

Consider when writing your plan... • Quality of Provision • Curriculum design, coverage, appropriateness • Curriculum delivery, teaching and assessment, • Parental engagement • Attainment, Progress, Basic skills • Personal Development • Leadership and Management • Key stage markers and end points • Intervention and provision for lowest 20%		Priority Targets from the School Development Plan: • Design learning tasks with precision and clarity to enable the systematic delivery of sequenced knowledge, promoting both recall and independent learning, while allowing for timely correction and intervention. Enable thoughtful opportunities for the recording and retrieval of knowledge. • Embed high levels of oracy as a cross-curricular thread, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence. • Embed adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners. • Challenge for the most able – evidence in planning, books and discussion • Strengthen the accuracy and consistency of teacher assessment across all subjects by refining and standardising assessment criteria to ensure accuracy, consistency, and inform effective teaching • Review and update subject-specific curriculum documentation, ensuring clarity of intent, implementation, and impact for each subject area. • Support for ECT's • Stakeholder feedback			
Objectives	Actions (Processes)	Success criteria (Outcomes)	Monitoring arrangements (Outputs)	Time line	£
Priority Target 1 Design learning tasks with precision and clarity to enable the systematic delivery of sequenced knowledge, promoting both recall and independent learning, while allowing for timely correction and intervention. Enable thoughtful opportunities for the recording and retrieval of knowledge.					
Strengthen curriculum delivery through effective sequencing, retrieval and independent learning.	• Plan PSHE learning using the whole-school progression map, ensuring clear sequencing across SEAL themes, One Decision units, No Outsiders and RSHE content • Use regular retrieval activities to revisit key PSHE knowledge, vocabulary, safety messages and prior learning. • Match tasks closely to learning objectives. • Develop independence through modelling, guided practice and scaffolding. • Provide timely feedback to address misconceptions. • Use reflection books consistently to record	Learning builds on prior knowledge. • Pupils recall key knowledge confidently. • Tasks support intended outcomes. • Pupils show increasing independence. • Misconceptions are addressed promptly. • Work demonstrates progression over time.	Learning walks and lesson observations. • Planning scrutiny. • Book scrutiny. • Pupil voice. • Assessment data reviews. • CPD impact evaluation.		

	learning, demonstrate progression and support knowledge retention.				
Priority Target 2 Embed oracy as a cross-curricular thread, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence.					
Develop pupils' oracy skills across the curriculum.	• Embed structured talk activities within PSHE lessons, including discussion, debate, role play, hot seating and paired talk. • Teach and model PSHE subject-specific vocabulary. linked to relationships, health and wellbeing, safety, citizenship, diversity and inclusion • Plan opportunities for discussion, debate and presentation. • Use speaking frames and visual prompts where needed. • Celebrate pupil voice and speaking opportunities. Provide opportunities for pupil voice through School Council, class discussions, reflection activities and Social Signature projects. • Share effective practice through CPD. • Develop active listening, respectful disagreement and turn-taking skills through collaborative activities.	Pupils speak confidently and use subject vocabulary accurately. • Oracy is evident across subjects. • Pupils participate actively in discussions. • Confidence, listening and turn-taking improve.	Learning walks and lesson observations. • Planning scrutiny. • Pupil voice. • Work scrutiny and displays. • Staff reflections and CPD reviews.		
Priority Target 3 Continue to refine adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners.					
Strengthen adaptive teaching to meet the needs of all learners.	• Provide appropriate support, scaffolds and challenge to enable all pupils to engage with PSHE concepts and vocabulary. • Adapt PSHE lessons through the use of visual prompts, social stories, word banks, speaking frames, scenario-based activities and structured discussion opportunities. • Adapt teaching through effective questioning and assessment. • Share good practice through CPD and collaboration. • Maintain high expectations and promote independence. Use assessment, SEND/EAL profiles and pupil voice to inform PSHE planning.	Lessons show effective adaptation and challenge. • Pupils access learning and make good progress. • SEND, EAL and disadvantaged pupils achieve well. • Pupils feel supported and challenged. • Teachers confidently adapt learning to meet needs.	Learning walks and lesson observations. • Planning and book scrutiny. • Pupil voice. • Assessment and progress data. • Monitoring of vulnerable groups. • CPD impact reviews.		

	• Use flexible grouping and targeted adult support where appropriate. • Ensure sensitive content is delivered in an inclusive and accessible way for all learners.				
Priority Target 4 To ensure the most able learners, including middle-attaining pupils with Greater Depth potential, are consistently challenged through adaptive teaching, effective questioning, rich learning experiences and opportunities for independent research, critical thinking and self-directed learning.					
Increase challenge and attainment for the most able pupils and those with the potential to achieve Greater Depth Standard (GDS).	• Identify pupils who demonstrate strong understanding, leadership and reflective thinking within PSHE and review termly. Create a targeted "potential GDS" register and review termly. • Develop effective questioning strategies that promote reasoning, explanation, justification, inference and deeper thinking across the PSHE curriculum. • Provide opportunities for pupils to consider different viewpoints and respectfully challenge stereotypes, discrimination and prejudice. • Provide opportunities for independent research and enquiry into topics linked to wellbeing, healthy relationships, online safety, diversity and citizenship. • Share examples of effective challenge through coaching, planning scrutiny and pupil progress discussions. • Encourage pupils to lead discussions, assemblies, School Council projects and Social Signature activities. • Use Picture News, No Outsiders and One Decision resources to deepen understanding of current issues and life in modern Britain.	Identified potential GDS pupils make accelerated progress towards end-of-year expectations. • Pupils demonstrate increased independence, resilience and ownership of learning. • Lesson observations and work scrutiny show consistent evidence of challenge for higher-attaining pupils. • Pupils can explain, justify and reason about their learning with confidence. • Teachers routinely adapt questioning and learning activities to deepen thinking and extend learning. • Termly analysis of assessment data- Insight.	Pupil progress meetings. • Work scrutiny and book looks. • Pupil voice. • Learning walks and lesson observations. • Monitoring of identified potential GDS pupils' attainment and progress. Pupil Progress meetings		
Priority Target 5 Strengthen the accuracy and consistency of teacher assessment across all subjects by refining and standardising assessment criteria to ensure accuracy, consistency and inform effective teaching.					
Improve the consistency and effectiveness of PSHE assessment across school.	• Review and refine PSHE assessment systems using One Decision assessment materials and end-of-unit evaluations. • Agree age-related expectations for key PSHE knowledge, vocabulary and skills. • Introduce consistent use of class reflection books to demonstrate progression. • Moderate work samples across phases.	• Teachers confidently assess PSHE learning. • Assessment information accurately reflects pupils' understanding. • Progression in knowledge, vocabulary and personal development is evident. • Gaps in learning are identified and	• Book scrutiny. • Pupil voice interviews. • Moderation meetings. • Assessment reviews. • Monitoring of vulnerable groups. • Subject leader reports to SLT and governors.		

	• Use pupil voice alongside book scrutiny to evaluate impact. • Track vulnerable groups including SEND, disadvantaged and EAL pupils. • Ensure assessment identifies pupils requiring additional support or challenge.	addressed promptly. • Assessment informs future teaching.			
Priority Target 6 Strengthen Personal Development, Safeguarding and Parental Engagement through a progressive PSHE curriculum.					
Further develop pupils' personal development through PSHE, RSHE and safeguarding education whilst strengthening engagement with families and the wider community.	• Review and refine the whole-school PSHE and safeguarding overview to ensure termly "Keep Safe" themes are fully mapped and progressive. • Deliver age-appropriate safeguarding across school • Continue embedding No Outsiders, Picture News, HeartMath and Social Signature projects across school. • Develop the use of Windows, Mirrors and Doors to strengthen spiritual development, personal reflection and understanding of diversity. • Deliver parental workshops linked to RSHE, online safety and wellbeing. • Share curriculum newsletters and curriculum information with families. • Evaluate the impact of external visitors and agencies including NSPCC, Police, School Nurse, CAP Money, Mini Medics, Ben Kinsella Trust, Ariel Trust and Positive Footprints. • Provide ECT support to ensure confidence when delivering sensitive PSHE and RSHE content.	• Pupils demonstrate strong knowledge of safeguarding, healthy relationships and personal safety. • Pupils know how and when to seek help and identify trusted adults. • Pupils demonstrate respectful attitudes towards diversity, protected characteristics and inclusion. • Parents report increased confidence and understanding of PSHE and RSHE provision. • Personal Development continues to be a strength across the school. • Pupils successfully apply learning through Social Signature projects and wider community engagement.	• Pupil voice. • Parent surveys and consultation feedback. • Monitoring of reflection books. • Learning walks. • Visitor evaluations. • Governor monitoring. • Subject leader reports. • SEF review.	Ongoing throughout year	
Priority Target 7 Review and update curriculum documentation, assessment and subject leadership systems to ensure clarity of intent, implementation and impact.					

Further strengthen curriculum leadership through robust documentation, curriculum evaluation and stakeholder feedback.	• Review and update all curriculum documentation including progression documents, curriculum maps, knowledge organisers and website content. • Develop progression documents for: - Mental Health and Emotional Wellbeing - Protected Characteristics - Careers and Aspirations - British Values - Consent and Boundaries - Keeping Safe themes • Complete annual parent consultation regarding RSHE provision and analyse findings. • Develop whole-school protected characteristics overview using No Outsiders texts. • Strengthen analysis of SEND, EAL, disadvantaged and gender groups within PSHE monitoring. • Review curriculum coverage using Digging for Treasure assessments, pupil voice and reflection books. • Update subject leader file and website documentation to reflect current practice. • Share findings with governors and SLT	• Curriculum documentation accurately reflects PSHE provision across St Philip's. • Clear progression is evident from EYFS to Year 6 • Leaders can demonstrate curriculum impact using assessment, pupil voice and monitoring evidence. • SEND and vulnerable pupil outcomes are more clearly evidenced. • Gender gaps are identified and appropriate actions taken. • Website and curriculum documentation remain fully compliant and up to date. • Governors have a clear understanding of subject strengths and priorities.	• Website audit. • Curriculum documentation review. • Pupil voice. • Assessment reviews. • Governor feedback. • Parent consultation outcomes. • Subject leader monitoring file. • End of year self-evaluation.	Autumn	
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