



Tavistock Primary & Nursery School

Strategic School Improvement Plan 2022/23

Areas of development:

Leadership
Behaviour
Reading
Curriculum
Assessment and Feedback
Maths
Early Years

Action Plan Date:

September 2022

To be used in conjunction
with SEND and Subject
Leaders' action plans
Red = Limited/No progress
towards the success criteria
Amber = Some progress
Green = Good progress

Objectives:

Leadership: The new Senior Leadership Team works cohesively and effectively to meet the SSIP targets.

Behaviour: A revised Behaviour Policy is in place which reflects the relational approach. It is consistently applied across the school by all staff and understood by children at all key stages and the wider school community.

Curriculum: Subject Leaders know and understand the current position of the subject they lead and how to develop it to ensure its consistent application across all key stages.

Reading: The approach to reading at TPNS is understood by all staff and the curriculum is delivered consistently across every key stage.

Assessment & Feedback: There is a clear and consistent approach to assessment and feedback across the school that is understood by all staff and children.

Maths: High quality teaching and learning activities ensure effective development of the reasoning element of the mathematics curriculum.

Early Years: Continuous provision reflects high quality activities inside and out and includes opportunities for the F1 and F2 children to play and learn together.

LA Adviser visit note June 2022:

- In revisiting the SDP for the coming year, leaders need to ensure that the plan identified milestones for improvement for each term to allow governors and wider stakeholders clear end point of which to hold leaders to account. Ensure that these are evidence linked as opposed to completed actions

OFSTED – November 2019 What does the school need to improve?

Curriculum – Leaders should now improve their curriculum plans by making sure that they all identify what pupils should know each year. Leaders need to make sure that this knowledge is revisited frequently so that pupils know and remember more.

Reading – Leaders must ensure that pupils in key stage 2 gain the knowledge and skills in reading that they need to prepare them for the next stage in their education.

Reading – Teachers need to ensure that they can identify precisely how they will help pupils in key stage 2 who need to catch up, to become fluent readers.

Evaluation [who, when, how?] :

Who: Team members, Subject Leaders, Senior Leadership Team, Governors

When: During key stage and senior leader team meetings, the School Improvement Plan Day and by 26th July 2022

How: The questions detailed below will be answered through gathering evidence.

END OF YEAR TARGET POSITION (success criteria)	TARGET POSITION (at 2 x end of term assessment points)	IMPLEMENTATION PROCESS (specific actions)	LEAD PERSON/ MONITORING	STAFF DEVELOP	RESOURCES	EVIDENCE	RAG RATING
Leadership: The new Senior Leadership Team works cohesively and effectively to meet the SSIP targets.							
SLT duties, roles and responsibilities are clearly defined and understood	Autumn Term: <ul style="list-style-type: none"> Coaching sessions completed with HT Coaching sessions completed with HT/DHT/SENDSCO/SBM 	<ul style="list-style-type: none"> Work with Thinking Academy – coaching sessions for HT initially, spreading out to HT/DHT/SENDSCO & SBM and onto the wider SLT by the end of the year 	HT/ C of G	SLT members have an Increased knowledge and understanding of their roles and responsibilities	Time with coach – up to 15 hours	Feedback from SLT on impact of the coaching to FGB	
	Spring Term: <ul style="list-style-type: none"> Coaching sessions with wider SLT completed JDs for SLT members completed, shared and signed 	<ul style="list-style-type: none"> Write new JDs HT time in shared office with DHT & SENDSCO 	HT & DHT/ Vice C of G	JDs clarify roles and responsibilities for all SLT	SLT time x 12 hours	Updated Job Descriptions reflect roles and responsibilities of the new SLT	
The Governing Board has a full complement of governors following a successful recruitment process and have planned for a new C of G to take up the post in September 2023.	Autumn Term: Leadership positions elected and successor nominated Spring Term: Process of handover has begun	<ul style="list-style-type: none"> September meeting elects positions of Chair and Vice Chair of Governors October meeting – successor to Chair agreed Chair and successor work in close partnership at every meeting. 		Governing Board have and effective handover to a new Chair for the next academic year	Advertisements in local paper	Governing Board has no vacant positions. A new Chair is ready to take up position in September 2023	
Governing Board effectively hold the school to account through clearly established, robust monitoring systems	Autumn Term: Monitoring schedule in place, aligned to SSIP and completed by all Governors Spring Term: Monitoring schedule in place,	<ul style="list-style-type: none"> New reporting form and procedure used by all Agreed practice of reporting adhered to by all Shared with staff members 	Chair of Gvs GB and HT via lead gov reports	Governors' reporting skills	C of G and HT time	Governors' monitoring forms completed and match planned monitoring.	

which align with the strategic plan.	aligned to SSIP and completed by all Governors						
Evaluation questions: <i>Are SLT duties, roles and responsibilities clearly defined and understood?</i> <i>Does the Governing Board have a full complement of governors following a successful recruitment process and have they planned for a new C of G to take up the post in September 2023?</i> <i>Has the Governor Board effectively held the school to account through clearly established, robust monitoring systems which align with the strategic plan?</i>							
Behaviour: A revised Behaviour Policy is in place which reflects the relational approach. It is consistently applied across the school by all staff and understood by children at all key stages and the wider school community.							
<p>Staff have a secure understanding of the relational approach and how children's behaviour is communication.</p> <p>Staff maintain a calm, consistent approach to supporting behaviour.</p> <p>The school has a purposeful, calm working atmosphere.</p> <p>All children feel safe, secure and able to learn.</p>	<p>Autumn Term:</p> <ul style="list-style-type: none"> Working Party is in place and has met regularly. Training with the LA has been attended by all staff. Card system is removed and HP reward system is established, including weekly playtime reward for winning house. Relational Support Plans are in place for all identified children. <p>Spring Term:</p> <ul style="list-style-type: none"> Staff survey reveals staff understanding and identifies gaps in staff knowledge for future training plans. Pupil interviews highlight children's understanding of the new policy and identify areas needing further development. 	Remove card system while maintaining Friday Time	SENDCO/ GB			Class visits	
		House points only plus weekly reward. Update on this to be shared with staff in team meeting (21/09/22) and begin from the 26 th of September.	HT/ GB		Purchase x2 sets of HP boxes for EYFS	Weekly assembly	
		Staff apply proportionate and timely consequences when necessary, which support learning of behaviour and skills.	All staff/ SLT	Increased staff knowledge & understanding		CPOMs Team meeting minutes Staff survey (Spring term) Pupil interviews (via class visits) Pupil Survey (Summer term)	
		Whole staff training to develop understanding of relational approach in order to apply it consistently. (Provided by Devon LEA)	SENDCO/ SLT	Staff confidence Improved relationships	INSET day Time for non-teaching staff to complete training	Feedback forms Register of attendance	
		Relational support plans used for identified children, reviewed at least termly and shared with parents.	SENDCO/ HT	Increased awareness of how to support individual children.	Directed time	Relational support plans	
		Working group established to support implementation of new approach.	SENDCO/ HT	Increased staff knowledge & understanding	Directed time	Minutes of meetings	
		Half termly PDM focused on aspects of	SENDCO &	Increased staff	PDM time	Resources from	

		implementation based on chapters of Paul Dix book and key actions identified in Relational Approach training	HT/ GB	knowledge and understanding	5 x copies of Paul Dix book	PDM	
		New approach clearly communicated to stakeholders (e.g website, newsletter, meeting) including regular updates.	HT/ GB		Admin time	Newsletters Website Parent survey (Summer Term)	

Evaluation Questions:

Do Staff have a secure understanding of the relational approach and how children's behaviour is communication?

Do Staff maintain a calm, consistent approach to supporting behaviour?

Does the school have a purposeful, calm working atmosphere?

Do all children feel safe, secure and able to learn?

Curriculum Leadership: Subject Leaders know and understand the current position of the subject they lead and how to develop it to ensure its consistent application across all key stages.

<ul style="list-style-type: none"> Subject Leaders have a clear understanding of their role in the ongoing management of the subject they lead The intent for all curriculum areas has clarity on: <ul style="list-style-type: none"> ✓ Ambition ✓ Substantive and declarative knowledge ✓ End points for each lesson, sequence, year ✓ Approach and expectation for assessment. Leaders monitoring has ensured that the quality of 	<p>Autumn Term:</p> <ul style="list-style-type: none"> Meeting minutes from SL meetings with SLT clearly show the current position in every subject. SL Action Plans demonstrate an understanding of the next steps needed to further develop the curriculum area planned for. SL Action Plans are linked to the SSIP. <p>Spring Term:</p> <ul style="list-style-type: none"> Learning intent statements for subjects is in place on the school website. Pupil interviews show an understanding of the progression in knowledge, understanding and skills of 	<ul style="list-style-type: none"> Annual meeting with HT or DHT to establish current position for subject and next steps needed. This will inform next steps and clear outcomes in Subject Leader Action Plans. 	HT & DHT/ GB	Clarity of SL role	PDM and SL release time	SL action plans Meeting minutes	
		<ul style="list-style-type: none"> Subject Leaders reference the SSIP when writing their 2022/23 action plans. 	DHT HT	Increased SL knowledge and clarity for teachers	PPA and SL release time	SL action plans Curriculum maps SL reports to SLT	
		<ul style="list-style-type: none"> Subject leaders audit new staff knowledge, skills and understanding in the subject they lead and deliver training where gaps are identified. 	Subject leaders HT/DHT	Increased teacher knowledge and understanding of curriculum	Directed time for Subject leaders PDM & Team meetings	PDM timetable	
		<ul style="list-style-type: none"> Half termly SL time is clearly directed through the expectations detailed on the monitoring schedule and SL reports demonstrate their progress towards these targets. 	DHT HT	Clarity of expectations for SLs	Directed time for Subject leaders	SL reports Meeting minutes	

implementation across the curriculum is consistent in line with the intent and that the end points are sufficiently ambitious in all subject areas.	all subjects, as evidenced through SL monitoring records.	<ul style="list-style-type: none"> Subject Leaders have a clear 'learning intent' for their subject 	SL / DHT DHT / HT	Clear and consistent staff approach to each subject	SL Release Time	Curriculum Overview Website statements	
		<ul style="list-style-type: none"> Foundation Subject lessons begin by interleaving previous learning. 	CT / SL SL / DHT	Increased staff knowledge and understanding	PPA	Lesson observations / pupil interviews	
		<ul style="list-style-type: none"> Subject Leaders have a clear understanding of how their subject is assessed across the school 	SL SL / DHT	Teachers are informed about pupil progress and attainment	SL Release Time	SL records on standards in their subject across the school	

Evaluation Questions:

Do Subject Leaders have a clear understanding of their role in the ongoing management of the subject they lead?

Do the intent element of every curriculum subject show clarity on:

- ✓ *Ambition*
- ✓ *Substantive and declarative knowledge*
- ✓ *end points for each lesson, sequence, year*
- ✓ *approach and expectation for assessment.*

Has Leaders monitoring ensured that the quality of implementation across the curriculum is consistent in line with the intent and that the end points are sufficiently ambitious in all subject areas?

Reading: The approach to reading at TPNS is understood by all staff and the curriculum is delivered consistently across every key stage.

The school's comprehensive SSP and early reading strategy is finalised, resourced and in use by all staff	Autumn Term: <ul style="list-style-type: none"> The finalised SSP and ER strategy is available to all staff on the shared drive. Phonically decodable books have been ordered. Spring Term: <ul style="list-style-type: none"> LKS2 children are acting as reading mentors for FS children. Planned training for KS2 teachers has been delivered. 	<ul style="list-style-type: none"> SSP and ER Lead SL time to finalise the strategy and share with all staff at a PDM 	SSP and ER Lead HT	Teacher knowledge of school strategy and expectations	SL release time	Strategy available to all staff on shared platform and on website.	
		<ul style="list-style-type: none"> SSP and ER Lead use SL time to order phonically decodable books to match the phases of the school's strategy 	SSP and ER Lead HT	Teacher knowledge of texts	SL release time Funds from HSA	Books available in KS1 classes.	
		<ul style="list-style-type: none"> Lowest 20% readers in KS1 and LKS2 to act as reading mentors for FS children developing their phonic knowledge. 	LKS2 and KS1 Leader English Leader	Improved subject knowledge in LKS2	Directed time	Pupil interviews	
		<ul style="list-style-type: none"> English Leader to lead training for Y2/3 and 4 teachers for pupils 	English Leader	Improved subject	PDM time SL release time	PDM minutes	

		moving away from phonically decodable books when book choices for this group are selected and agreed.	HT	knowledge in KS2			
Regular training updates ensure that all elements of the reading curriculum are delivered across the school.	Autumn Term: <ul style="list-style-type: none"> Training completed 12.9.22 for all teachers. New teachers confidence and competence is audited and training dates are planned. Team meeting minutes show standing agenda item on case studies. Spring Term: <ul style="list-style-type: none"> Monitoring visit reports demonstrate that all teachers are holding children to account for their reading. 	<ul style="list-style-type: none"> Termly reading PDM is delivered to all teaching staff x 1 Termly - 12.9.22 - 3.1.23 - 8.5.23 	English Leader HT	Improved teacher knowledge	PDM time SL release time	Teacher planning	
		<ul style="list-style-type: none"> New teachers receive bespoke training in the Autumn and Spring Terms from English Lead on TPNS reading curriculum 	English Leader DHT	Improved knowledge and understanding of the TPNS reading curriculum	SL release time ECT release time	Teacher planning	
		<ul style="list-style-type: none"> Team meeting standing agenda item on holding children to account for their reading – case study and advice from colleagues. 	Team Leaders English Leader	Improved teacher knowledge of expected standards	Team meeting time	Teacher planning Team meeting minutes	
		<ul style="list-style-type: none"> English Leader uses monitoring visits to ensure every child's reading choices are monitored and supported by the class teacher and there are no exceptions. 	English Leader DHT	SL increased understanding of standards in reading across the school	SL release time	Monitoring reports from English Leader	
English Leaders monitor the teaching of reading throughout the year to ensure consistency.	Autumn Term: <ul style="list-style-type: none"> SL has regularly visited classes to monitor the teaching of reading – reports share findings and demonstrate impact of visits on practice. Spring Term: <ul style="list-style-type: none"> ECTs and new teachers dare able to articulate a clear understanding of the approach to reading at TPNS 	<ul style="list-style-type: none"> CPM meeting – one child's reading, selected by the English lead will be discussed during the meeting, 	English Leader HT/DHT	Increased staff knowledge of expected standards	CPM release time	CPM summaries	
		<ul style="list-style-type: none"> 2 x Half termly SL time is used for class visits, book scrutiny and pupil interviews. 	English Leader HT				
		<ul style="list-style-type: none"> English SL lesson observations for ECTs and new staff to support knowledge of competence and confidence – training planned where needed. 	English Leader HT	Increased staff knowledge	SL release time	Lesson observation forms	

Texts that teach reading show clear progression in skill level and complexity of text across the school year.	Autumn and Spring Term:	<ul style="list-style-type: none"> English SL will monitor text choices through planning scrutiny (termly PDM time). 	English Leader HT	SL understanding of standards in reading	PDM time	Teacher planning	
	<ul style="list-style-type: none"> Planning shows progression in complexity of texts across the term and 'reading' is an identified strand. 	<ul style="list-style-type: none"> Reading to be planned as a strand within the English box on the half-termly overview, to support monitoring. 	Team Leaders English Leader	Staff knowledge of texts improved	Planning time	Teacher planning	
Evaluation questions: <i>Is the school's comprehensive SSP and early reading strategy finalised, resourced and in use by all staff?</i> <i>Have regular training updates ensured that all elements of the reading curriculum are delivered across the school?</i> <i>Have English Leaders monitored the teaching of reading throughout the year to ensure consistency?</i> <i>Do Texts that teach reading show clear progression in skill level and complexity of text across the school year?</i>							
Assessment and Feedback: There is a clear and consistent approach to assessment and feedback across the school that is understood by all staff and children.							
The assessment policy is updated and reflects current practice across all key stages.	Autumn Term: <ul style="list-style-type: none"> Evidence on assessment collected during 2021/22 has been reviewed by SLT. Spring Term: <ul style="list-style-type: none"> Assessment PDMs and team meetings have been planned, delivered and minuted. 	<ul style="list-style-type: none"> Evidence collected in 2021/22 is reviewed by teams and team meetings and updated to reflect current practice. - 4.1.23 PDMs are delivered to support a common understanding of the school's approach to assessment, led by the assessment leader. - 16.1.23 The assessment policy is updated to reflect current practice 	Assessment Leader/ HT	Improved staff knowledge of expected practice	Team meeting time PDM time Assessment Leader time	PDM and team meeting minutes Assessment policy	
Children know the progress they have made and what they need to do to make further progress in their learning.	Autumn Term: <ul style="list-style-type: none"> Class visit records reflect monitoring of assessment practices. Spring Term: <ul style="list-style-type: none"> SL monitoring records evidence of pupil understanding of assessment practice at TPNS. 	<ul style="list-style-type: none"> Class visits by SLT monitor assessment practices and feedback inconsistencies to team leaders for action at team level. Pupil interviews by subject leaders and SLT during class visits monitor children's understanding of how they are given feedback and how they make progress in their learning. 	SLs/ HT & DHT	Improved staff knowledge of expected practice	SLT monitoring visits SL time	SL monitoring reports Reviewed SL action plans	

New staff have a clear understanding of assessment practices at TPNS	<p>Autumn Term:</p> <ul style="list-style-type: none"> An understanding in the CPD needs of new staff is demonstrated in ECT Leaders training schedule. <p>Spring Term:</p> <ul style="list-style-type: none"> ECTs have received training from the Maths and English Leaders on assessment practices at TPNS 	<ul style="list-style-type: none"> Assessment is a standing agenda item at team meetings and Assessment Leader and Maths & English Leaders monitors new staff's understanding during lesson observations Lesson observation feedback is used to ensure TPNS assessment practices are followed by new staff. 	Assessment Leader/ HT	Improved staff knowledge of expected practice	Assessment Leader time ECT time	ECT training schedule	
<p>Evaluation questions:</p> <p><i>Is the assessment policy updated and reflects current practice across all key stages?</i></p> <p><i>Do children know the progress they have made and what they need to do to make further progress in their learning?</i></p> <p><i>Do new staff have a clear understanding of assessment practices at TPNS?</i></p>							
Maths: High quality teaching and learning activities ensure effective development of the reasoning element of the mathematics curriculum.							
All staff are teaching NNNF and mastering number daily to ensure children have the understanding and knowledge to support their reasoning.	<p>Autumn Term:</p> <ul style="list-style-type: none"> PDM has been delivered on 17.10.22 <p>Spring Term:</p> <ul style="list-style-type: none"> Class visits and lesson observations show expected practice is in use across all classes 	<ul style="list-style-type: none"> PDM delivered by Maths Leader to re-establish expectations around teaching reasoning (17.10.22): ✓ Teachers will model and use stem sentences when talking about maths. ✓ Children respond in full sentences about their understanding ("I know ____ because ____"). ✓ Staff will use a range of manipulative to model and support reasoning. 	Maths Lead DHT and HT	Increased staff knowledge	PDM Staff training	Class visits Pupil interviews Teaching observations	
The school has a progressive maths curriculum which builds upon previous knowledge, ensuring children are ready for their next key stage.	<p>Spring Term:</p> <ul style="list-style-type: none"> NCETM curriculum map has been introduced to all staff by the maths leader. End points that reflect the new NCETM materials are in evidence in teacher planning. 	<ul style="list-style-type: none"> SL will introduce the NCETM curriculum map to support coverage and planning to ensure knowledge and understanding is built upon. Through the use of the NCETM materials the SL will ensure that there are ambitious end points so that teachers can be supported to plan key components that build toward this end, including 	Maths Lead DHT and HT	Increased staff knowledge	PDM Staff training Subject leader action plan Curriculum map	Class visits Pupil interviews Curriculum map	

		<p>opportunities to deepen learning and take account of when pupils can confidently move on in their learning.</p> <ul style="list-style-type: none"> Through the use of the NCETM materials, teachers have the subject knowledge to react quickly to the needs of their children to ensure misconceptions are addressed quickly. 					
Through effective assessment, staff plan engaging maths lessons that enable children to develop their reasoning skills.	<p>Autumn Term:</p> <ul style="list-style-type: none"> Moderation of mathematics has taken place at team meetings <p>Spring Term:</p> <ul style="list-style-type: none"> Lesson observations are completed, inconsistencies in staff knowledge identified and training planned for future terms. 	<ul style="list-style-type: none"> During Team meetings in preparation for CPMs, SL will use end point statements to support teachers in assessing whether children are meeting the expected standard. In Spring Term the SL will observe teachers teaching Maths and offer feedback to ensure teachers teach engaging maths lessons that enable children to develop their reasoning skills. A regular team meeting agenda item on moderation (half termly) will ensure mathematics outcomes are moderated to ensure that teacher assessment is accurate. In Spring and Summer Terms the SL will observe maths lessons to ensure: <ul style="list-style-type: none"> ✓ teachers use maths talk / hinge questions/ hands down questioning to support their assessment within a lesson. ✓ Teachers provide opportunities for children to develop their reasoning skills. ✓ Teachers are adapting their 	Maths lead DHT and HT	Increased staff knowledge	PDM Staff training Online resources	Children's books. Class visits. Pupil interviews. Teacher planning.	

		planning to support reasoning within their maths lessons. ✓ Teachers use open ended questions to promote children's reasoning skills.					
Evaluation questions: <ul style="list-style-type: none"> Are all staff teaching NNNF and mastering number daily to ensure children have the understanding and knowledge to support their reasoning? Does the NCETM maths curriculum map build upon previous knowledge, ensuring children are ready for their next key stage? Does effective assessment ensure teachers know where their children are in regards to the expected standard in their year group and in turn support them to plan engaging maths lessons that build upon prior knowledge? Do teachers use sound subject knowledge to be reactive to the needs of the children in addressing misconceptions and gaps in their knowledge? 							
Early Years Foundation Stage: Continuous provision reflects high quality activities inside and out and includes opportunities for the F1 and F2 children to play and learn together.							
The EYFS curriculum maps have been reviewed to compare and identify if the curriculum is coherently planned, reflects the local contexts and contains progressive vocabulary.	Autumn Term: <ul style="list-style-type: none"> Reviewed curriculum maps show local context and progressive vocabulary. 	<ul style="list-style-type: none"> In Autumn Term 1 FS Leaders use team meetings as an opportunity to disseminate key messages about the new ideas. Teachers complete and adapt curriculum overviews to reflect the changes in the curriculum. From Summer Term 2023 Reception teachers use NCETM strategies within their daily class teaching. 	FS Leaders/ DHT Class teachers/ DHT Class teachers/ DHT	Increased staff knowledge and understanding	Directed time Directed time Daily lessons	CPD records Curriculum overviews Class monitoring sessions.	
The FS PSHE curriculum reflects the changes to the curriculum in 2021 and the relational approach to behaviour and supports pupils to better understand their emotions and provide a whole staff approach.	Autumn Term: <ul style="list-style-type: none"> The PSHE curriculum has been reviewed Systems and processes (including introduction of HP rewards) have been introduced) Spring Term: <ul style="list-style-type: none"> Team meeting minutes reflect review and planning of the new system 	<ul style="list-style-type: none"> In Autumn Term FS Leaders develop systems and processes for behaviour support, following the Relational Care Approach training. Team meeting time is allocated to introducing new systems and processes to all team members, these are regularly reviewed and further developments are made, when identified by the team. 	FS Leaders/ DHT Class teachers and TAs/ FS Leaders	Teaching reflects the new whole school practice.	NPD Directed time Directed time/Team Meeting.	Class planning. Class monitoring visits.	
2 year old provision and	Spring Term:	<ul style="list-style-type: none"> In Spring Term the 2 year old 	FS Leaders	A progressive	SL release time	New curriculum	

outside provision is improved and reflects the new curriculum.	<ul style="list-style-type: none"> The 2 year old curriculum reflects the 2021 curriculum and is aligned to the 3/4/5 year old curriculum. The learning environment for 2 year olds is stimulating and engaging 	<ul style="list-style-type: none"> curriculum is developed covering all 7 areas of the EYFS. Development of the 2 year old environment to offer excellent learning and access to a safe, inviting and stimulating outside environment. 	Nursery staff/ DHT	curriculum is in place and reflects our cultural capital		plans in place.	
The atrium area is used as a shared space by all N1, N2 and Reception children.	Autumn Term: <ul style="list-style-type: none"> Teacher planning reflects activities for the atrium area for all children in FS to access Class visits evidence the atrium in use by all children at CP time 	<ul style="list-style-type: none"> Weekly Nursery and Reception planning contains activities for the atrium that all children can access during Continuous Provision. Staffing is organised to ensure this is a safe space for all children. 	Class teachers/ DHT	Increased staff understanding of the benefits of vertical grouping	Directed time	Class visits Teacher planning	

Evaluation questions:

Have the EYFS curriculum maps been reviewed to compare and identify if the curriculum is coherently planned, reflect the local contexts and contains progressive vocabulary?

Does the FS PSHE curriculum reflect the changes to the curriculum in 2021 and the relational approach to behaviour and support pupils to better understand their emotions and provide a whole staff approach?

Has the 2 year old provision and outside provision been improved and reflect the new curriculum?

Is the atrium area used as a shared space by all N1, N2 and Reception children?