </ol>

ASD- onus on all to work towards calmer, less arousing, more diligent environment	
Restorative/ nurturing approaches central to school's vision for wellbeing	<ol style="list-style-type: none"> <li>1. Extra structures in place to support nurture/ restorative- incl inner sanctum, lunchtime activities, Den, Topaz,</li> <li>2. Training in approaches- restorative circles/ restorative approach to behaviour</li> </ol>
<b>Personal Development, Wellbeing</b>	
Start-well programme- in line with vision element- the earlier the better	<ol style="list-style-type: none"> <li>1. Minchkins- staff involvement// MAPS</li> <li>2. PSHE devpt- implementation of statutory curriculum-</li> </ol>
Pastoral care central to recovery	<ol style="list-style-type: none"> <li>1. Mental health offer extended again eg mindfulness, osteopathy, play therapy</li> <li>2. Training for TA's now taking over many pastoral duties</li> <li>3. Seek independent funding for this work</li> </ol>
<b>Church Distinctiveness</b>	
Vision rooted in Christian mission and values; coherent, community relevant, people oriented	<ol style="list-style-type: none"> <li>1. Training re spirituality</li> <li>2. Define and embed spirituality as driver of curric threads/ learning approach</li> </ol>
Caring school - focus on strengths and compassion for those who vulnerable	<ol style="list-style-type: none"> <li>1. Appreciation of difference thread- focus Spr 22</li> <li>2. See pastoral/ behaviour</li> </ol>
Reverence for/ love of learning including focus on asking questions	<ol style="list-style-type: none"> <li>1. Spirituality at the core of curriculum- define this for benefit of SIAMS</li> <li>2. Re-charge P4C- incl sch training</li> </ol>
<b>Leadership and Management</b>	
Flatter, more democratic leadership - because of experienced staff	<ol style="list-style-type: none"> <li>1. Balance with focus on standards-</li> <li>2. Greater familiarity with Ofsted framework</li> </ol>
Curriculum developing well and clear roles for subject leaders	<ol style="list-style-type: none"> <li>1. Continue to develop means for subject leaders to engage with standards in their subjects as well as develop own expertise- see interviews of subj lders, leadership time reinstated,</li> </ol>
Governing Body supportive and v competent	<ol style="list-style-type: none"> <li>1. Extend means for Governing Body to evaluate school progress and ask critical questions- eg gov eval day, change of agenda structures, engagement with potential lines of enquiry</li> </ol>

