

Quality of Education

- Set up the phonics programme to roll out to selected classes after Feb ½ term.
- Training provided for 4 trial classes regarding 'Little Wandle Scheme'.
- Reading was highlighted during immersive learning week in Jan 2025
- Grant from the LA for extending high quality texts and genres.
- Reading observations completed in Jan 2025 and feedback provided to all teachers.
- Maths Hub members have met with pathway leads to discuss clear calculation expectations to improve staff subject knowledge and understanding of number sense
- Maths working on adapting and developing the school maths policy including the calculation policy to ensure it will meet the specific needs of pupil progression.
- Deb Waldron has attended North West One Maths Hubs to acquire training, have been shared with staff to develop/ extend learning strategies used in the formal pathways.
- Celebrated success within art and design to award an artist of the term.
- Enhanced the children's engagement in arts, culture and creativity gathered evidence towards the 'Arts mark' criteria and completing a self-evaluation for the school.
- Staff meeting looked at printing progression of skills carried out book look focus on TAC children.
- EYFS routines and structures are now embedded within the new setting.
- Communication plans have been created for identified children and shared with parents/carers with some children moving on to the new support plans.
- We have worked alongside SALT and OT to embed universal provision within the setting; currently working with SALT to provide parents with a series of workshop opportunities.
- Shared learning for all children through use of Dojo and Tapestry to document and display and evidence children's progress. (min 3x p.w)
- Extended the expertise of SLT to support and evaluate CPD and subject knowledge/ skills
- Curriculum hubs meet termly to review progress and develop staff knowledge through appropriate input and training.
- Pathway leads monitor consistency of provision within their cohort, look at moderation across school.
- ECTs received additional training support - SLT ensure RQTs are delivering high standard lessons.
- Training opportunities developed to meet the needs of teachers through a variety of staff meetings and CPD opportunities; Nov; Positive learning opportunities, De-escalation strategies Dec; Food strategy training Jan; Rosenshine's 10 Principles, Communication (Proloquo AAC device training), Maths progression Feb; Sensory Circuits, Assessment & data, Topic – developing printing
- Teachers have developed and created suitable, high quality learning environments in the new school.
- Training provided at 1 staff meeting regarding Rosenshine's 10 principles of learning to support and embed knowledge. This was used as a focus for the English observations in January.
- Assessment calendar' shared with all staff in Sept 2024
- Progress and development of learning monitored and evaluated through pupil progress meetings and evidence/ book looks.
- Pre-formal and formal curriculum subjects added to school-tracking grid in Oct 2024 and Feb 2025

Leadership and Management

- Safeguarding has been completed and action plan created – 4 Rivers CEO and safeguarding trustee completed full day safeguarding audit in Feb 2025 (*report to follow*)
- September LA delivered safeguarding training Level 1 to all staff and stakeholders.
- Consistent induction training for new staff has been completed on their start date, this is also completed for all our students and volunteers.
- Termly safeguarding training updates
- 4 Rivers Safeguarding policy updated in line with KCSIE and agreed by GB
- Pathway leads now monitor their pathway for CPOMS
- Lizzie has attended termly LA safeguarding networks with colleagues from Safeguarding Partnership
- Headteacher has led the successful amalgamation of Lisburne, embedding the three sites together into the new school.
- Collaborative working with strategic partners to become part of the 4 Rivers Trust.
- Developing the 'Offer' from Lisburne encompassing culture, training, outreach and the curriculum.
- Headteacher and SLT have developed strong relationships and shared values in the Four Rivers Trust
- 4 Rivers CEO has attended a staff and SLT meeting
- Gov's invited to attend Curriculum Hub meetings in Jan and training on SCERTS (behaviour) in March 2025
- Subject leadership time given to core subjects to prepare and lead staff /team meetings for their phase to monitor teaching, assessment & learning.
- Termly food strategy meetings to identify heightened need in classes and across the school community
- Developed links with wider professionals including school nursing team to desensitise across the food groups.
- School website updated with 4 Rivers trust and new school information
- 'Communication leads' trained and shared with staff regarding suitable strategies within pathways (universal approach).
- Developed use of SALT training and CPD knowledge through staff meetings, monitoring appropriate input and evaluating impact of ACC strategies.
- Therapy links developed in all classes/pathways.

Behaviour and Attitudes

- Attendance consistently above 90% and monitored by SLT and EWO
- Attendance monitored and checked regularly, ½ termly data analysed and compared to ensure all children access face-to-face learning opportunities in school.
- Jess Jones attended SCRETS training around emotional regulation and social communication to support challenging behaviour training within school. Training to be provided for 4 Rivers and GB.
- Training delivered to the whole school around de-escalation strategies to support behaviour in school.
- Behaviour HUB supported team meetings/ pathway meetings around specific challenging behaviours; reflection on triggers and behaviour management techniques.
- Staff training in Autumn around self-harming behaviour and triggers.
- Designed and introduced safety plans to teachers through staff meetings in Feb 2025
- Autumn term Behaviour Hub collected plans to monitor consistency - from these identified gaps and led staff meeting for sensory circuits in Feb
- Safe space policy drawn up and implemented for use of Zen Dens.
- Supporting our more disadvantaged families through funding to attend after school/play scheme.
- Increased use of restorative approaches to improve teaching & learning and have a positive impact on children, staff and families.
- Embed the 'Zones of regulation' across school to support wellbeing of children and aid self-regulation. Z of R training delivered to teachers (1) and the whole school through joint team meetings (2). Promote pupil voice at home.
- Implementation of communication support and positive handling plans (previously behaviour plans).
- Raised profile of 'Pupil Voice' to develop children's confidence and self-assurance in school and included in both EHCP review meetings & child led discussions within children's IEP's.

Personal Development

- Grace met Ethnic Diversity service to complete initial audit. Attempting 2025-26 Ethnic diversity trial for.
- Looked at the national guidance for SRE, updates due out in summer term. This will scaffold training moving forward.
- Delivering PCRE training for all teachers - select group of year 5/6 children have been outlined and their Learning Journey's will be monitored across spring term.
- A PSHE drop in session was provided for all staff.
- Pathways focusing on different British Value through Pupil Voice/ Wellness assemblies display created to reflect this.
- Self-harm plans have been created, teachers are now editing these. Self harm tag added on CPOMS.
- SLT have developed the afterschool club offer, establishing new opportunities for independence & routines.
- Breakfast offered to all children to ensure that they are ready to learn in line with school timing changes.
- Pupil Voice opportunities developed to centre around new environments in school and how these should be used.
- Good work assemblies for all pathways; focus on raising the profile of new learning opportunities and celebrating individual progress.
- Established a strong transition package for the children as they come in to the EYFS in September.
- To work closely with parents for the move to Lisburne providing a bespoke program of transition for each child as they moved to the new school.
- Provided tours of the new build in Oct 2024 for parents/ carers, therapists and peripatetic staff to enable them to see the new build.
- Met with parent steering group to look at what resources' parents wanted for supporting their children in the move.
- Provided a comprehensive package to support parents with home schooling during the necessary closure for 4 days to transition into the new school.
- Events and physical activities provided for parents and children to attend together organised by school - opportunities covered all 4 days
- Outline section on website for parents to gather resources
- Worked with therapists to create and provided bespoke resources to support children's wellbeing with the changes during the transition process.