

SEF

Strengths	Areas for Development	Action Points
<ul style="list-style-type: none"> Variety of equipment to enable staff to deliver all lessons Scheme of work supports staff planning. Gained SAPRE Gold Award. P4C being taught more regularly across school. 	<ul style="list-style-type: none"> Level 2a and 2b training needed for Gold Award- possible issues funding training and Gold award application. Staff to observe each other teaching P4C. 	<ul style="list-style-type: none"> Staff and pupil questionnaires to be completed. Observations and drop-ins. Next P4C day to be scheduled. Planning file to be updated by all year groups. Policy to be updated.

Action Plan

Overarching Priority:							
SDP	Objective Supporting Actions	Lead Person	Timescale	Resources	Success Criteria	Monitoring How and by whom?	Progress and impact (dated entries)
1.1	<p>SLT and staff to review the current curriculum to ensure that it successfully meets the needs of Coleridge children and impacts positively on their outcomes.</p> <ul style="list-style-type: none"> Create a yearly timetable of P4C days and appropriate themes / stimulus Drops ins - monthly? Planning scrutiny - checking this with a member of SLT Ensure planning folder is updated and has the relevant information in this Update P4C policy regarding schools/ OfSted guidance. 	HH SLT	End of Autumn Term	P4C policy. Observation/ drop in forms. Class cover to free HH for observations.	Relevant policy which meets the needs of Coleridge children. Planning folder updated weekly.	HH SLT	
1.6	<p>Ensure that teachers' skills are well developed and impact positively on pupil outcomes through incisive and meaningful CPD</p> <ul style="list-style-type: none"> The school has had whole school TFFT** training, across the relevant key stages or curriculum areas. 	NC	Before March 2018	P4C training sessions Level 1, Level 2a and Level 2b. Funding for courses.	All adults in school to be trained to L1. Four teachers trained to L2a, and two	HH NC SR	

	<ul style="list-style-type: none"> Four teachers trained at Level 2A and two at Level 2B including the P4C leader -On-going plan for Level 1 training in place for new teachers 			Class cover for adults training.	L2b (including HH).		
5.5	<p>Further develop opportunities for parental engagement in order to impact positively on children's progress towards expected standards.</p> <ul style="list-style-type: none"> Theme days Parents to continue being encouraged to attend P4C days. Run parent workshops regarding debate and P4C Create a debate club for children and invite parents to. Keep registers of parents who attend, and analyse. Parent questionnaires. 	HH	On going	Schoolzine app. Questionnaires for parents. Adults to set up debate club.	Increase parents who attend P4C days.	HH	
1.2	<p>Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils.</p> <ul style="list-style-type: none"> P4C days to be planned in staff meetings, planned across year groups (Y1 and Y2, Y3 and Y4, Y5 and Y6). P4C to be incorporated into Guided Reading questioning/discussions 	HH All staff	On going	Staff meeting time.	Timetable of P4C days/ themes.	HH	
1.5	<p>Retain and develop successful previous initiatives to ensure that good practice identified by Ofsted is fully embedded, preserved and impacts positively on pupil outcomes.</p> <ul style="list-style-type: none"> All classrooms to have a P4C working wall which has P4C questions, as well as work/quote/photographs/questions from P4C sessions. 	HH All staff	On going	Display paper. Photographs. Printing facilities.	Display in each classroom. The 4 C's displayed in each classroom.	HH	
2.4	<p>Pupils are involved in decision making, they discuss and debate issues in a considered way, showing respect for others' ideas and points of view</p> <ul style="list-style-type: none"> P4C to be taught on a weekly basis 	HH All staff	On going				

	<ul style="list-style-type: none"> Children encouraged to debate and discuss issues in a respectful manner A wide range of stimulus' used to address issues. Pupils voice is regularly sought, analysed and acted upon e.g. QA, discussions in assemblies, pupil questionnaires and class discussions. 						
2.5	<p>Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.</p> <ul style="list-style-type: none"> P4C is planned for and delivered on a weekly basis in all year groups; this impacts positively on children's SMSC development SMSC to be taught on a weekly basis through P4C and PSHCE. Regular P4C days are held; parents are invited and encouraged to attend P4C Gold Award is retained 	HH All staff	On going	Funding for courses- L1, L2a and L2b. Funding for application of Gold Award. Planning needs to be updated regularly (weekly annotated planning)			
2.5	<p>Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.</p> <ul style="list-style-type: none"> Issues of bullying, transgender, homophobic bullying etc to be addressed through P4C sessions. 	HH	On going				
2.5	<p>Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying</p> <ul style="list-style-type: none"> Promoting equality of opportunity through P4C and PSHCE Sensitive issues to be addressed through P4C and PSHCE lessons. Issues such as tolerance, individuality, similarities and differences etc, to continue to be addressed and explored during P4C sessions. 	HH All staff	On going	Relevant stimulus' and resources available.	Good quality lessons taught on a weekly basis. Sensitive issues being addressed and discussed in a mature manner.	HH	
2.5	<p>Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding</p>	HH All staff	On going	Relevant stimulus' and resources available.	Good quality lessons taught on a weekly basis.	HH	

	<p>of healthy relationships and are confident in staying safe from abuse and exploitation.</p> <ul style="list-style-type: none"> • Issues to continually be addressed through weekly P4C sessions • P4C to be taught across school on a weekly basis • P4C days to be planned in regularly, ensuring sensitive issues are handled appropriately. 						
2.6	<p>Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping</p> <ul style="list-style-type: none"> • Issues to continually be addressed through weekly P4C sessions • P4C to be taught across school on a weekly basis • P4C days to be planned in regularly, ensuring sensitive issues are handled appropriately. 	<p>HH All staff</p>	<p>On going</p>	<p>Relevant stimulus' and resources available.</p>	<p>Good quality lessons taught on a weekly basis. P4C days planned in at least once termly.</p>	<p>HH</p>	
2.6	<p>Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.</p> <ul style="list-style-type: none"> • Regular assemblies addressing issues relating internet safety issues. • Regular assemblies relating to people in the wider world- celebrating differences. • Schoolzine app used to help parents keep children safe with safety advice (e.g. internet safety). 	<p>HH All staff</p>	<p>On going</p>	<p>Assembly materials. Schoolzine app.</p>	<p>Children show that they feel safe and behaviour is good throughout school.</p>	<p>HH</p>	