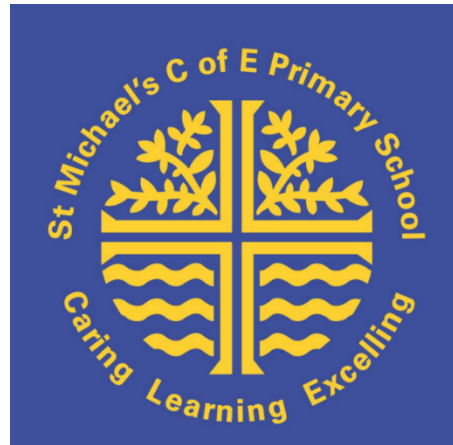




School Development Plan 2021/22

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

To further develop the teaching and learning within Reading, Writing and Mathematics across the whole school so that progress is improved and the proportion of children meeting and exceeding the nationally expected standard is increased.

- Monitor and embed the impact of SPAG and phonics in improving writing outcomes, focusing on the standard of application
- Embed the thorough and systematic approach to teaching reading across EYFS, KS1 and KS2
- To improve Maths achievement and attainment, with particular emphasis on the use of manipulatives (concrete, pictorial and abstract) to support the development of planning and teaching in mixed age classes.
- To close the gap in attainment and progress for vulnerable groups, pupil premium and SEND children across school.

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

- Embedding the new LTP and Curriculum framework with focussed tracking and assessment against skills and knowledge.
- Develop Science and non-core subject leadership across school at all levels.
- To review the foundation curriculum, ensuring that subject leaders know and understand the progression in skills and knowledge for their subject from EYFS through to Y6.
- To ensure that Governors have a secure knowledge base and understanding of the strategic leadership in relation to the Quality of Education.
- To further develop and embed the Christian distinctiveness of the school.

<u>Priority 1:</u> To further develop the teaching and learning within Reading, Writing and Mathematics across the whole school so that progress is improved and the proportion of children meeting and exceeding the nationally expected standard is increased.			<u>Named Governors Responsible:</u> <u>Trevor M</u> <u>Simon G</u> <u>Nikki H</u> <u>Emily W</u>		
<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring</u> <u>Who and How?</u>	<u>Expected Impact</u>	<u>Evaluation evidence</u>
1.1 • Monitor and embed the impact of SPAG and phonics in improving writing outcomes, focusing on the standard of application. • Embed the thorough and systematic approach to teaching reading across EYFS, KS1 and KS2					
a) To embed the Read, Write Inc. phonics programme for the teaching of phonics and reading across school. Setting for children moving into KS2 accordingly in order to close the GAP due to COVID-19.	RWINc programme, including all related resources and reading scheme for this academic year: £3000 Extend the RWINc training package. Utilise 2 development days and an allocated mentor. £1500	Training on 'Speed Sounds' teaching for all KS2 staff. September 2021 inset day. Ongoing development training, accessing online training videos for those responsible for teaching the full programme to groups in Years 3 and 4 and also for staff new to the KS1 team. 2021/22 academic year.	Ongoing monitoring from trained reading leaders. (SA, GP and CS). Monitoring and tracking support from Phase leaders. 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'.	Data tracking evidences an improving picture over time. 6 weekly check point data will evidence this impact. EYFS- Y4 Phonics check in Autumn 2021 (Y2) and Summer 2022 (Y1) will reflect a higher percentage of children achieving the threshold mark in year 1 and for Year 2 and will be at least in line with NA. Internal phonics tracking will show an improving picture. All identified staff receive quality training and are confident in teaching RWInc phonics.	NH
b) Implement non-negotiable timetabled sessions for SPAG using Active English across school (Y1-6) at least 4 x a week).	Leadership time (1/2 day fortnightly) already planned into the staffing budget. English Leadership development time. Active English, training and resources £3500	Staff training for Active English through LEAD equate teaching school hub. Before Autumn 2021. Staff development time to prepare and experiment with Active English resources. Inset day September 2021.	KF English Leader to monitor current SPAG coverage across mixed age classes. Focus on the teaching and learning linked to the development of Active English across school. English Leader and HT to monitor through work scrutiny, lesson	% of children achieving ARE in SPAG is maintained and improved across all year groups. This will be at least in line with National data. Teachers are confident in articulating intended coverage for their teaching year groups and can	NH & TM

A long-term plan for SPAG to be implemented in line with Active English for whole school use.			observations and progress and attainment data. Lesson observations across school will evidence the implementation of SPAG and quality teaching.	identify gaps in prior knowledge easily. Teachers know the LTP for the teaching of SPAG and are easily able to identify GAPS in learning. The application of SPAG is evident across all elements of writing in books. Spelling outcomes will be significantly improved for all children, closing the GAP due to missed learning during COVID-19. All children will be exposed to age-appropriate spellings and these will be taught daily regardless of ability. Interventions, including RWInc will focus on closing GAPS in prior learning.	
c) Embed the use of Lexia as a tool for reading and spelling intervention. Teachers and SENDCo to further develop their use of the assessment tools within this programme to support Afl.	LEXIA £4000 per year (2-year contract - from COVID catch up). Purchased in April 2021). Staff training and development time.	Ongoing development and use of LEXIA for identified children. Training for SENDCo and class teachers on using the assessment tool effectively to evidence impact.. Staff development meeting time.	Ongoing analysis by teachers of individuals identified for the intervention. Head Teacher/SENDCo to monitor impact reports through pupil progress meetings. SENDCo to collate case studies to evidence progress from starting points. SENDCo to monitor through analysis of results for SEND children..	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.	SG

d) Review and monitor the use of the marking and feedback policy in books to ensure that there is a clear expectation for children to apply prior learning, including basic SPAG knowledge. Layout and presentation policy to be developed.	English Leadership time with HT. HT to attend Feedback evidence briefing 7th December. Staff development meeting time to share developed policies.	Autumn Term 2021	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 will allow for children to improve on elements of SPAG and will provide further challenges/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.	EW
e) 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 £1800 (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).	Ongoing 2021/22 By May 2022	Work in books is regularly monitored by HT/DHT/AHT and subject leaders. Staff development meeting time to look at evidence of progression and skills taught/learnt across non-core subjects. By April 2022.	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.	EW
f) Teachers 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 November 2021 and ongoing throughout the academic year.	The 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. Moderation shows that school assessments are accurate.	EW

g).Subject Leader action plan for English clearly outlines key actions in line with SPAG and reading and writing development across school for the academic year 2021/22.	Leadership time timetabled for ½ day a fortnight (already in the staffing budget). Attendance at Kyra English forums and access to free LEAD equate training and development. EEF guidance reports	Ongoing action planning linked to the SDP. .	Head Teacher to work with and monitor and evaluate impact against actions in line with the English action plan. English leader to present leader action plan to identified governors. Subject leader performance appraisal reviews in line with leadership actions and job description. Locality lead monitoring visits.	The 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 leader 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 be good.	NH TM
h) Explicit teaching of broader vocabulary, weekly, across the whole school.	Vocabulary development training. Explicit teaching of vocabulary 3 online sessions in May. Kyra credits. EEF research materials and guidance reports. Staff development meetings led by the English leader to implement this.	Training in the Autumn Term. Embedded by July	Monitoring by the English leader through learning walks, talking with pupils, work in books, displays in classrooms. Parental involvement in the sharing of 'word of the week'.	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. Vocabulary training will allow for school leaders to ensure that there is consistency across school in implementing EEF research. There will be a shared understanding of detailed approaches to explicitly teaching vocabulary and teachers will know how to use dual coding, retrieval and spaced practice to encode vocabulary in the long-term memory.	NH
i) Modelling of reading and exposure to high quality texts.	LTP for English matches quality texts to the Curriculum taught across school, including EYFS. Subject leader development time.	KS2 by October 2021. EYFS and January text plan by January 2022.	Adults read aloud every day using a range of quality fiction and non-fiction texts, modelling reading comprehension strategies where appropriate.		NH

j) Consistency of comprehension teaching.	Phase leaders to access Evidence based workshops through Kyra research school (12 credits)	Spring and Summer events to be booked 2022. Access to EEF improving reading in KS2 research.	Teachers to explicitly teach and identify the six comprehension strategies matched to appropriate texts: prediction, questioning, clarifying, summarising, inference and activating prior knowledge. Phase Leaders to hold shadow staff development meetings to share best practice following access to EEF based reading development plan.	There will be evidence of oral rehearsal of written work and staff will feel confident in modelling and in the identification of tier 2 vocabulary based on text choices. Teachers will feel confident in teaching the 6 areas of comprehension and will have a sound knowledge and understanding of the evidence relating to these. Reading is a priority across school and delivery is consistent and high quality.	NH
k) Review and audit the KS2 reading curriculum provision.	Staff development training time. English leader audit	Review and audit by December 2021. Ongoing development of reading provision into early Spring.	KF English leader monitoring of reading in KS2 a core focus for the Autumn term 2. LL Core visit focus.	Teachers will know what a good reading curriculum looks like and how this appears in the classroom and beyond the school gates. Learners will be excited and enthused by reading and have access to high quality texts. Children will be able to articulate positive experiences of reading in school and know when they are being taught and applying reading skills.	TM
<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Expected Impact</u>	<u>Evaluation evidence</u>
1.2 To improve Maths achievement and attainment, with particular emphasis on the use of manipulatives (concrete, pictorial and abstract) to support the development of planning and teaching in mixed age classes.					
a) To develop teacher knowledge and understating in relation to differentiated mixed age planning.	SLE support BC 2 ½ days	December 2021	Subject leaders to provide support and guidance through modelling, observations and book scrutiny with feedback to upskill mixed age	Teachers confidently plan across two year groups using the White Rose Maths LTP.	TM

			planning and teaching.	Teachers ensure that every lesson has a series of steps, beginning with activating prior knowledge and leading to guided practice and then independent practice, before ending in structured reflection.	
b) All teaching staff (inclusive of TAs) are able to clearly articulate the progression of skills and knowledge for the year group they teach. They will know the prior knowledge they are building on and what the children's next steps will be.	Subject leaders to develop and signposts relevant documentation to support.	December 2021	Subject and Phase Leaders to ensure planning incorporates and builds upon prior learning whilst being mindful of next steps. All teachers know bottom and top 20% to provide differentiated learning and outcomes.	Children have a coherent and sound understanding of the progression steps for each strand within Maths. Teachers have a secure knowledge and understanding of prior attainment and next steps using the White Rose LTP to support this (Progression map).	TM
c) 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.	Spring term 2022.	SLT and maths leaders through lesson observations, work security and CPD.	All staff understand concepts relating to mastery and greater depth.	TM
d) All teachers will have a secure understanding and ability to incorporate the use of Concrete, pictorial, abstract steps within planning and implementation.	CPD Effective use of the calculation policy. White Rose	Autumn 2021	Subject and Phase leaders to ensure planning and work incorporates the use of manipulatives in accordance with the school's calculation policy. Teachers use White Rose 'Small Steps' for guidance.	Children have a deepened and embedded knowledge of Mathematics through different representations and resources leading to a mastery approach.	TM
e) Subject Leaders will have an acute understanding and awareness of the mathematical skills and knowledge taught in EYFS and how these transition into KS1.	EYFS New Framework Subjects leaders to liaise with EYFS Phase Leader.	December 2021	Subject Leaders develop their own understanding by observing quality teaching carried out in EYFS settings and meeting with Phase Leader to develop a more coherent understanding of the new framework.	Subject Leaders and all KS1 teaching staff to have a broad and balanced understanding of the EYFS framework and skills taught ready to implement within KS1 during transition.	TM NH
f) Subject Leaders action plan clearly outlines key actions in line with maths development across school.	Subject Leadership release time from class. ½ day every 2 weeks for each maths leader. Incorporated in the staffing budget.	Ongoing from September 2021	HT and subject leader's regular leadership meetings. Monitoring of the maths implementation plan alongside the general LTP maths development plan.	Leaders have the skill, knowledge and leadership to develop a curriculum that is ambitious for all pupils.	TM EW

	SLE support for Maths (2 1/2 days £6750) Attendance at Kyra Maths lead cluster meetings. Whole school staff development meeting time.		Subject leader performance appraisal reviews in line with leadership actions and job description.	The curriculum is coherently planned for mixed age classes, and sequenced towards developing pupil knowledge, and the skills required for future learning. Pupils develop detailed knowledge and skills across the curriculum and as a result achieve well in national tests. 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.	
<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Expected Impact</u>	<u>Evaluation evidence</u>
1.3 To close the gap in attainment and progress for vulnerable groups, pupil premium and SEND children across school.					
a) High Quality Teaching for Pupils with SEND. Teachers should develop a repertoire of strategies advised in EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send#nav-downloads	Access to high quality, evidenced based intervention programmes. Staff development time allocated to research using a tiered model to identify current practice and impact Whole staff training for SEND (22.10.21), delivered by SENCO..	Ongoing throughout the academic year.	Learning walk and observations by SLT and SENCO. Regular IEP/EHCP checks alongside work in books. Are interventions evidencing the expected impact? Lexia- monitoring of progress and attainment data by DHT.	EEF Evidence Review August 2021 guidance report found strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND. Teachers flexibly respond to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEND. Intervention data/outcomes will demonstrate evidence of impact.	SG EW

b) Teachers to be aware of and use appropriate tools for assessment, to help identify individual needs and determine most appropriate additional support.	LCC Valuing SEND Tool. AET Progression Framework. Engagement Model for non subject specific learners. WellComm for EYFS. Pre-Key Stage Standards for KS1. Pre-Key Stage Standards for KS2.	At least 3 assessment data collections throughout the academic year.		Demonstrate pupil success and progression of non-qualitative data Pupil Progress meetings will evidence progress for vulnerable groups in line with expected targets..	EW
c) Half termly monitoring of interventions and additional provisions for PP children by AHT.	SLT time	Half termly	AHT/SENDCo will monitor the outcomes from interventions through observations, data analysis, conversations with those delivering interventions and also gather the voice of the child.	SENDCo ensures that teachers are providing information in line with interventions and provisions in place. All teaching staff (incl TAs) will have a secure knowledge and understanding of key children in their class.	EW SG
d) Termly analysis of send data (SENDCo/AHT) and PP data (HT) in advance of pupil progress meetings, parent meetings and SEND IEP reviews.	Whole staff training for SEND (22.10.21), delivered by SENCO.	Termly	SENDCo/HT and DHT will analyse data for vulnerable groups following data checkpoints. Pupil Progress discussions will be carried out and any necessary changes made to IEP/EHCP/PP/LAC reviews. Targeted observations and book looks by SENDCo (and HT/DHT as appropriate) following pupil progress meetings and key data checkpoints.		SG
e) The development of Cornerstones as an online tool for monitoring and recording interventions.	Training for the SLT followed by staff development meeting (twilight) time to set up with the wider staff team. To include TAs.	By April 2022	SLT	Cornerstones will be used as a tool for supporting the recording of relevant intervention groups by all. The monitoring and recording and assessment of interventions will be strengthened through the use of a central recording system.	SG
f) Whole school commitment to	Whole staff training for how	November 2021	SENCO and SLT	Culture of SEND support	SG

evidence based intervention to support SEND pupil: 5 evidence based recommendations to support pupils with SEND: https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/	to implement SEND Vision 2021(3.9.21), including time to look at the 5 evidence based recommendations. Whole staff training for SEND (22.10.21), delivered by SENCO.	Provision mapping complete by December 2021		embedded as part of QFT within classrooms. Provision mapping will provide evidence.	
g) 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.	Buy into EWO services. Attendance training for identified staff members.	By December 2021 Policy revision by October 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 September and December 2021.. Data analysed will evidence this. Tighter and staged procedures are resumed now the whole school returns to full time education and COVID-19 restrictions are lifted, this includes letters home and EWO involvement.	AM
h) 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.	TM

<u>Priority 2:</u> Develop and embed curriculum leadership by enhancing and building leadership capacity at all levels (including governance) throughout the school.			<u>Named Governors Responsible:</u> <u>Ben F</u> <u>Rod B</u> <u>Lynda T</u> <u>Phil H</u> <u>James M</u>		
<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring</u> <u>Who and How?</u>	<u>Expected Impact</u>	<u>Evaluation evidence</u>
2.1 • Embedding the new LTP and Curriculum framework with focussed tracking and assessment against skills and knowledge. • Develop Science and non-core subject leadership across school at all levels. • To review the foundation curriculum, ensuring that subject leaders know and understand the progression in skills and knowledge for their subject from EYFS through to Y6.					
a) To ensure a knowledge rich based curriculum plan is in place, reviewing and developing the current curriculum content.	SLT training on Cornerstones Maestro development of Curriculum pro 2022 which is the newly adapted version of our curriculum.	By March 2022 to trial for Summer 22 and launch fully in September 2022	HT and DHT to monitor the application of Curriculum pro and manage the transition from the current curriculum Subject deep dives by SLT/Subject leaders alongside external validation from SLE/LL.. Staff will use curriculum drivers to plan for and question intended outcomes to ensure they will impact on learners. Intent, Implementation and Impact statements will be completed for all subjects-, core and non-core and will be a tool for supporting the monitoring of subjects.	A fully sequenced and connected curriculum is in place across school.. This curriculum helps us to meet requirements set out in the national curriculum and Ofsted Inspection Framework, enabling children to build knowledge and understanding over time, while offering rich, broad and engaging content. Curriculum drivers will be established in order to underpin the work we undertake in all areas of school life. 3 I's statements will reflect the whole school curriculum drivers, vision and values.	BF

b) To ensure that the school's curriculum provides for the skills, knowledge and attributes associated with the dominant culture available to our children.	SLT Mobilise documents and materials from Curriculum PLC. Staff development meeting time to explore cultural capital whilst considering our immediate community, people and influences.	By March 2022	How is our Curriculum personalised to our locality? School Leaders to monitor. Whole staff team uses the LoTc activities target diagram to map out all possible opportunities relating to the 5 areas.	The school curriculum will evidence that school is equipping learners with the knowledge and cultural capital they need to succeed in life. The school community will maximise opportunities to 'tap into' the local area and local experts- building contacts/places/points of interest that enrich the curriculum.	J Mc
c) To ensure that school resources and assessment systems include assessments for Science and the non-core subjects using the Cornerstones platform.	Cornerstones Maestro	By December 2021	DHT to monitor that all teachers are using Curriculum Maestro platform for recording their assessments for Science and all non-core subjects.	Subject leaders can access assessment data relating to their subjects and use this to support in triangulating evidence when monitoring and evaluating impact. All assessment data is easily accessible, supporting leaders to track and monitor learning further.	RB
d) Audit the Science curriculum offer and intent within the LTP, developing a Science core subject leader action plan.	DHT non-teaching time (Monday/Tuesday). Access to Science hub and Kyra Science forums. External consultancy for Science £650 Coaching and development opportunities.	By November 2021	HT to monitor the implementation of an action plan. DHT to lead teaching and learning for Science and be responsible for implementing actions in line with school development and evaluation. Governors will monitor the effectiveness through visit reports linked to their areas of responsibility. Locality Lead visit to support the monitoring in relation to Science intent, implementation and impact throughout school.	Self evaluation will provide evidence of monitoring arrangements in place and will evidence strong subject leadership in Science and a developing subject leadership for the non-core subjects. 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. Leaders are held accountable for their action plans and support the HT in making the progress needed across school, in line with school development priorities.	RB
e) Non-Core 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 the	By October 2021 Development ongoing as part of the SDP cycle. See milestones	Subject leaders will present an action and impact report for their subject areas. Monitored by the HT/DHT and AHT.	Deep dives in subjects will evidence that children know more, understand more and can do more	PH LT

	training budget following this. External consultancy support (cost 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		Performance Management reviews with the Head Teacher. GAPs in subject knowledge to be identified 1:1 through Performance Management Appraisals.(by 31st October). Head Teacher and DHT 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 non-core subjects and R.E. will present an action and impact report to governors at the end of the academic year (July 2022).	alongside staff understanding of the progression in knowledge and skills across subjects. The role of emerging leaders will help drive improvements forward so that they make effective contributions to school self-evaluation and strategic improvements. Job responsibilities will form part of PM targets relating to the leadership role. Teaching phase teams will feel further supported and communication amongst the phase teams will be strengthened.	
f) A new model of Leadership will include phase leaders to support within each phase KS1/LKS2UKS2.		Implemented for September 2021 as part of the new staffing structure.	SLT will meet regularly with phase leaders. Monthly SLT meetings with phase leaders, HT/AHT/DHT, in addition to weekly staff briefings will further strengthen staff voice, communication and ensure consistency across the whole school when implementing actions.		PH RB
<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Expected Impact</u>	<u>Evaluation evidence</u>
2.2 - To ensure that Governors have a secure knowledge base and understanding of the strategic leadership in relation to the Quality of Education. - To further develop and embed the Christian distinctiveness of the school.					
a) Priorities for improvement identified within the External Review of Governance to be addressed through actions required.	External Review of Governance report Governing Board Action Plan- Impact and Review	May 2021-March 2022	Chair/Vice Chair to lead on the Governing Board Action Plan- Impact and Review Log. This will be an agenda item at each FGB meeting and impact against actions evidenced	Governors understand their roles and responsibilities; they are effective in holding senior leaders to account for the educational performance of the school and its	RB & LT

	Log Governor training on roles and responsibilities and any other identified training. £1000		accordingly. Skills audits completed by all governors will identify training requirements. Clerk, Chair/Vice and or Link governor to support facilitating and monitoring training and needs. LL monitoring visits	pupils and the performance management of staff. Leaders and governors have an accurate understanding of the school's effectiveness. Governors question and challenge the headteacher and appropriately hold him/her to account for the school's progress and not operational matters.	
b) To provide rigorous induction for newly appointed governors.	Induction pack and policy. Clerking time	By October 2021 And ongoing	Chair of Governors to ensure all new governors are inducted appropriately and have immediate access to all key documents pertinent to the governor role, including the Governors Handbook.	All members of the Governing Body have a clear understanding of their role as strategic leaders- <i>Ensuring clarity of vision, ethos and strategic direction.</i>	RB & PH
c) Governor visits will be linked to school development priorities.	Governor meeting time. Monitoring timetable in line with SDP.	By November 2021 ongoing	Chair and Vice Chair of governors to ensure that all governors are carrying out their roles and responsibilities in line with the Governor visits policy/procedure.	Governors will visit the school with a clear focus, linked to school improvement or a key monitoring area (e.g. safeguarding). Visit reports will identify the core purpose and intent for the visit, key findings and any other points to note- evidencing impact from the visit where possible.	all
d) To fully embed the school's Christian vision and strategic plan, ensure it identifies the needs of the school in line with the school's ethos.	Staff/pupil/parental voice. Governing Board meeting time. Diocesan support £75	By October 2021 review of vision Shared with all stakeholders by December 2021. Embedded throughout the Curriculum and wider school life- by July 2022.	School leaders, including governors monitor that the strategic plan links directly to the school's vision, values and ethos. Governor minutes reflect evidence of challenge and impact linked to school vision.	The school has developed and implemented a distinctively Christian vision The school's vision is fully embedded and is used in all aspects of school life. Governors regularly monitor the impact of the school's vision to ensure its original foundation is maintained	RB A MR A Mc Bishop's Visitor

e) To further develop and embed the Christian distinctiveness of the school.	Diocesan Development opportunities and training with advisors. £1250. SLT time	Ongoing	Leaders including governors monitor and evaluate the impact of the school's Christian distinctiveness, including Collective Worship and its impact on the life of the school, including academic attainment and progress. The Christian distinctiveness will be evident to visitors to the school and reflected in external advisor reports. A questionnaire to all stakeholders will confirm that the school community have a clear understanding of the Christian ethos	School values are embedded and become a daily focus around the school. Displays along with the School website will reflect the Christian distinctiveness. Collective Worship will be developed to provide a range of opportunities for children to plan, prepare, present and evaluate acts of worship so that they become developed as leaders of this aspect of the school's life. Collective Worship will ensure that children are able to articulate fully their understanding of the theological basis of collective worship and extend their understanding of Christianity as a multicultural world faith. The School will be well prepared for the SIAMs inspection, which will result in a successful inspection.	RB A MR A Mc
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Milestones Priority 1				
Area	By end of October 2021	By end of January 2022	By end of April 2022	By end of July 2022
Teaching and Learning/ Quality of Education	All children in Year 3 and identified children in year 4 to have completed RWINc phonics assessments and placed accordingly for English groups. Reading deep dive carried out by Locality Leader and feedback to inform English action planning for reading.	Active English fully embedded into daily practice. Discussions with children evidence development of skills and knowledge and writing reflects areas taught. Read, Write Inc development day led by external consultant to focus on the quality of delivery, assessment and outcomes.	End of term 2 data and books show that children are on track for end of year milestone data targets. Outcomes in SPAG show that the GAP is closing for COVID recovery and that 70% of children are now on track to meet age related expectations.	End of year attainment targets are met across school. Attainment is at least in line with national averages for EYFS, KS1 and KS2. End of year outcomes in SPAG show at least 85% of children are secure in

	Reading leader appointed to support EYFS/KS1 reading, Phase leaders and English leader. All teachers have received Active English training and Active English timetabled daily from Years 1-6. Children in Y3-6 are exposed to weekly age related spellings and outcomes tracked. (these may be differentiated for those with targets identified through an EHCP or IEP dependent on targets). Children in Y1/2 receive weekly spellings linked to common exception words in addition to the daily age related spellings taught through RWInc. Long term plan for SPAG, planned by English lead with SLE support shared with all teaching staff. Phase leaders to audit the school's current reading provision against the DfE reading framework and identify necessary actions. All classrooms will use working walls for English and Maths to display current themes and promote independence and develop positive learning behaviours. Subject Leader implementation plans for maths and english to be formulated in line with SDP and SLT and shared with wider staff team. External consultant to work with maths leaders to develop intent statements and redefine implementation plan.	Work scrutiny evidences that children are applying learnt skills in SPAG to their writing across the curriculum. Displays and working walls in classrooms and around school will show consistency in approaches and will enhance the learning environment with direct links to current learning. Marking and Feedback policy reviewed and changes implemented- December 21. Launching new policy in April 22 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 presentation policy to be shared with all staff to ensure a consistency in expectations relating to layout and presentation in books. To be launched in April 22 Work scrutiny for English and Maths and Science carried out in line with key actions from implementation plans. Moderation workshops attended by EYFS, Y2 and Y6 teachers through keystone and or Kyra. Re-scheduled for March due to COVID Governor visits with English and Maths leaders will focus on actions, outcomes and evidence in line with implementation plans. Phase leaders to review the school's current reading provision against the DfE reading framework and evaluate and update necessary actions. KS2 support for differentiated mixed-age maths planning through SLE x 2.5 days. Identified actions evident in the implementation plan and targeted support forms part of the performance management process. Re-scheduled for March due to COVID.	Lesson observations across school will evidence that the teaching of SPAG is embedded and strong. Work scrutiny for Science and non-core subjects Geography, History and R.E carried out in line with key actions from implementation plans. Moderation workshops attended by all year groups through Keystone and/or Kyra. Work scrutiny will show that the new marking and feedback policy to be fully embedded into practice and evident in children's books. Phase leaders to review the school's current reading provision against the DfE reading framework and evaluate and update necessary actions. Ongoing KS2 support for differentiated mixed-age maths planning through SLE x 1.5 days. Identified actions evident in the implementation plan and targeted support forms part of the performance management process. Lesson observations focus on the teaching of comprehension and identify next steps. Word of the week embedded in school culture and all stakeholders use it as a discussion point. E.G- children use it in writing; parents and children enjoy sharing new vocabulary; leaders discuss with children their use of new and exciting vocab. There is a consistent approach to the teaching of comprehension across all classes. Maths: All staff have received external training for Mastery vs Greater Depth. JB Consultancy.	age related expectations and that 100% are making expected progress against prior attainment. Work scrutiny for all other non-core subjects carried out in line with key actions from implementation plans. EYFS, Year 2 and Year 6 moderation events through a free LCC funded project. External consultants to attend school to carry out moderation with identified staff members, Core subject leaders will present an end of year report to governors to share outcomes and evaluation in line with implementation plans. All actions identified through audits relating to the DfE reading framework will be actioned and evaluation evidence reflected through outcomes across school. Children across the whole school articulate a love of reading. Read, Write Inc development day led by external consultant. Work scrutiny for Art, Music, Computing, RSHE/PSHE carried out in line with key actions from implementation plans. English leaders to carry out joint monitoring with SLE. This will include work sampling and scrutiny of actions in line with subject leadership implementation plans.
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		All classes choose and share a 'word of the week' with the school community to support the development of vocabulary. Children know when they are being taught the skill of reading and this is evidenced through teachers and leaders discussions with children. Lesson observations to focus on the teaching of reading in KS2. English lead/HT/DHT.	A range of evidence across school (including external monitoring) supports the view that the quality of education across the whole school is good.	
Vulnerable Groups	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. Whole staff training for how to implement SEND Vision 2021(3.9.21), including time to look at the 5 evidence based recommendations. Whole staff training for SEND (22.10.21) delivered by SENCO IEP training delivered to the staff team by SENDCo 22nd October. IEPs are updated following assessment checkpoint and are sent home/shared with parents and carers by 17.11.21. Pupil progress meeting data and discussions highlight vulnerable children and inform provision mapping and next steps for quality first teaching.	Provision mapping reviewed and staff training needs identified by SENDCo. Pupil Premium governor monitoring visit completed. Work scrutiny and observations by SENDCo and Head Teacher for SEND and PP children evidence the ongoing implementation of IEP targets and EHCP plans. Training for SENDCo/DHT on the use of Cornerstones as a tool to track interventions and assessments against the outcomes from these.	IEPs are updated following assessment checkpoint and are sent home/shared with parents and carers. School to request a Pupil Premium review for the Summer Term 2. Data milestones (for end Feb 22) and work in books for vulnerable groups evidence that these children are making accelerated progress. Impact of interventions and support is maximised by regular analysis and review. Cornerstones will be used for recording and monitoring assessments/outcomes for interventions (with the exception of Lexia).	IEPs are updated following assessment checkpoint and are sent home/shared with parents and carers. Pupil Premium governor monitoring visit completed. Cornerstones monitoring of interventions will evidence the impact of interventions on pupil outcomes. Impact of interventions is maximised by regular review and analysis. SENDCo and DSL annual report shared with governors at FGB meeting.
Attendance	Attendance policy to be reviewed and agreed and shared with all stakeholders. Identified staff to have completed LCC attendance training. AHT and Pastoral Lead. School to agree a SLA with EWO to support in addressing persistent absences for vulnerable groups.	Whole school attendance to be shared in monthly newsletters. Continued monitoring of attendance, use of EWO, direct support to families from Pastoral Lead and the implementation of a revised policy shows improved attendance for vulnerable groups to be at least 95%. Attendance for all other groups to be at least 96% (October 94.75%)	Continued monitoring of attendance, use of EWO, direct support to families from Pastoral Lead and the implementation of a revised policy shows improved attendance for vulnerable groups to be above 96%.	Whole School attendance to be at least 97% and/or above national average.

	Attendance monitored weekly by HT in line with policy.	Letters sent out to parents regarding attendance in line with policy. (This is to be resumed following no letters sent during school closures and lockdown).		
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Milestones Priority 2				
	By end of October 2021	By end of January 2022	By end of April 2022	By end of July 2022
Leadership, policy and expectations, curriculum and assessment	Robust performance management appraisals for all teachers are carried out by 31st October 2021. Targets identify key priorities linked to SDP, training needs and where appropriate, leadership opportunities are planned for. Head Teacher performance management to be carried out by external consultants and identified school governors. Monitoring schedule in line with SDP is in place and shared with all staff and govs. HT and AHT and identified improvement champion (middle leader) to have completed Peer Review induction training through Kyra SPP. St Michael's to be allocated a triad for peer review cycle 2021/22. School to explore the use of Cornerstones new progress measures tool to replace existing templates for recording progress. HT and DHT to review Curriculum cycles A and B and plan to incorporate the new knowledge rich projects for Summer Term leading into a new cycle A and B for 2022/23.	Staff development meetings to focus on the development of non-core subject leadership; this will include the sharing and monitoring of current provision in order to highlight strengths and identify actions to inform implementation plans. Subject focus Geography, History, R.E and Science. AHT to support triad school with a peer review.. Improvement Champions to lead follow up workshop. Rescheduled due to COVID All subject leaders have timetabled allocated time out to lead, monitor their subject, informing planning and next steps. Subject leaders are instrumental in contributing to school evaluation and evaluate themselves and their action plans against relevant criteria linked to school development. Maths, English, Science Lead, EYFS lead and SENDCo are using i-abacus as a tool to support in tracking their evaluations and judgements. Subject leaders for music and computing to plan for transition to the new LTP model which requires these to be stand alone. EYFS lead to support subject leaders to develop their K and U of EYFS expectations for their subject area and the transition into the knowledge	Mid-term performance management review meetings review teachers and leaders targets and training linked to teaching and learning, school development and leadership opportunities. Staff development meetings to focus on the development of non-core subject leadership; this will include the sharing and monitoring of current provision in order to highlight strengths and identify actions to inform implementation plans. Subject focus: art, music, PSHE/RSHE, computing. HT to support triad school with a peer review. Improvement champions to lead follow up workshop. Governor monitoring visits linked to Curriculum and subject leadership are planned for and carried out for History, Geography, P.E. and R.E EYFS lead to support subject leaders to develop their K and U of EYFS expectations for their subject area and the transition into the knowledge and skills taught next and how these build on each other.	Subject leaders for core subjects to have informed and evaluated action/implementation plans following a range of monitoring opportunities. Begin to formulate new targets for the forthcoming academic year. SLT's continuous monitoring and evaluation of school improvement and school evaluation will allow leaders to plan ahead for the forthcoming year-updating the SDP accordingly. St Michaels' peer review has been carried out with a focus on the quality of education linked to non-core subjects and the effectiveness of subject leadership across school. Subject leaders are instrumental in contributing to school evaluation and evaluate themselves and their action plans against relevant criteria linked to school development. All subject leaders are using i-abacus as a tool to support in tracking their evaluations and judgements. Governor monitoring visits linked to Curriculum and subject leadership are planned for and carried out for art, music, computing, RSHE.

	Reading deep dive by LL to support school leaders in school evaluation and forward planning. DHT to review the Science curriculum and Provision leading Science across the whole school. Science deep dive by LL to support school leaders in school evaluation and forward planning. EYFS action plan to be shared with SLT following baseline assessments. Intent statements for Science, English and Maths will be completed and shared with all stakeholders.	and skills taught next and how these build on each other. Assessment policy revised to reflect new tracking systems and changes to data checkpoints. Science is assessed using the Cornerstones Assessment tracking system. DHT to monitor this. All subjects are assessed using Cornerstones assessment objectives for knowledge and skills taught. Intent statements for all other subjects will be completed and shared with all stakeholders. Governor monitoring visits linked to Curriculum and subject leadership are planned for and carried out for English, Science. All subject leaders have joined relevant subject hubs (see LEAD equate website for identified hubs) and have registered for termly Kyra subject leader forums. EYFS lead, SENDCo, HT, AHT and DHT to attend relevant Kyra leadership forums- booking on them each term for the year.	LL and/or external consultants to support school subject leaders in deep dive conversations for identified subjects this academic year. End of terms 1 and 2 data and books show that children are on track for end of year targets in reading, writing and maths.	LL and/or external consultants to support school subject leaders in deep dive conversations for identified subjects this academic year. LTP for Cornerstones Curriculum now incorporates the new knowledge rich projects.
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Governance	External review of governance action plan and impact log is completed in advance of each FGB and shared with all governors. Governors are engaging with external support to identify and make plans to address areas for development. Governors will have a clear understanding around their roles and responsibilities following training provided by AC consultancy- October 18th 21. An induction policy and plan for new governors is in place and in use.	External review of governance action plan and impact log is completed in advance of each FGB and shared with all governors. All governor monitoring visits are planned for (linked to SDP or statutory requirements), use an agreed format, are focused and provide appropriate feedback and challenge. Governors good practice shows them to be self-assessing against OFSTED criteria and key government criteria. Governor monitoring visits linked to Curriculum and subject leadership are planned for and carried out. Enhanced communication with parents- gathering their views through a questionnaire and analysing results. Sending out in March 2022	All actions from the external review of governance have been met/addressed and governors action and impact log alongside minutes from FGB meetings reflect this. Governor profiles raised through the school website, newsletters and attendance at school events (COVID permitting).	Governance is judged as Good against OFSTED criteria.
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Data Targets 2021-22									
	Reading Autumn	Writing Autumn	Maths Autumn	Reading By March	Writing By March	Maths By March	Reading By July	Writing By July	Maths By July
Year 1	62%	42%	58%	70%	58%	70%	85%	70%	80%
Year 2	63%	63%	71%	70%	72%	78%	85%	81%	85%
Year 3	55%	40%	57%	68%	60%	68%	85%	75%	76%
Year 4	72%	59%	74%	78%	78%	80%	85%	85%	85%
Year 5	56%	62%	58%	73%	78%	79%	85%	83%	76%
Year 6	64%	64%	58%	79%	83%	85%	85%	88%	80%
EYFS									
	Autumn		By end of Spring			By end of Summer			
C& L	27%		47%			65%			
PSED	40%		55%			70%			
PD	47%		60%			80%			
Lit	38%		58%			76%			
Maths	44%		64%			76%			
UW	53%		65%			80%			
EA&D	51%		60%			76%			

