



School Development Plan 2020/21

Introduction

This plan has been devised to incorporate actions to address the improvement points identified by Ofsted in November 2016 and other priorities identified by School Leaders.

Areas for improvement are identified as a result of monitoring and evaluation by the school leaders and areas indicated by partners such as the local authority. Continued self-evaluation and regular monitoring will lead to further revisions of this plan, including feedback from parents/carers and other stakeholders. The results of these actions, in conjunction with our termly data monitoring, will enable us to identify areas for further work and where success in one area can be applied in new areas.

The following priorities will form the basis of the school's work over the coming year

**** Please note that priority 3 will form part of the Mobilise Curriculum PLC meeting work. Priority 3 is a longer term 2-year development priority.***

COVID RECOVERY: Ensure that pupils are recovering from the partial closure of school due to COVID-19 by:

- Prioritising children's social, emotional and physical health whilst balancing the need to teach the Basic Skills.
- Supporting all children who need catch-up opportunities, including the use of the government catch up funding.
- To close the gap in attainment and progress for vulnerable groups, pupil premium and SEND children across school
- Complete a COVID catch up plan.
- Completing a learning continuity plan to deliver learning in the event of another full or partial school closure.

To increase the proportion of children who meet and exceed the nationally expected standard in Reading, Writing and Mathematics at Key Stage 1 and to improve the progress children make in mathematics in KS2 by:

- Evaluate the impact of SPAG and phonics in improving writing outcomes, focusing on the standard of application
- Improve progress and attainment in reading through the focus on reading development from early reading and phonics
- Implement and embed the thorough and systematic approach to teaching reading across EYFS, KS1 and KS2, including the introduction of RWInc.
- To improve Maths achievement and attainment, with particular emphasis on problem solving and application within Maths, through an enriched creative curriculum and by focusing on mastery.

Develop and embed curriculum leadership by enhancing and building leadership capacity at all levels (including governance) throughout the school:

- Implementing a new LTP and Curriculum framework with focussed tracking and assessment against skills and knowledge which meets the requirements of the education Inspection Framework.
- Develop subject leadership across school at all levels.
- To review the foundation curriculum to ensure effective skills progression is in place and that knowledge and skills for all subjects taught are clear and articulated well by teaching staff
- Assessment will support pupils in applying and building on their knowledge across all subjects
- Joining the Lincolnshire Mobilise Curriculum Development Projects and school's maths projects

Priority 1: COVID RECOVERY: Ensure that pupils are recovering from the partial closure of school due to COVID-19.				Named GOVERNORS responsible	
<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Expected Impact</u>	<u>Evaluation evidence</u>
• Prioritising children's social, emotional and physical health whilst balancing the need to teach the Basic Skills. • Supporting all children who need catch-up opportunities, including the use of the government catch up funding. • Completing a learning continuity plan to deliver learning in the event of another full or partial school closure. • Complete a COVID catch up plan for the use of the grant (see separate grant catch-up plan).					
School to participate in the Mobilise Mental Health and Behaviour project. The project and other leadership activities will aim to capture the following: Identify and support vulnerable children/staff and the need behind their anxieties. Where appropriate, timetable discrete PSHE/circle time sessions for all children. Create systems for all children to share their feelings with a significant adult. Signpost staff to relevant support. Allocate staff to meet and greet for those children struggling with a return to school following lockdown and equally those who frequently find attendance a difficulty. Use collective worship sessions in classrooms to promote mental health and well-being strategies.	Additional support/ time from SENDCo and Safeguarding Leader. £3635 budgeted until Spring 2. Support from PB at 'Family Action' regarding restorative behaviour approaches and the development of this for our children in line with their behaviour choices. Counselling services costed accordingly to the school needs- see finance plan. Approx.- £2600 per year.	By September ongoing	Monitoring from Mobilise cluster leader. HT to monitor impact against PLC and SDP actions. PLC actions and impact to be shared with Governors for monitoring purposes. SENDCo and PP champion reports to SLT and governors.	Pupils are reassured and well informed for their return to school. Families and pupils successfully access a range of support materials. Governing Body are assured that wellbeing and improved mental health are a priority. All staff have a support network in place to allay any worries and support attendance at work. There are a range of wellbeing opportunities to access. An improved approach to wellbeing for all. Accelerated learning on return to school will be supported and children and staff will flourish. Leaders will ensure that the wider curriculum considers the development and well-being of pupils and that it builds resilience and promotes good mental health whilst equipping children with the skills they need.	
Seek out specialist support from Healthy Minds/Behaviour Outreach Support Services/Jolly Bee Counselling for vulnerable and other identified children.					
Provide staff with appropriate training opportunities related to trauma informed practices/EHWP development etc.	Training from KK LCC Inclusion team (PSP funded) Staff development meeting time.	By November 2020 Ongoing			

Introduce staff and pupil workshops for growth mind-set and well-being .	Training and Workshop. £650	By July 2021	Monitoring in line with Mobilise project targets. Safeguarding leader/s awareness. Pastoral Governor.	Creating a success and positive mind-set throughout the school. Staff and children will learn how to create habits and develop strategies which support emotional resilience. A shared set of learning and behavioural values across the whole school.	
Completing a learning continuity plan in line with government guidance to deliver learning in the event of another full or partial school closure.	DHT leadership time.	By October 2020	HT and Governors to monitor the plan is in place and in line with Government guidance. Plan available on the school website. Feedback from families and staff in relation to school provision. checklist and toolkit. School self-evaluation against Dfe guidance and toolkit documentation.	A plan in line with government guidance is implemented and embedded. It is shared with all relevant stakeholders to ensure that all children have access to the school curriculum through a remote learning platform regardless of their circumstance. Children are accessing the curriculum both from school and when at home.	

- To close the gap in attainment and progress for vulnerable groups, pupil premium and SEND children across school.

<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Expected Impact</u>	<u>Evaluation evidence</u>
Refine provision mapping procedures, ensuring all staff can identify and understand the provisions for their most vulnerable groups of pupils.	Additional SENDCo time (costed above). Access to cluster groups through Kyra and LCC. Training on assessment analysis through the Cornerstones tool.	Ongoing	Head Teacher and SEND governor to monitor the SENDCo is adequately mapping and reflecting provision across school.	Staff can confidently articulate all provisions in line with SEND IEPS and grant funding.	
Half termly monitoring of interventions and additional provisions for PP children by SENDCo and DHT.		by Feb 2021 for SLT/SENDCo.	SENDCo to ensure that teachers are providing information in line with interventions and provisions in place.	Impact of interventions and support is maximised by regular analysis and reviewing.	
Termly analysis of send data (SENDCo) and PP data (DHT) in advance of pupil progress meetings, parent meetings and SEND IEP reviews.			Cornerstones will be used as a tool for supporting in the recording of relevant intervention groups by all.	Interventions are having a greater impact on pupil outcomes and the GAP is evidently closing for vulnerable groups (by October 2021).	

Targeted observations and book looks by SENDCo (and HT/DHT as appropriate) following pupil progress meetings and key data checkpoints.				All SEND children are making accelerated progress in line with prior attainment and attainment scores are increasingly closing in order to narrow the GAP between those and others.	
External consultant to carry out a pupil premium review.	Costings approx. £600	By July 2021	PP governor HT to review actions and outcomes in line with PP champion's role.	School leaders are confident that all aspects of PP funding and provision are of the highest standard. PPG is used effectively.	
Appoint a PP champion from the Governing board to liaise with the HT to ensure, monitor and evaluate the effective use of expenditure for the PPG.	Any relevant training needs identified through gov skills audit.	By March 2021	Chair of Gobs Governor visit reports. Annual PPG report for expenditure and impact- available on the website. External advisor reports.	All governors are fully aware of the PPG and can confidently articulate how effectively the PPG is used to support identified pupils. Governors will have a greater understanding of the use and impact of the PPG spending allocation for St-Michael's C of E Primary.	
Increase attendance and punctuality following the impact and influence in school attendance related to COVID-19. Review and revise the attendance policy to be in line with most recent guidance.	Potential support from EWO (£35 per hour) (20 hours budgeted for from April 2021)	By July 2021 Policy revision by April 2021	Attendance governor. Ongoing monitoring of attendance through school policy/practice. Weekly attendance reports from the school office administrators to be monitored and persistent absences highlighted. Head's report to governors will highlight attendance for all groups against local and national picture. Policy into practice.	The revised policy is adopted by governors and is rigorously followed and understood by all staff members. Attendance for our most vulnerable groups will see an improvement between April 2021 and July 2021. Data analysed will evidence this. Tighter and staged procedures are resumed once the whole school returns to education following lockdown- this includes letters home and EWO involvement.	

Priority 2: To increase the proportion of children who meet and exceed the nationally expected standard in Reading, Writing and Mathematics in EYFS and at Key Stage 1 and to improve the progress children are making in mathematics in KS2.				<u>Named GOVERNORS responsible</u>	
<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Expected Impact</u>	<u>Evaluation evidence</u>
- Implement and embed the thorough and systematic approach to teaching reading across KS1 and KS2, including the introduction of RWInc. - Improve progress and attainment in reading through the focus on reading development from early reading and phonics. - Evaluate the impact of SPAG and phonics in improving writing outcomes, focusing on the standard of application.					
To implement the Read, Write Inc. phonics programme for the teaching of phonics and reading across school.	RWInc programme, including all related resources and reading scheme. £8000 RWInc training package (1 year) with whole school training included, 3 development days and an allocated mentor. £4000	Purchase and training by September 2020. Ongoing development training throughout 2020/21	Ongoing monitoring from trained reading leaders (CRG- KS1/GP- FS). Monitoring and tracking support from Read Write Inc. leader (externally allocated to school through the training package). External audit of phonics (teaching and resources) funded through Equate TSA. Governors and leaders monitoring of data relating to annual phonics check and termly assessment of reading. Implementation plan and timeline to be monitored by school leaders. See separate document 'Phonics implementation plan'.	EYFS data reflects the development Phonics check will reflect a higher percentage of children achieving the threshold mark in year 1 and will be at least in line with NA. Internal phonics tracking will show an improving picture and 6 weekly check point data will evidence this impact. All children in Y2 re-taking the phonics check will achieve the threshold mark.	
Explore and implement a non-negotiable timetabled sessions for SPAG across school (at least 4 x a week).	Leadership time (1/2 day fortnightly) already planned into staffing budget. English Leadership development time with SLE in the Summer term. X 1 day (£350).	By April 2021	KF English Leader to evaluate current SPAG coverage across mixed age classes. English Leader and AHT to monitor through work scrutiny, lesson observations and progress and attainment data. Lesson observations across school will evidence the implementation of SPAG and quality teaching.	% of children achieving ARE in SPAG is maintained and improved across all KS2 year groups. Teachers are confident in articulating intended coverage for their teaching year groups and can identify gaps in prior knowledge easily.	

	Consideration to purchase Active English to support. Tbc.			The application of SPAG is evident across all elements of writing in books.	
A long-term plan for SPAG to be implemented for whole school use.	Staff development meeting time.	By April 2021		Spelling outcomes will be significantly improved for all children. All children will be exposed to age-appropriate spellings and these will be taught daily regardless of ability. Interventions will focus on closing GAPS in prior learning.	
Explore and implement appropriate reading and spelling intervention to close identified gaps. Particularly for KS2.	LEXIA £4000 per year (2-year contract - from COVID catch up) Staff training and development time.	Trial in March 2021 Implemented by April 2021 Ongoing development-embedded by September 2021.	Ongoing analysis by teachers of individuals identified for the intervention. Head Teacher/SENDCo to monitor impact reports through pupil progress meetings. To include case studies to evidence progress from starting points. SENDCo to monitor through analysis of results for SEND children (provided through use and access to the programme). Implementation plan and timeline to be monitored by school leaders.	There will be concrete evidence that the reading fluency and spelling gap for children with identified needs is closing more rapidly. Home access will further engage families in home school learning and strengthen partnerships between home and school. Ongoing assessment in which reports are generated for teacher use, will allow for early identification of necessary support and for personalised interventions. Work scrutiny will evidence improvements in spelling for all children.	
Monitor the use of the marking and feedback policy in books (and online for remote learning) to ensure that there is a clear expectation for children to apply prior learning, including basic SPAG knowledge.	Staff development meeting time	Ongoing	The developed policy for marking and feedback will be implemented in line with best practice and monitored regularly by the SLT and core subject leaders through book scrutiny and lesson observation evidence. English leader and Maths leaders will carry out regular book looks and work scrutiny (half termly) to ensure that SPAG/maths is being addressed in line with the marking and feedback policy.	A developed policy for marking and feedback will be implemented in line with best practice and monitored regularly by the SLT and core subject leaders. Children's work will evidence the implantation/application of our agreed policy and high expectations for all work will be clear. Adult feedback in books/remotely will allow for children to improve on elements of SPAG and will provide further challenge/next steps for learners. Marking will be purposeful and clear.	

				Children are regularly engaging in self-assessment and are given adequate time to edit and improve their own writing	
Regular work scrutiny (including with middle leaders) planned to triangulate evidence and TA judgements against end of year and key stage ARE.	Leadership time for subject leaders to be out of class £1200 (costing for external cover x 6 days, only to be used where internal cover not possible) External advisor/SLE support to validate reading and writing Y2 and Y6 judgements with teachers, leaders and HT. £1400 (4 full days' support).	In place by November 20 and ongoing By May 2021	Work in books is regularly monitored by HT/DHT/AHT and subject leaders.	All leaders (middle and UPS) are involved in a rigorous cycle of monitoring against standards, including focussed monitoring of provision for disadvantaged, SEND and abler children. Triangulation of evidence shows that teaching, learning and assessment along with outcomes for all pupils is consistently good.	
Teachers to attend external moderation workshops for each of their year groups for writing.	Keystone TSA free assessment and moderation events. Access to Kyra moderation/cluster events.	Beginning October 2020 and ongoing throughout the academic year.	Head Teacher's report to governors will highlight staff development opportunities. Moderation experiences to be shared and evaluated with Head Teacher and subject Leaders.	Teachers will have a shared expectation and understanding of standards in order to improve the consistency of their decisions about children's levels of attainment.	
Subject Leader action plan for English clearly outlines key actions in line with SPAG and reading and writing development across school.	Leadership time timetabled for ½ day a week (already in the staffing budget). Attendance at Kyra English forums.	Action planning in place by December 20 and ongoing.	Head Teacher to work with and monitor and evaluate impact against actions in line with English action plan. English leader to present leader action plan to identified governors starting in the Spring term. Subject leader performance appraisal reviews in line with leadership actions and job description. Locality lead monitoring visits.	English action plan includes smaller SMART targets/steps broken down from key priorities in the School Development plan. Actions will refine and improve on practice through short term and long term smart targets. Book and planning scrutiny, alongside observations and discussions with children and staff will inform the evaluation of actions implemented and new targets accordingly. Teachers will feel supported by the school English leaders and will in turn have an improved confidence in their knowledge and delivery of the English curriculum.	

				The teaching of English across school will be consistent and improved.	
Strengthen home learning partnerships with parents and carers.	Resources to support parents- both remotely and through handouts etc. Regular updates using Facebook. Workshop time allocated. Phonics/early reading/spelling PAG workshops. Parental questionnaire- anything they would like in terms of development provided by the school team?	Ongoing	Mobilise Curriculum action planning will focus on an element of parental engagement whilst families are in lockdown. See separate PLC action plan. Led by JM and SA. Monitored through half termly PLC cluster meetings. Feedback and parental questionnaires will allow the analysis of impact and the development of further support/ideas. Teachers to monitor homework. Annual parent questionnaire from governors: results to identify home school engagement and satisfaction. Parent view comments.	To further engage parents, providing practical advice, support and guidance to give them the confidence in their ability to support their children's learning. For example, strategies to help early readers, phonics guidance and advice, SPAG/vocabulary workshops. Word of the week engagement. Family days/events to be planned for across the Curriculum. Consideration to Grandparent days/EAL families reading in school in their home language/E-safety workshops etc.	
0 Explicit teaching of broader vocabulary, weekly, across the whole school.	Vocabulary development training to be sourced and identified. Kyra credits. EEF research materials Staff development meetings led by the English leader to implement this.	Training in the Summer Term. By July 2021	Monitoring by the English leader through learning walks, talking with pupils, work in books, displays in classrooms.	Children will be exposed to a richer and broader range of vocabulary and will articulate this in their learning and evidence in the composition of their writing.	

- To improve Maths achievement and attainment, with particular emphasis on problem solving and application within Maths, through an enriched creative curriculum and by focusing on mastery.

<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Expected Impact</u>	<u>Evaluation evidence</u>
Engage with the 'Schools Maths Project' through LTT. Facilitated by KS1 and KS2 maths leaders.	Time to engage with Schools Maths Project-LCC funded.	Ongoing from October 2020.	The project focusses upon supporting staff with the challenges of mixed age planning in schools with mixed age classes and provides school based maths leaders with a trained cluster lead who will support in the monitoring of subject related data and RAG rated documentation relating to the maths curriculum.	Leaders have the skill, knowledge and leadership to develop a curriculum that is ambitious for all pupils.	
Subject Leaders action plan clearly outlines key actions in line with maths development across school.	Subject Leadership release time from class. At least 1 day a half term for each maths leader Spring and Summer terms) costed at £1280		HT and subject leader's regular leadership meetings.	The curriculum is coherently planned for mixed age classes, and sequenced towards developing pupil knowledge, and the skills required for future learning.	
To ensure that the long term curriculum plan for maths is effectively planned for, provides coverage and is consistently adhered to across the whole school.	SLE support for Maths (1 day £350) Attendance at Kyra Maths lead cluster meetings. Whole school staff development meeting time.	Summer 2021 Ongoing	Monitoring of the maths implementation plan alongside general LTP maths development plan. Subject leader performance appraisal reviews in line with leadership actions and job description. Book and planning scrutiny and observations will inform evaluation of actions and support in the identification of any further targets for action.	Teachers are confident and skilled to deliver maths across mixed age classes. Pupils develop detailed knowledge and skills across the curriculum and as a result achieve well in national tests. The school feels well connected to the wider system and other local schools.	
To provide training and support for all teachers relating to mastery and greater depth in mathematics across the Curriculum.	Source whole staff related training for mastery vs greater depth. £280 budget.	Summer 2021		School will be supported with mixed age classes, to develop a research informed curriculum that supports effective implementation for all pupils to achieve, particularly disadvantaged pupils and pupils with SEND. Maths action plan and project implementation includes smaller step actions broken down from key school development priorities. Actions will refine and improve practice through short and longer term targets. All staff understand concepts relating to mastery and greater depth.	

Priority 3: Develop and embed curriculum leadership by enhancing and building leadership capacity at all levels throughout the school.				<u>Named GOVERNORS responsible</u>	
<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Expected Impact</u>	<u>Evaluation evidence</u>
• Implement a new LTP and curriculum framework with focussed tracking and assessment against skills and knowledge. • To review the foundation curriculum to ensure effective skills progression is in place and that knowledge and skills for all subjects taught are clear and articulated well by teaching staff. • Develop subject leadership across school at all levels. • Joining the Lincolnshire Mobilise ‘Curriculum Development’ project and ‘Mental Health and Behaviour’ project.					
Improve teacher’s subject and skills based knowledge across the Curriculum and when planning for a range of subjects. Introduce a new long term Curriculum plan. Teachers to begin to plan using the new Curriculum from September 2020.	Cornerstones Maestro Curriculum planning and assessment tool to be purchased and implemented by school leaders SA and JM. £2800 Identified training during September inset days in a ‘launch event’ and staff development meeting time to familiarise and plan using the tool and new curriculum.	Purchased and implemented by September 2020. Ongoing	HT/DHT to monitor the implementation of the Maestro planning tool and new long term curriculum plan. Governors to be familiar with the new school curriculum and approaches and how it links to school values, aims and ethos.	Long term and medium term curriculum plans will be in place on a two year rolling cycle for the whole school. Staff will have a clear and consistent knowledge of the sequence of core knowledge and skills required for the curriculum they are delivering. Teachers will have a deeper and embedded understanding of how curriculum content builds and what progression through subjects looks like. They will show a growing ability to articulate this well. Pupils work across the curriculum is consistently good, high quality and is evidenced in a variety of ways.	
GAPs in subject knowledge to be identified 1:1 through Performance Management Appraisals.	CPD identified and relevant training opportunities planned for, including links with subject leaders at other schools.	By November 2020 and ongoing.	HT/DHT/and EYFS lead to support in the implementation, monitoring and evaluation of Performance appraisal targets. Including mid-term and end of term reviews to support. Work and planning scrutiny, deep dives and observations to monitor the development of subject knowledge across school.	Teachers will have a sound knowledge of the subjects they are teaching and CPD/support will be planned for as part of the performance management cycle and in line with school priorities	

To ensure that school resources and assessment systems are fit for purpose and are used as a platform to secure assessment judgements for children across the whole curriculum.	Cornerstones 'Maestro' package for assessment purchased as part of the programme. Whole staff training on the use of the new assessment tool and methods.	Implementation and training by December 2020. Embedded by April 2021. By November 20	Frequent assessment checkpoints. Pupil Progress meeting discussions. System monitoring/analysing reports at class and whole school level. HT reports to governors will show analysed data from checkpoints. Subject leaders will monitor the progress and attainment data provided by teachers for their subject areas. Monitoring will inform action plans and further CPD identified. Policy implementation.	Monitoring will further secure judgements for children against ARE for each year group. A consistent and secure approach to formative and summative assessment across school. Assessments will be accurate and teachers will have a clear understanding of the progression in skills and knowledge for subjects taught in order to support judgements. Policy will be reflected through practice. Teachers are aware of expectations on them to be accountable for providing accurate data. Assessment judgements are reviewed at regular intervals by HT/DHT/AH/SENDCo and subject leaders.	
Assessment policy is updated to reflect new practice and procedures.					
Assessment points and data collections timetabled and made clear to staff in line with the school assessment policy.					
Subject Leaders are appointed and will receive intensive coaching and mentoring support in order to drive improvements for their area of responsibility.	Coaching and mentoring support from HT. CPD identified through the Performance management cycle. £2500 put into training budget following this. External consultancy support (costed above) through SLE involvement for English/ Maths/R.E. Leaders. Staff development time. Attendance at local forums through TSA. Engagement with Mobilise projects for EHWP, Curriculum and also the LTT school maths project.	Ongoing from September 2020.	Subject leaders will present an action and impact report for their subject areas. Monitored by the HT/DHT and AHT. Performance Management reviews with the Head Teacher. Head Teacher will oversee CPD and subject development as part of ongoing whole school monitoring. Governors will monitor the effectiveness through visit reports linked to their areas of responsibility. Leaders of core subjects and R.E. will present an action and impact report to governors at the end of the academic year (July 2021).	Middle and senior leaders increase the impact of their effectiveness within their role in school, are held accountable for their action plans and support the Head Teacher in making the rapid progress needed across the school in line with school development priorities. They are held accountable for their action plans and support the HT in making the progress needed across school, in line with school development priorities.	

Regular work scrutiny will include senior and middle leaders and be planned for in order to triangulate evidence alongside teacher assessment judgements against subject end of year expectations.	Time out for subject leaders and staff development time accordingly.	In place by December 20 and ongoing.	External advisor/SLE support. Peer review. SEF evidence forms.	All leaders (middle and UPS included) are involved in the rigorous cycle of monitoring against standards, including focussed monitoring of disadvantaged, SEND and abler children. Triangulation of the evaluation of outcomes shows that teaching, learning and assessment is at least good.	
Leaders and governors to have a deep and accurate understanding of school's effectiveness. Governor visits will be linked to school development priorities.	Training identified through the Governors skills audit process. £1500 budgeted for any necessary training. Head Teacher Performance Management carried out by an external consultant. £600. Parent and staff questionnaires developed and carried out as part of the monitoring schedule.	By February 2021 and ongoing. By December 2020 By May 2021	Chair/Vice Chair to ensure that all governors are carrying out their role in line with roles and responsibilities allocated; adhering to visit policy and procedures. Parent and staff questionnaires developed and carried out as part of the monitoring schedule. Policy into practice. Locality lead/Diocesan visits and support.	Governors will visit the school with a clear focus which is linked to school improvement. As a result, visit reports will identify progress based on priorities and further action/s required. School are aware of the views from all stakeholders and can use this to support school improvement further and make judgements accordingly. The vast majority of stakeholders feel that the school is well led and managed. Visits made to the school by governors will be timely and form part of the whole school monitoring schedule as well as governors continuing their profile through attendance at key school events where possible. A clear policy for visits and reporting template will be in place.	<i>Start a list of visits here:</i>
All school staff to be fully aware and have an acute understanding of the inspection judgements for overall school effectiveness. Leaders and teachers understand and have planned for the delivery of 'cultural capital'.	Teachers to be signposted to the relevant documentation/materials to support meeting teaching standards. Staff development time to further explore expectations in line with roles for all staff. Training agreed and identified with other leaders, including Locality Lead and Diocesan support. Deep dive training for teachers and subject leaders.	By October 2020 By February 2021 Ongoing development By July 2021.	Locality Lead and Diocesan visit reports, including feedback from deep dive meetings with subject leaders. Governor monitoring visit reports according to agreed monitoring schedule. Peer review feedback. Staff voice/questionnaire feedback Ongoing monitoring and evaluation from school leaders.	All teaching staff are familiar with the intent, implementation and impact relating to the quality of education provided to our children across the whole school. All school staff have a high and equal expectations, providing an ambitious curriculum which is studied by all. Through rigorous curriculum development, school leaders and teachers know the essential knowledge that they need to provide to our school pupils in order for them to be educated citizens and helping to engender an appreciation of human creativity and achievement. Alongside this, they will be skilled through the curriculum in preparation for future learning and employment. All of the above will be evident within our curriculum plans and articulated by all staff.	

Identified staff members (through the performance management cycle) to attend Mobilise projects.	Cost of mobilise attendance for 2 projects £2185 Staff time to attend project meetings is internally covered where possible. £800 budgeted as a precaution.	From January 2021 ongoing over 2 academic years.	Monitoring in line with project outcomes through school based and cluster based leaders. Allocated governor to monitor and feedback on PLC action plans as part of monitoring schedule. PB from family action to continue to work with school on the development of restorative practice and actions from mobilise will be monitored in line/alongside this action plan.	This project will follow a 10-PLC model - 5 PLCs focused on mental health and wellbeing and 5 PLCs dedicated to behaviour, based on the recommendations in the EEF Guidance Report: Improving Behaviour in Schools. Recommendations explore proactive and reactive behaviour strategies as well as effective implementation of approaches to behaviour. Concurrently, the project will focus on county priorities, deepening understanding of approaches such as trauma-informed and restorative practice. Schools will be given support to develop a whole-school and targeted approach to mental health and wellbeing, considering the evidence and exploring best practice in: curriculum teaching and learning to promote resilience and social & emotional learning, universal and targeted approaches to mental health and wellbeing, staff wellbeing and development, parental engagement and effective transition.	
Head Teacher and Deputy Head Teacher will attend the Curriculum Mobilise project.				The curriculum PLCs will focus on the evidence-base of areas yet to be covered including: learning outside the classroom, 'diversity and decolonisation', feedback, principles of instruction, reading across the curriculum and remote and blended learning. There will be opportunity to consolidate on previous ongoing review in areas of key concepts, sequence and assessment as schools look to address any recent missed learning.	

Milestones Priority 1				
	By end of October 2020	By end of January 2021	By end of April 2021	By end of July 2021
COVID and catch up	School Covid Continuity and Learning Policy and Remote Education Plan completed and available to all parents/carers. Video meeting policy in place for all families and staff. All staff to have received training on the use of google classroom to support home learning during lock down. Data collection document in place for all staff to complete when they liaise with families over phone call/video meet and to monitor work turned in. Head Teacher to ensure that financial planning includes the COVID catch up premium.	Ensure that all children have access to technology in order to access remote learning. All families to completed a survey to support with this information gathering and allocation of computers. SENDCo and HT/DHT to continue to liaise with vulnerable families, encouraging school attendance during lock down and supporting further with home learning where children do not attend. Video meeting policy in place for all families and staff to agree to. Staff to have training in order to use google meet safely. Daily virtual meetings to be taking place for all children to start the day and be introduced to the learning content. Staff timetabled so that each year group has access to virtual support from an adult- via the chat feature on google classrooms/virtual check in video meetings/phone calls etc. COVID catch up plan completed and on the school website. See plan for further details of intended spend and actions. Purchase and implement Lexia as a supporting catch up tool.		Continue to review and update COVID catch up plans and spend following assessment check points and identified needs as appropriate.
Vulnerable Groups	IEPs are updated following assessment checkpoint and are sent home/shared with parents and carers. IEPs include adapted targets which can be accessed easily at home by parents should children need to isolate or in the event of school closures. Pupil progress meeting data and discussions highlight vulnerable children and inform provision mapping and next steps for quality first teaching.	Teachers use assessment to inform relevant and timely interventions in liaison with SENDCo for individuals and groups of pupils. Provision mapping reviewed and staff training needs identified by SENDCo. Pupil Premium governor monitoring visit completed.	IEPs are updated following assessment checkpoint and are sent home/shared with parents and carers. Pupil premium target meeting completed with written plans/context sheets for each child. All staff accountable for this knowledge relating to the children in their class. Led by DHT. Move to sept actions Provision mapping identifies quality researched interventions. Lexia (a systematic and personalised learning programme which focuses on the areas of reading instruction) to be trialled by the school and if evidence of accelerated progress, school to	IEPs are updated following assessment checkpoint and are sent home/shared with parents and carers. Pupil Premium governor monitoring visit completed. Work scrutiny and observations by SENDco and Head Teacher for SEND and PP children evidences the ongoing implementation of IEP targets and EHCP plans. School to request a Pupil Premium review for the Autumn term 2021. Data milestones and work in books for vulnerable groups evidences that these children are making accelerated progress

			purchase a two-year contract. Led by DHT.	and that the GAP for PP and non PP is diminishing. Impact of interventions and support is maximised by regular analysis and review. Primarily in FS/ KS1. KS2 focus for September actions.
Mental Health, Well-being and Behaviour Attendance	Staff members identified through performance management to lead on the LCC Mobilise Mental Health and Behaviour Project. Whole School Behaviour Policy reviewed to reflect restorative practice. Pupil reintegration team to deliver Trauma and attachment training to all teaching staff.	Staff members KF and RT to have attended PLC 1. Actions from PLC planning sessions shared with staff following a 'shadow meet' session. School to enrol onto the Caring to Learn Project. Identified staff member responsible for promoting 'Young Carers' awareness across school. Relevant display in a central place so staff can access information easily.	Stirling scale for well-being completed by all children and results analysed and shared with staff. Staff well-being questionnaire provided and results analysed and shared with school leaders. Staff members KF and RT to have attended PLC 2 and PLC3. Actions from PLC planning sessions shared with staff following a 'shadow meet' session. Moved to September CPD timetable Anxiety in children- supporting them with coping strategies. Whole staff training. SEPT SLA agreed with Education Welfare Officer. Attendance monitored weekly in line with policy and letters sent accordingly to parents as per policy. ONGOING	Stirling scale for well-being completed by all children and results analysed and compared with previous scores. LCC external consultant (Family Action) to support staff and children in restorative practice techniques. Staff members KF and RT to have attended PLC 4 and PLC5. Actions from PLC planning sessions shared with staff following a 'shadow meet' session. School to be on track to achieve the Silver award for Caring to Learn project. Whole school attendance to be shared in monthly newsletters. Continued monitoring of attendance, use of EWO and implementation of the attendance policy shows attendance of vulnerable groups improving and in line with national averages. Attendance policy to be reviewed and agreed and shared with all stakeholders.

Milestones Priority 2				
	By end of October 2020	By end of January 2021	By end of April 2021	By end of July 2021
Teaching, Learning and Assessment	Teachers are well prepared for pupil progress meetings (November 2020) following October assessment check point and have identified clear actions to improve outcomes planned for. Read, Write Inc training complete and programme purchased and in place. Read, Write Inc development day one with external consultant completed and actions added to the phonics implementation plan. School to join LCC maths project for mixed-age classes- see leadership Priority 3 for more detail (middle leaders). Maths implementation plan completed for the year.	Pupil progress meetings will ensure that teachers are able to articulate each child's attainment (including prior attainment) and where they are in relation to the actions planned for in order to improve outcomes. Whole school reading fluency training delivered by external consultant will improve staff knowledge and understanding on the development of reading skills from FS-Y6. (Now moved to April). 1:1 Read, Write Inc intervention programme in place for children identified in bottom 20% for reading (FS-KS1) Milestone actions in line with phonics implementation plan are met.	Observations, work in books and pupil outcomes will evidence that teaching, learning and assessment for reading, writing and maths is consistently good across each year group and within each classroom. End of term data and work in books (work sampling) show that children are on track to meet end of year targets in line with prior attainment for reading, writing and maths. Phonics and early reading data shows significant improvement following 2 full terms of Read, Write Inc. programme being implemented. 6 weekly data checkpoints data will evidence this from October. External consultancy support to carry out a full school phonics and reading audit will RAG rate current provisions and provide school with a bespoke action plan. (March 2021) 1:1 Read, Write Inc. intervention programme in place for children identified in bottom 20% for reading (LKS2) Read, Write Inc development day 2 to focus on LKS2, delivered by an external consultant. Active English- school to work with Lead Equate consultant to explore this provision and costings. Review and develop the marking and feedback policy to reflect policy for marking in RWInc and for SPAG expectations throughout school.	End of year attainment data for reading, writing and maths is at least in line with national averages. % of children achieving Greater Depth standard in reading, writing and maths shows an improving picture across school. Phonics check data evidences that school is at least in line with National picture. All staff have received external training for Mastery vs Greater Depth to further embed and develop the appropriate skills when planning for differentiated learning within a mixed class. Jeanie Bulman. External moderation events attended by all teachers supports judgements made in writing. Attainment is at least in line with national averages for EYFS. A range of evidence (including external monitoring) supports the view that teaching, learning and assessment across the whole school is at least good. Twilight training (in place of inset day) to deliver Active English training to whole school team. Read, Write Inc development day 3 completed. Changes to marking and feedback policy to be embedded into practice and evident in children's books.

			Updated marking and feedback policy and key displayed in every classroom for visiting teachers and children to be familiar with the school's marking key. A whole school work presentation policy to be written and implemented to outline whole school expectations. Milestone actions in line with phonics implementation plan are met.	Work across the Curriculum shows key links to core subjects, demonstrating using and applying of maths skills and increased stamina of applying writing cross curricular. Milestone actions in line with phonics implementation plan are met.
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Milestones Priority 3				
	By end of October 2020	By end of January 2021	By end of April 2021	By end of July 2021
Leadership, policy and expectations	Robust performance management appraisals for all teachers are carried out by 31st October 2020. Targets identify key priorities linked to school development priorities, training opportunities linked to teaching and learning and where appropriate leadership opportunities planned for. Head Teacher performance management appraisal to be carried out by external governors and supporting external consultant (24.11.20). Coaching strategies planned for identified staff members as part of the performance management cycle.	Head Teacher to attend Kyra East Coast Head Teacher forums (1 per term). Identified staff member to enrol on Kyra Aspiring to Headship programme.	Robust performance management appraisals carried out by the Head Teacher (and lead TA manager-TW) for all non-teaching staff. Mid-term performance management review meetings for all teachers to review targets and training development against school development priorities, including a review of any leadership development opportunities. Governors and HT to have completed LDBE training on OFSTED effectiveness.	Governor training linked to strategic Curriculum leadership to be at least planned for; including readiness for inspection.

	School to join Kyra Teaching School Alliance to further strengthen leadership, providing all staff and school leaders (including governors) access to quality networking and training opportunities.		Monitoring schedule in line with School development priorities is in place and shared with all staff and govs.	
Curriculum and Assessment	Purchase Cornerstones Maestro curriculum package which includes assessment tests and a tracking system for whole school use. Sync Cornerstones tool with school MIS and input all prior attainment data. All staff to have received basic usage training for Cornerstones Curriculum Planning tool and use of the assessment toolkit. Training on the new Curriculum has provided staff with knowledge and guidance they need to plan effectively across the whole Curriculum using a thematic approach.	Assessment policy reviewed and revised to reflect the newly implemented tracking system. Move to April Head Teacher and Deputy Head Teacher to attend Mobilise Curriculum Project PLC1 and create a short term action plan relating to content discussed.	Head Teacher and Deputy Head Teacher to attend Mobilise Curriculum Project PLC2 and PLC3 and create a short term action plan relating to content discussed. HT and Deputy Head Teacher to deliver actions from PLC planning sessions via staff development meeting 'shadow meet' session.	
Subject Leaders	English subject leader to meet with new HT for induction and target setting in line with school development priorities. Appoint maths leaders for each key stage. Planning meeting with maths subject leaders to identify priorities in line with School development needs and to complete the maths implementation plan. Maths Leaders to have attended day 1 of LCC School's maths project. Funded training to support with the development of mixed-age planning. Maths implementation plan submitted to LCC by 23rd October. Subject leaders/champions identified for all subjects as part of performance management cycle with targets and CPD tailored to their appropriate area.	English subject leader to meet with allocated SLE/consultant to plan next steps and create a bespoke support plan. – Completed March 2021 due to COVID restrictions. Staff development meetings for English and Maths have allowed for the whole school picture and action plans to be shared with all- distributing accountability against actions. THIS NEEDS TO BE ONGOING Subject Leaders for English and Maths to be involved in development discussions with LA advisor allocated to the school (TC). A 2nd session has been planned for the Summer term. Maths Leaders to have attended day 2 of LCC School's maths project. Funded	Maths Leaders to access the Kyra middle leader training. 5 sessions. Session 1 and 2 attended so far. Maths Leaders to have attended day 3 of LCC School's maths project. Funded training to support with the development of mixed-age planning. All teaching staff to attend Cornerstones subject leader training for effective subject monitoring using the portal. March 2021 With the HT, Maths and English Leaders to have completed whole school work scrutiny and provided feedback to staff. December 2020 but now lockdown has ended this needs to be revisited. English and Maths observations carried out in May- feedback provided to staff.	English leader to carry out joint monitoring with allocated SLE/consultant. This will include work sampling and scrutiny of actions in line with subject leadership action plan. Subject leaders for core subjects to have informed and evaluated action plans following a range of monitoring opportunities. Maths Leaders to have attended day 4 of LCC School's maths project. Funded training to support with the development of mixed-age planning in schools. All subject leaders to have been allocated time out to monitor their subject in a variety of ways, informing action planning and next steps.

		training to support with the development of mixed-age planning. Subject leaders, including EY leaders to attend relevant Kyra subject leader forums- booking on them for the year.	Governor monitoring visits linked to Curriculum and subject leadership are planned for and linked to SDP.	LA advisor to support school subject leaders in deep dive conversations for identified subjects this academic year. Peer review (COVID permitting) through Kyra will focus on the development of middle leaders/subject leaders impact on school development; highlighting key strengths and areas for development. Subject leaders for core subjects, including SENDCo to submit leadership overview report, including evaluation of actions and outcomes to governors in the July 2021 meeting. Subject leaders are instrumental in contributing to School evaluation and evaluate themselves and their action plans against the SDP.
Governance			External review of Governance completed and a developed action plan in place. Existing governors to undertake skills audit to inform suitability for roles and responsibilities Governors are engaging with external support to identify and make plans to address areas for development. ONGOING NLG appointed to work with governors and develop skills if appropriate.	Governor training and NLG/LL will ensure that all governors have a clear understanding around their roles and responsibilities An induction policy and plan for new governors is in place and in use. Governor minutes are beginning to reflect appropriate challenge and questioning across all aspects of governance. Governor monitoring visits are planned for (linked to SDP), use an agreed format, are focussed and provide appropriate feedback and challenge. Governor minutes reflect appropriate challenge and questioning across all

				aspects of governance and follow up of issues Governor's good practice shows them to be self-assessing against OFSTED criteria and key gov criteria. Governors showing sustainability (by October 2021) Governance is judged as good against OFSTED criteria. (on inspection- Autumn 2021?)
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