



Pilgrims' Cross CE (A) Primary School

School Improvement Plan 2024/25

These are the priorities identified as a result of School Self Evaluation.

The SIP has 4 sections in line with Ofsted categories.

Strategic Priorities for 2024/25, focusing on Outcomes for all groups of pupils

Leadership & Management

1. To further align leaders' and governors' monitoring and evaluation activities so that there is a strong, shared understanding of school improvement and provision.

Quality of Education

2. To further improve the implementation of the school's revised curriculum so that it is successfully engaging and motivating pupils and securing good progress.

3. To further develop teachers' understanding of the expected standards for their year group so that they are more effective in their use of assessment for learning to identify misconceptions and next steps.

4. To further improve the consistency and effectiveness of teaching so that the school's newly established principles of teaching, learning and assessment are consistently secure in all classes and are securing good progress for all pupils.

Personal Development

5. To develop the effectiveness of the school's leadership, safeguarding & family/pastoral support provision, ensuring pupils' needs are met, following budget restructure.

Behaviour & Attitudes

6. To develop staff understanding of behaviour management in order to ensure there is a consistency of approach, alongside differentiated strategies to meet the needs to all learners, including those with complex SEMH requirements.

Leadership and Management

Priority 1. To further align leaders' and governors' monitoring and evaluation activities so that there is a strong, shared understanding of school improvement and provision.

Problem (why?)

Monitoring at Pilgrims' Cross is not sufficiently robust, leading to a lack of clarity of the school's current position and strengths/weaknesses. Although the school has a Senior Leadership Team, this has not been working affectively and there has been little impact on of school leaders' actions on school development and the effectiveness of systems and processes. The Interim Headteacher has brought a simple, clear direction to the team. Due to budgetary constraints (and an impending leadership restructure) strategy around effective monitoring through a reduced team will need to be brought. Governors are willing to improve and develop, with guidance from Hampshire Governor Services, to monitor regularly, purposefully and effectively.

Final Outcomes (and so?)

- There is a clear, direct link between the SIP and leaders'/Governor monitoring
- Governors can articulate in Governing Body meetings the nature of monitoring that has taken place, the point of this and the impact as a result
- Notes from Governor monitoring visits are to the point, relevant & focused, aided by a monitoring *pro forma*
- There is clear role allocation, lack of duplication and no omission of monitoring opportunities
- The revised school leadership structure leads and monitors effectively- evidenced through Governor and Local Authority reports

Achieved?

Y	N
Y	N
Y	N
Y	N
Y	N

Intervention (what?) Autumn Term 2024

Actions	Milestone markers	Opportunities for Governor Monitoring ✓		
		Visit	In Meeting ¹	Report ²
HT to write new SIP, with 'Governor Monitoring' column, with outline of 2024/25 priorities	• 1 st September 2024			
Governors to agree new-style SIP format (including potential monitoring opportunities), working alongside Gordon Duff from Governor Services	• Autumn 2024			
Governors to participate in WGBT training from Stuart Adlam (LLP) on effective monitoring and holding leaders to account	• Autumn 2024			
Headteacher to draw up & agree with Governors proposed leadership restructure for Spring 2025, following timescales advised by EPS. Consultation document circulated to all affected staff	• End of September 2024			
Governors to identify & agree opportunities for monitoring progress against SIP priorities	• By first FGB			
Governors to agree monitoring form for in-school visits	• By first FGB			
Governors undertake agreed autumn monitoring, including participation in PDMs & attendance at pupil progress meetings	• Throughout autumn term			
Governors to reflect on clarity/effectiveness of autumn term's monitoring & the information gleaned from the range of monitoring sources, articulating successes and amending/agreeing spring monitoring accordingly	• End of December 2024			

Implementation Outcomes- short term (how well?)

Governors and SLT to reflect on success of autumn term's monitoring and insert evaluation here.

¹ Specific additional agenda items, presented within a meeting, outside the HT Report

² These will be discussed and challenged at Governing Body meetings

Intervention (what?) Spring Term 2025				
Actions	Milestone markers	Opportunities for Governor Monitoring ✓		
		Visit	In Meeting	Report
Governors undertake agreed spring monitoring, including participation in PDMs & attendance at pupil progress meetings	• Throughout spring term			
Individual Governors to articulate findings of monitoring to FGB	• Throughout spring term			
Governors to reflect on clarity/effectiveness of spring term's monitoring & the information gleaned from the range of monitoring sources, articulating successes and amending/agreeing summer monitoring accordingly	• Throughout spring term			
Implementation Outcomes- medium term (how well?)				
<i>Governors and SLT to reflect on success of spring term's monitoring and insert evaluation here.</i>				
Intervention (what?) Summer Term 2025				
Actions	Milestone markers	Opportunities for Governor Monitoring ✓		
		Visit	In Meeting	Report
Governors undertake agreed summer monitoring, including participation in PDMs & attendance at pupil progress meetings	• Throughout summer term			
Individual Governors to articulate findings of monitoring to FGB	• Throughout summer term			
Governors to attend INSET day on 20 th June to review progress against current SIP priorities alongside senior leaders, teaching and non-teaching staff	• INSET 20/6/25			
Governors to reflect on clarity/effectiveness of summer term's monitoring & the information gleaned from the range of monitoring sources, articulating successes and identifying potential next steps for the school in academic year 2025/6	• By last FGB			
Implementation Outcomes- Key Questions for Governors and other leaders (how well?)				
<p><i>Are there clear, direct links between the SIP and leaders'/Governor monitoring processes?</i></p> <p><i>Can Governors articulate in Governing Body meetings the nature of monitoring that has taken place, the point of this and the impact as a result?</i></p> <p><i>Are notes from monitoring visits to the point, relevant & focused, aided by the monitoring pro forma?</i></p> <p><i>Has there been clear role allocation, lack of duplication and no omission of monitoring opportunities?</i></p> <p><i>Is the revised school leadership team leading and monitoring effectively, articulating the progress made this academic year and the potential next steps for the school, based on conclusions drawn from monitoring over the year?</i></p>				

Quality of Education

Priority 2. To further improve the implementation of the school's revised curriculum so that it is successfully engaging and motivating pupils and securing good progress.

Problem (why?)
 Due to inconsistency in curriculum delivery (including reading for pleasure), and working with support from the Local Authority, the school has developed its curriculum provision: development of English (using the HAM model), maths (using the White Rose scheme) and introduction of a published scheme for all other subjects (Kapow). The intention is that these schemes provide a clearly sequenced curriculum and appropriate coverage. This process of implementation is not yet complete. There has been considerable staff turnover and further work is needed to ensure that it is consistently effective.

Final Outcomes (and so?)	Achieved?	
	<ul style="list-style-type: none"> There is high-quality & consistent curriculum delivery by all teaching & support staff The team work scrutiny model has ensured that all staff are clear on subject strengths and next steps Maths, phonics, reading and English subject leaders' actions (in conjunction with HIAS support) have had a clear impact on consistent curriculum implementation, progress and standards- data is in-line with National at Year 1 (phonics screening), Year 4 (tables screening) and Year 6 (SATs) Standards of curriculum delivery are consistent across all year groups and classes There is clear impact of the implemented curriculum, securing good pupil outcomes (see above), especially for children with SEN & in receipt of Pupil Premium 	Y
	Y	N
	Y	N
	Y	N
	Y	N

Intervention (what?) Autumn Term 2024

Actions	Milestone markers	Opportunities for Governor Monitoring ✓		
		Visit	In Meeting	Report
Headteacher to devise & implement a series of induction PDMs to ensure consistency of staff delivery & expectations	• 1 st half of autumn term			
Headteacher to devise & implement a series of induction PDMs for HLTAs and LSAs, to ensure consistency of practice & understanding	• 1 st half of autumn term			
Curriculum overviews produced by all teachers, communicated to parents/carers	• 1 st half of autumn term			
Website re-designed & updated to ensure compliance with DfE guidance & clarity of use for parents/carers	• Autumn 2024			
Headteacher & HIAS support for new Reading Lead (EC), Phonics Lead (EM), English Lead (RP) & delivery of reading PDM (3 rd October)	• Autumn 2024			
Headteacher & HIAS support for Maths Lead (AC)	• Autumn 2024			
Modelled team work scrutiny, delivered by LLP (4 th December) at PDM	• 2 nd half of autumn term			
Team work scrutiny proforma (for moderation of judgements, identification of consistent features, highlighting strengths of practice & next steps for development) created by Headteacher for use in team work scrutiny PDMs	• 2 nd half of autumn term			
Facilitate whole staff team work scrutiny PDMs for agreed foundation subjects & moderation of English and maths	• 2 nd half of autumn term			
Headteacher lead development of subject leadership (and effective use of HLTAs to release leaders)- to a more reactive/purposeful use of release time, than weekly planned-in slots	• 2 nd half of autumn term			
HIAS support for library development/reading culture in conjunction with Headteacher & Reading Lead (inc. pupil librarians)	• Autumn 2024			
Introduction & facilitation of milestone 1 pupil progress meetings, with SENDCo, analysing standards & progress made by all learner groups (to include Governor attendance) especially for children with SEN & in receipt of Pupil Premium	• December 2024			

Implementation Outcomes- short term (how well?)				
<i>Governors and SLT to reflect on success of autumn term's monitoring and insert evaluation here.</i>				
Intervention (what?) Spring Term 2025				
Actions	Milestone markers	Opportunities for Governor Monitoring ✓		
		Visit	In Meeting	Report
Facilitate whole staff team work scrutiny PDMs for agreed foundation subjects & moderation of English and maths	• Throughout spring term			
Headteacher & HIAS support for Maths, Reading, Phonics & English Leads, as appropriate	• Throughout spring term			
Headteacher plan release of subject leaders for purposeful and effective curriculum monitoring	• Throughout spring term			
Facilitation of milestone 2 pupil progress meetings, with SENDCo, analysing standards & progress made by all learner groups (to include Governor attendance) especially for children with SEN & in receipt of Pupil Premium	• April 2025			
Implementation Outcomes- medium term (how well?)				
<i>Governors and SLT to reflect on success of spring term's monitoring and insert evaluation here.</i>				
Intervention (what?) Summer Term 2025				
Actions	Milestone markers	Opportunities for Governor Monitoring ✓		
		Visit	In Meeting	Report
Facilitate whole staff team work scrutiny PDMs for agreed foundation subjects & moderation of English and maths	• Throughout summer term			
Headteacher & HIAS support for Maths, Reading, Phonics & English Leads, as appropriate	• Throughout summer term			
Headteacher plan release of subject leaders for purposeful and effective curriculum monitoring	• Throughout summer term			
Facilitation of milestone 3 pupil progress meetings, with SENDCo, analysing standards & progress made by all learner groups (to include Governor attendance) especially for children with SEN & in receipt of Pupil Premium	• June 2025			
Implementation Outcomes- Key Questions for Governors and other leaders (how well?)				
<p><i>Are all staff clear on curriculum content and delivery? How do you know?</i></p> <p><i>What impact is the team work scrutiny model having on shared understanding of curriculum strengths and next steps?</i></p> <p><i>What is the impact of maths, Reading, Phonics & English subject leaders & how do they know?</i></p> <p><i>Is the standard of curriculum delivery consistent across all year groups? How do you know?</i></p> <p><i>What is the impact of the implemented curriculum on pupil outcomes, especially for children with SEN & in receipt of Pupil Premium?</i></p>				

Quality of Education

<p>Priority 3. To further develop teachers' understanding of the expected standards for their year group so that they are more effective in their use of assessment for learning to identify misconceptions and next steps.</p>	<p>Problem (why?) Pilgrims' Cross has had a high turnover of teaching staff. Last academic year, the school mentored 8 ECTs (4 of whom are staying next academic year), with 8 staff in total handing their notice in last year. Staff leaving have all had exit interviews and cite lack of development, constant change and inadequate systems and processes as reasons for leaving. The Interim Headteacher has appointed a new team for September 2025. Last academic year, some of the newer, remaining staff did not have sufficient opportunities to observe good practice, gain a strong understanding of curriculum expectations or tailor assessment sufficiently closely to pupil performance. Additional work is now required to strengthen the development of teaching through regular visits to classrooms, through strengthening the school's coaching programme and through improvements to CPD and induction.</p>
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<p>Final Outcomes (and so?)</p> <ul style="list-style-type: none"> The school has a stable, well-trained & knowledgeable teaching staff (higher staff retention and lower absence rates than last academic year) There has been a clear programme of coaching, CPD and induction to enhance collective efficacy of staff Teachers make the most of assessment for learning opportunities in the classroom on a daily basis All teaching staff are clear on the expectations for their year group and use this to inform teaching & learning Policies are embedded in daily life at Pilgrims' Cross, with staff contributing to enhancement/development of practice There is clear impact of high-quality inclusive teaching (HQIT), securing good pupil outcomes especially for children with SEN & in receipt of Pupil Premium 	<p>Achieved?</p> <table border="1"> <tr><td style="text-align: center;">Y</td><td style="text-align: center;">N</td></tr> <tr><td style="text-align: center;">Y</td><td style="text-align: center;">N</td></tr> <tr><td style="text-align: center;">Y</td><td style="text-align: center;">N</td></tr> <tr><td style="text-align: center;">Y</td><td style="text-align: center;">N</td></tr> <tr><td style="text-align: center;">Y</td><td style="text-align: center;">N</td></tr> <tr><td style="text-align: center;">Y</td><td style="text-align: center;">N</td></tr> </table>	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Y	N												
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Y	N												

Intervention (what?) Autumn Term 2024

Actions	Milestone markers	Opportunities for Governor Monitoring		
		Visit	In Meeting	Report
Headteacher to devise & implement a series of induction PDMs to ensure consistency of understanding of HQIT, policies (T&L, Marking & Feedback) & learning environments	• 1 st half of autumn term			
English & Maths Leads to lead PDMs focused on moderation of English & maths standards, ahead of Milestone 1 data collection	• 2 nd half of autumn term			
Facilitate whole staff team work scrutiny PDMs for agreed foundation subjects & moderation of English and maths	• 2 nd half of autumn term			
Headteacher lead development of subject leadership (and effective use of HLTAs to release leaders)- to a more reactive/purposeful use of release time, than weekly planned-in slots	• 2 nd half of autumn term			
HIAS support for library development/reading culture in conjunction with Headteacher & Reading Lead	• Autumn 2024			
Introduction & facilitation of milestone 1 pupil progress meetings, with SENDCo, moderating/agreeing judgements (to include Governor attendance) especially for children with SEN & in receipt of Pupil Premium	• 6 th January 2025			

Implementation Outcomes- short term (how well?)

Governors and SLT to reflect on success of autumn term's monitoring and insert evaluation here.

Intervention (what?) Spring Term 2025				
Actions	Milestone markers	Opportunities for Governor Monitoring ✓		
		Visit	In Meeting	Report
Facilitate continued whole staff team work scrutiny PDMs for agreed foundation subjects & moderation of English and maths	• Throughout spring term			
Headteacher & HIAS support for Maths, Reading, Phonics & English Leads, as appropriate	• Throughout spring term			
Facilitation of milestone 2 pupil progress meetings, with SENDCo, moderating/agreeing judgements (to include Governor attendance) especially for children with SEN & in receipt of Pupil Premium	• April 2025			
Implementation Outcomes- medium term (how well?)				
<i>Governors and SLT to reflect on success of spring term's monitoring and insert evaluation here.</i>				
Intervention (what?) Summer Term 2025				
Actions	Milestone markers	Opportunities for Governor Monitoring ✓		
		Visit	In Meeting	Report
Facilitate continued whole staff team work scrutiny PDMs for agreed foundation subjects & moderation of English and maths	• Throughout summer term			
Headteacher & HIAS support for Maths, Reading, Phonics & English Leads, as appropriate	• Throughout summer term			
Facilitation of milestone 3 pupil progress meetings, with SENDCo, moderating/agreeing judgements (to include Governor attendance) especially for children with SEN & in receipt of Pupil Premium	• Throughout summer term			
Implementation Outcomes- Key Questions for Governors and other leaders (how well?)				
<p><i>Are all staff clear on curriculum content and delivery? How do you know?</i></p> <p><i>What impact is the team work scrutiny model having on shared understanding of curriculum strengths and next steps?</i></p> <p><i>How accurate is staff understanding of standards in the year groups in which they teach? How do you know?</i></p> <p><i>How effective are pupil progress meetings in analysis of pupil attainment & progress and identification of next steps/gaps in knowledge & understanding, especially for children with SEN & in receipt of Pupil Premium?</i></p> <p><i>Is the standard of curriculum delivery consistent across all year groups? How do you know?</i></p>				

Quality of Education

Priority 4. To further improve the consistency and effectiveness of teaching so that the school's newly established principles of teaching, learning and assessment are consistently secure in all classes and are securing good progress for all pupils.

Problem (why?)

Pilgrims' Cross has recently begun to work with the Local Authority, following two Requires Improvement Ofsted reports. Work has been done on some key policies and procedures, such as the Teaching & Learning Policy, Marking & Feedback, plus work to clarify the school's understanding of HQIT. Although the intention of these has been clarified, implementation and impact are yet to be seen- especially with the additional high turnover of teaching staff at the end of academic year 2023/24. Additional work is now required to strengthen the development of teaching through regular visits to classrooms, through strengthening the school's coaching programme and through improvements to CPD and induction.

Final Outcomes (and so?)

- The school has clear T&L and M&F policies, which drive & reflect consistent practice in all classrooms
- There has been a clear programme of regular visits to classrooms & coaching with teaching staff to enhance consistency & effectiveness of teaching
- Teachers make good use of assessment for learning opportunities in the classroom on a daily basis
- All teaching staff use AfL strategies such as questioning, dynamic grouping, hinge questions and feedback effectively
- Headteacher & ECT Mentor (RH) regularly coach staff, contributing to enhancement/development of practice
- There is clear impact of high-quality inclusive teaching (HQIT), securing good pupil outcomes especially for children with SEN & in receipt of Pupil Premium

Achieved?

Y	N
Y	N
Y	N
Y	N
Y	N
Y	N

Intervention (what?) Autumn Term 2024

Actions	Milestone markers	Opportunities for Governor Monitoring ✓		
		Visit	In Meeting	Report
Headteacher to devise & implement a series of induction PDMs to ensure consistency of understanding of HQIT, policies (T&L, Marking & Feedback) & learning environments	• 1 st half of autumn term			
Headteacher to work with Sarah Sedgwick on coaching development	• Spring 2025			
Headteacher & ECT mentor (RH) to attend 5 Fundamentals of Effective Classroom Practice (dates TBC) in order to lead development of practice at Pilgrims' Cross	• Autumn 2024			
Headteacher & ECT mentor initiate programme of induction/observation/CPD for 2x new ECTs	• Autumn 2024			
Programme of peer coaching communicated & implemented by Headteacher- linked to regular PDMs	• Summer 2025			

Implementation Outcomes- short term (how well?)

Governors and SLT to reflect on success of autumn term's monitoring and insert evaluation here.

Intervention (what?) Spring Term 2025				
Actions	Milestone markers	Opportunities for Governor Monitoring ✓		
		Visit	In Meeting	Report
Headteacher & ECT mentor facilitate & lead programme of induction/observation/CPD for 2x new ECTs	• Throughout spring term			
Programme of peer coaching implemented & developed by Headteacher- linked to regular PDMs	• Throughout spring term			
Headteacher & ECT mentor (RH) to cascade knowledge & good practice from <i>5 Fundamentals of Effective Classroom Practice</i> to improve practice at Pilgrims' Cross	• Throughout spring term			
Implementation Outcomes- medium term (how well?)				
<i>Governors and SLT to reflect on success of spring term's monitoring and insert evaluation here.</i>				
Intervention (what?) Summer Term 2025				
Actions	Milestone markers	Opportunities for Governor Monitoring ✓		
		Visit	In Meeting	Report
Headteacher & ECT mentor facilitate & lead programme of induction/observation/CPD for 2x new ECTs	• Throughout summer term			
Programme of peer coaching implemented & developed by Headteacher- linked to regular PDMs	• Throughout summer term			
Headteacher & ECT mentor (RH) to cascade knowledge & good practice from <i>5 Fundamentals of Effective Classroom Practice</i> to improve practice at Pilgrims' Cross	• Throughout summer term			
Implementation Outcomes- Key Questions for Governors and other leaders (how well?)				
<p><i>What is the impact of the T&L and M&F policies on classroom practice? How do you know?</i></p> <p><i>What impact is the coaching programme having on the quality of teaching & learning in the school?</i></p> <p><i>What are the consistent strengths of teaching & learning at Pilgrims' Cross?</i></p> <p><i>How effective is staff use of Assessment for Learning (AfL) strategies within and between lessons?</i></p>				

Personal Development

Priority 5. To develop the effectiveness of the school's leadership, safeguarding & family/pastoral support provision, ensuring pupils' needs are met, following budget restructure.

Why? (Rationale)

Due to a deficit budget situation and the requirement from the Local Authority to get rid of the deficit in 3 years, the school has got to make strategic decisions, including a leadership restructure. In the interests of budget-saving, the school recently made the Family Support Worker and ELSA role redundant, however pupils and families have the same needs (including ELSA requirements on EHCPs). A proposed leadership restructure will save money but the remaining structure needs to still allow sufficient capacity for improvement if the school is to move from Requires Improvement to Good.

Success Criteria:

- There has been a clear leadership restructure, following guidance from Education Personnel Services (EPS) and Education Finance Services (EFS), meeting the Recovery Plan financial timescales
- The school can meet EHCP requirements and has sufficient capacity to support vulnerable children/families
- Internal systems, teams and processes work clearly and efficiently to allow the school to run well on an operational basis
- There is sufficient leadership capacity to sustain continuous improvement
- There is stability of staffing for academic year 2025/26 (higher staff retention & lower staff absence than last academic year)

Achieved?

Y	N
Y	N
Y	N
Y	N
Y	N

Intervention (what?) Autumn Term 2024

Actions	Milestone markers	Opportunities for Governor Monitoring ✓		
		Visit	In Meeting	Report
Headteacher to write & issue report to staff & Governors, guided by EPS, to be shared with all affected staff within the designated timescales (at least 7 days before FGB 19 th September), then inform staff of outcome of meeting within 2 working days	• By end of September 2024			
Headteacher to feed back the findings/key themes from exit interviews, in order to pastorally support new and existing staff	• At first FGB			
Headteacher to work with EFS to secure accurate 3-year financial recovery plan, based on school's proposed staffing structure	• By end of September 2024			
Headteacher to liaise with Hampshire SEN Team and SENDCo (RH), to ascertain current position on EHCP requirements, bringing forward annual reviews as necessary	• Autumn 2024			
Headteacher to analyse school's current PPG Strategy, establishing clarity of spend and allocation of funds to provide maximum impact for vulnerable families	• Autumn 2024			
Headteacher to analyse school's current pastoral offer, adjusting hours/roles where necessary to ensure adequate provision for children & families	• Autumn 2024			
Chair of Governors/Safeguarding Governor to meet regularly with Headteacher, to evaluate school's safeguarding & pastoral effectiveness, plus pastoral oversight of new and existing staff	• Throughout autumn term			

Implementation Outcomes- short term (how well?)

Governors and SLT to reflect on success of autumn term's monitoring and insert evaluation here.

Intervention (what?) Spring Term 2025				
Actions	Milestone markers	Opportunities for Governor Monitoring ✓		
		Visit	In Meeting	Report
Headteacher to draft selection criteria and request voluntary solutions from staff. Notify employees of selection outcome (if required), confirm verbal notification in writing, offering employees option to waiver their right to a hearing. Provide ongoing information & support to staff	• By end of January 2025			
Headteacher to make dismissal decision (where employees have waived their rights) without a hearing	• By end of February 2025			
Interview/appointment of SENDCo position, if applicable	• By end of spring term 2025			
Headteacher to prepare paperwork for dismissal hearing (where employees have not waived their rights) and hold dismissal hearing . If applicable, HT & GB to arrange appeal hearing	• By end of spring term 2025			
Chair of Governors/Safeguarding Governor to meet regularly with Headteacher, to evaluate school's safeguarding & pastoral effectiveness, plus pastoral oversight of new and existing staff	• Throughout spring term			
Implementation Outcomes- medium term (how well?)				
<i>Governors and SLT to reflect on success of spring term's monitoring and insert evaluation here.</i>				
Intervention (what?) Summer Term 2025				
Actions	Milestone markers	Opportunities for Governor Monitoring ✓		
		Visit	In Meeting	Report
Headteacher & EPS provide ongoing support, including redeployment support	• Until last day of employment			
Headteacher carry out final review & meet with employee(s). Notify payroll of employee(s)' dismissal	• Before end of summer term			
Headteacher &/or EPS arrange redundancy and pension arrangement with payroll	• Before relevant payroll deadline			
Chair of Governors/Safeguarding Governor to meet regularly with Headteacher, to evaluate school's safeguarding & pastoral effectiveness, plus pastoral oversight of new and existing staff	• Throughout summer term			
Implementation Outcomes- Key Questions for Governors and other leaders (how well?)				
<p><i>Has there been a clear leadership restructure, following accepted timeline & guidance? How do you know?</i></p> <p><i>How effectively is the school meeting the needs of vulnerable pupils & families and the needs of children with SEN (and, in particular, EHCPs)?</i></p> <p><i>How clearly and efficiently do internal systems, teams & processes work at Pilgrims' Cross? How do you know?</i></p> <p><i>Is there sufficient leadership capacity to sustain continuous improvement? How do you know?</i></p> <p><i>How well are the pastoral needs of new & existing staff members being met?</i></p>				

Behaviour & Attitudes

Priority 6. To develop staff understanding of behaviour management in order to ensure there is a consistency of approach, alongside differentiated strategies to meet the needs to all learners, including those with complex SEMH requirements.

Why? (Rationale)

Behaviour at Pilgrims' Cross needs a consistent approach. Due to varying approaches to behaviour management over recent years and insufficient oversight of practice from classroom to classroom, this has resulted in a range of differing approaches to behaviour and parents removing their children due to perception that behaviour/bullying is not being addressed: this brings further financial implications for the school. There is regular disruption from pupils, leading to leaders being summoned by radio to support class teachers/HLTAs/LSAs and not all staff are confident to 'pick up their tab' for the behaviour of pupils in their classes and reporting back to parents/carers. Consequences for wrong choices are not always clear or consistent, leading to lack of clarity for pupils and staff alike. From interviews with staff (including exit interview feedback from outgoing staff), the Interim Headteacher suggests that a simplified, trauma-informed, whole-school approach is needed.

Success Criteria:

- There has been a clear, research-informed programme of staff CPD, allowing all staff to learn and develop their understanding of complex behaviour management
- Staff can evidence changes in understanding and approach, as well as improved confidence in dealing with incidents involving children with complex SEMH
- Monitoring (internally & Governor monitoring) shows that incidents are dealt with calmly and empathetically, whilst maintaining consistent & appropriate sanctions
- Pupils & parents understand that, although behaviour management may not be uniform in approach, there is fairness and there are consequences resulting from negative behaviour (evidence from parental questionnaires)

Achieved?

Y	N
Y	N
Y	N
Y	N

Intervention (what?) Autumn Term 2024

Actions	Milestone markers	Opportunities for Governor Monitoring ✓		
		Visit	In Meeting	Report
INSET day training on trauma/attachment & approaches to behaviour management provided & led by Primary Behaviour Support (PBS) for all staff (including Mid-Day Supervisory Assistants (MDSAs))	• 2 nd September			
INSET training on use of CPOMS to record behaviour & protocol for reporting to parents/carers delivered by Headteacher	• 3 rd September			
Governor pupil conferencing , to ascertain baseline pupil views (Years 3-6) on behaviour management	• Before end of Autumn 2024			
Autumn parent survey to ascertain baseline parent/carer views on behaviour management	• Before end of Autumn 2024			
Classroom environments cleared of behaviour-management systems other than those agreed by staff & PBS	• PDM before end of September 2024			
Autumn PDMs (for teaching staff, HLTAs, MDSAs and LSAs), led by Headteacher, taking action-research approach as they work through sections of <i>Curious, not Furious</i> (Kit Messenger) and <i>When Adults Change, Everything Changes</i> (Paul Dix)	• Spring 2025			
Headteacher to report on behaviour (including updates on addressing complex need) in HT Reports at each Full Governing Body meeting.	• 2x in autumn term			

Implementation Outcomes- short term (how well?)

Governors and SLT to reflect on success of autumn term's monitoring and insert evaluation here.

Intervention (what?) Spring Term 2025				
Actions	Milestone markers	Opportunities for Governor Monitoring ✓		
		Visit	In Meeting	Report
Headteacher & SENDCo to draft amended Behaviour Management Policy, based on agreed practice and informed by PBS advice. Ratified at FGB.	• By end of January 2025			
Sessions on memory/cognitive load, executive function and challenging behaviour, delivered by Ed. Psych.	• 2x twilight sessions- TBC			
Headteacher & SENDCo to monitor improvements to and challenges with behaviour management within school	• By end of February 2025			
Spring PDMs (for teaching staff, HLTAs, MDSAs and LSAs), led by Headteacher, taking action-research approach as they work through sections of <i>Curious, not Furious</i> (Kit Messenger) and <i>When Adults Change, Everything Changes</i> (Paul Dix)	• Spring 2025			
Additional Ed. Psych. Training sessions, if needed	• Up to 2x twilight sessions, if needed			
Headteacher to report on behaviour (including updates on addressing complex need) in HT Reports at each Full Governing Body meeting.	• 2x in spring term			
Implementation Outcomes- medium term (how well?)				
Governors and SLT to reflect on success of spring term's monitoring and insert evaluation here.				
Intervention (what?) Summer Term 2025				
Actions	Milestone markers	Opportunities for Governor Monitoring ✓		
		Visit	In Meeting	Report
End-point questionnaire on behaviour management sent to all staff to complete before INSET Day 5	• Before 20 th June 2025			
Summer PDMs (for teaching staff, HLTAs, MDSAs and LSAs), led by Headteacher, taking action-research approach as they work through sections of <i>Curious, not Furious</i> (Kit Messenger) and <i>When Adults Change, Everything Changes</i> (Paul Dix)	• Summer 2025			
Governor pupil conferencing , to ascertain ongoing pupil views (Years 3-6) on behaviour management	• Before end of summer term			
Summer parent survey to ascertain ongoing parent/carer views on behaviour management	• Summer 2025			
Headteacher to report on behaviour (including updates on addressing complex need) in HT Reports at each Full Governing Body meeting.	• 2x in summer term			
Implementation Outcomes- Key Questions for Governors and other leaders (how well?)				
<p><i>What are pupils' view on behaviour at Pilgrims' Cross? Have they changed over the course of the year?</i></p> <p><i>How has understanding of complex behaviour developed at Pilgrims' Cross? How do you know?</i></p> <p><i>What evidence is there in the classroom and around the school of adapted provision & deepening understanding of complex need?</i></p> <p><i>Is the management of behaviour clear and consistent? How do you know?</i></p> <p><i>What is the attitude of teaching staff, LSAs and non-teaching staff to behaviour management at Pilgrims' Cross Primary School? How has this changed as a result of the action-research project?</i></p> <p><i>What are pupils' attitudes (both those with complex SEMH and peers without) to the management of behaviour at Pilgrims' Cross Primary School?</i></p>				