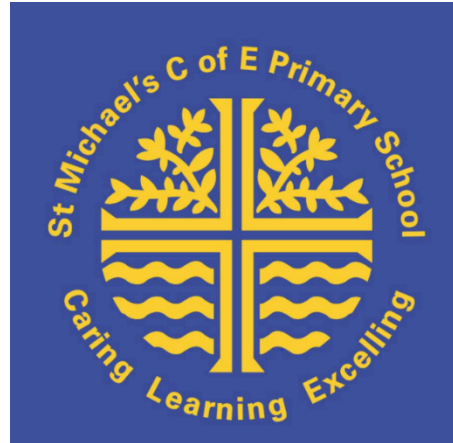




School Development Plan 2023/24

Introduction

This plan has been devised to incorporate actions to address the improvement points identified by Ofsted in October 2022 and other priorities identified by School Leaders and LA monitoring.

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.



St Michael's Church of England Primary School Vision

In our inclusive and caring church school community our actions are mirrors of our Christian values.

We strive to instil a love of learning through empowering all with the knowledge and skills that encourage them to be independent life-long learners; widening horizons and providing opportunities for all irrespective of their different starting points.

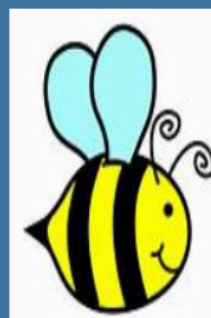
We have pride in who we are and excitement about who we can be.

Curriculum Intent

We pride ourselves in offering our pupils a broad, creative and exciting curriculum, which is delivered through imaginative and knowledge-rich projects based around the Cornerstones Curriculum model of a thematic approach. Our curriculum is personalised to our school, exposing all of our children to enriching experiences, immersing them in progressive knowledge and skills; equipping them with personal characteristics required to succeed in life. Pupils study the full curriculum; it is not narrowed. There are many opportunities for curriculum enrichment, including: music, choir, trips, residential visits, gardening, sports and a range of clubs after school.

Our curriculum puts the child at the centre of learning, providing them with a wealth of learning challenges that require them to use and build on their knowledge and skills base in order to be curious, confident and independent life-long learners.

Our School Values



Our School Be Rules

Be Safe: on the playground; on the Internet; around school

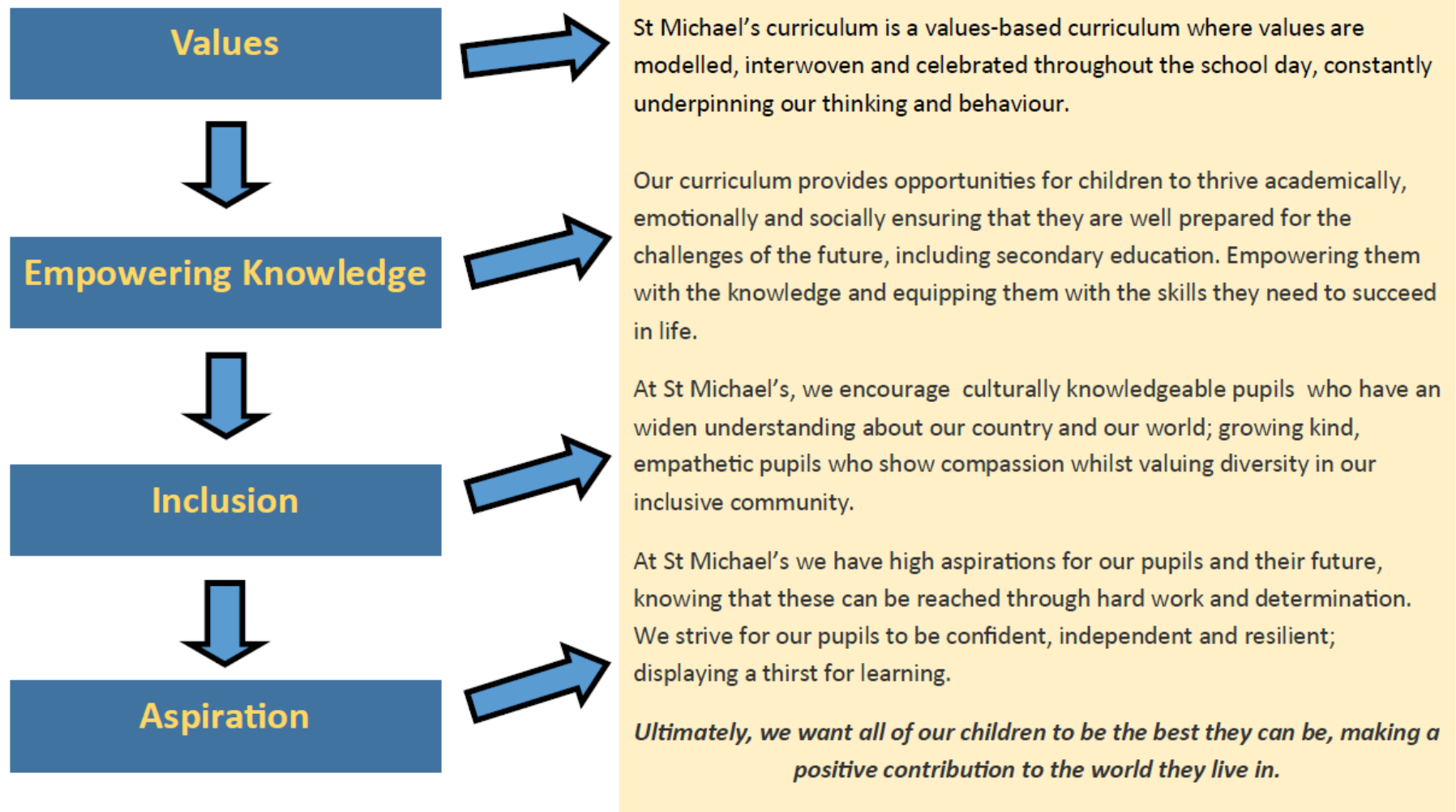
Be Caring: be kind and not hurt each other; be a friend

Be Respectful to all; my community and surroundings

Be Proud: of your work; of your appearance; of representing the school

Be Your Best: always try your hardest

Our Curriculum Drivers 'weave together' our Strategic School Vision, Values and Curriculum Intent



The following priorities will form the basis of the school's work over the coming year alongside subject leader action plans, SIAMS development plan and LL monitoring visit actions/targets:

Key Priority 1- Quality of Education To strengthen the teaching and learning within reading, writing and maths across the whole school so that attainment and progress improves and the proportion of all children, including vulnerable groups, meeting the nationally expected standard is increased.		
Priorities	Who is leading?	Rationale
1.1 To increase the monitoring around the teaching and the implementation of phonics and reading across the school.	Non-teaching phonics Lead English Hub English consultant allocated to the school	- Progress in phonics attainment continues to increase year on year for both Year 1 and Y2 re-take. - Children in EYFS continue to make a strong start. - Despite showing an improving picture from baseline data, Phonics data is below national at 64.4%.
1.2 To reduce the number of children whose communication and language skills are below the expected age and address gaps in communication and language.	English Lead and Phase Leaders	Transition discussions highlighted a high number of children with SLCN in our new FS cohort (23/42). Initial assessments and observations support this. Baseline data will be added to the SDP when it has been compiled (no later than week 6). This will include WellComm language Screen results for all children.
1.3 To improve progress and outcomes in mathematics across school, ensuring consistency in teaching, learning and application across each phase/year group. *KS2 priority focus group with ongoing monitoring across FS/KS1	Maths Leads RW and DW.	- Maths data significantly lower than local and national statistics at 44.4%. - Individual class data shows an inconsistent picture across the 3 year % classes. - Leaders to ensure that all teachers have fidelity to the White Rose mixed-age planning scheme for mathematics and do not deviate from this.
1.4 To improve writing outcomes across the school. *Core focus on KS1 outcomes	English Lead and Phase Leaders	- Writing in KS1 is lower than the national figure at 53.3%. - Whilst fidelity to Pathways to write has evidenced an improving picture across the school (evident in data checkpoints), stamina for writing (years 1-4), spelling in upper key stage 2 (years 5-6) and handwriting across school remain a priority for this academic year.

Key Priority 2- Quality of Education/Leadership and Management To further refine the school's curriculum so that all non-core subjects are coherently planned and sequenced, ensuring a knowledge rich curriculum.		
2.1 Leaders to ensure that all non-core subjects have a knowledge rich curriculum in place.	Head Teacher	- Ofsted 2022, identified that for some of the non-core subjects there was too much focus and emphasis on the activity rather than the knowledge being taught. - A number of non-core subject leaders are new to their role this academic year 2023-24.
Key Priority 3- Behaviour and Attitudes The ongoing identification of attendance challenges. Continuing to implement robust monitoring systems in order to identify and provide necessary support whether it be academic, emotional or logistical, to help families to overcome these barriers.		
3.1 Continue to improve attendance so that all groups of pupils have access to a daily education; improving academic, emotional and personal and social success.	SLT, Attendance champion (DHT), FSW	- Attendance for our younger children in EYFS and KS1 is growing as a concern. Early intervention and attendance panel support required. School capacity to manage this is a priority when planning MTFP scenarios. Y1 (Y2 next academic year) target year group with lowest attendance of 91.83% - Raise the attendance of children in 80-90% category as a priority. Monitor attendance for Y2 into Y3 for September 2023. - Reduce authorised absences - Promote attendance awareness in the Early Years to secure better attendance from September 2023 for these cohorts - Attendance for PP and FSM children not improving (staying the same marginally)- must be a continued focus group for panel meetings and as part of a multi-agency approach.
3.2 To develop practice and policy to reflect a trauma responsive education, evidence based with consideration to adverse childhood experiences and other relational trauma.	Head Teacher/Deputy Head Teacher and EYFS Lead	- SLT (HT and EYFS lead) have recognised the need to redevelop school policy and practice to reflect a trauma responsive education and school relationship policy due to rising numbers of PP/LAC/PLAC children joining the school both in FS and mid-year admissions. - An identified need to upskill staff with evidence and researched based practice, reinforcing stage and state dependent differentiated teaching

		and discipline. • School recognise that a reduction in the number of FTE and children accessing PSP plans is a need.
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Ofsted 2022

- The curriculum in a few subjects is not well planned and sequenced. At times, there is too much focus on learning activity rather than the knowledge that pupils need to learn. Leaders must ensure that all subjects have a carefully constructed, knowledge rich curriculum in place so that all pupils learn consistently well across all the subjects that they study.
- Some older early readers have not received a well-structured reading curriculum. Some are still struggling to read with confidence. Leaders must make sure that all pupils receive the curriculum needed to help them read fluently and accurately. They should make sure that early readers in key stage 2 have the skills they need for their next steps.

Priority 1: To strengthen the teaching and learning within reading, writing and maths across the whole school so that attainment and progress improves and the proportion of all children, including vulnerable groups, meeting the nationally expected standard is increased.			Named Governors Responsible:		
<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Expected Impact</u>	<u>Monitoring Who and How?</u>	<u>Evaluation evidence</u>
1.1 To increase the monitoring around the teaching and the implementation of phonics and reading across the school.					
a). To appoint a non-teaching phonics lead for 1 academic year to lead on the improvement of teaching and learning within phonics, early reading and reading intervention across school. Participation in year 2 Wave 4 Phonics development with the English Hub.	To increase phonics lead monitoring from 1-day to 4-days for 1 academic year. Costings were shared as part of school scenario planning and appropriate grants utilised. RWInc Portal access and training package costs.	September 23-August 24.	Phonics provision throughout school is of a consistently high standard delivered by a team of expert reading teachers. Staff teach SSP activities confidently. Ongoing training and professional development opportunities for staff teaching RWInc is prioritised, enhancing their understanding of phonics instruction and best practices.	-HT to monitor the impact of this role. -Data checkpoint -Feedback from English hub consultant -Comparative data from previous years -Staff development -Lesson observations	English Hub consultancy reports RWInc development day specialist visits HT review of the Phonics implementation/action plan Governor monitoring visits and data scrutiny
b) Timetable practice times for all staff teaching RWInc to attend. Keep a record of all practice and coaching sessions.	Led by Phonics Lead reactive to the ongoing monitoring of delivery.	Weekly Ongoing	Assessment continues to be regular and identifies areas of improvement and is used to inform instruction. The pace of teaching is not slowed for pupils who fall behind.	Phonics Lead to keep a record using the new RWInc portal practice and coaching maps. Further monitoring activities will inform implementation of areas targeted.	
c) Targeted phonics interventions to be delivered daily to bottom 20% across EYFS and KS1. Including those children who require phonics intervention moving into Y3.	Phonics lead to facilitate timetables and ensuring targeted interventions are in place daily.	Review 6 weekly at key data checkpoints. Ongoing	The lowest 20% of pupils are targeted in order to accelerate	Phonics lead and teaching teams.	

Targeted early intervention for those also not in the bottom 20% but at risk of falling behind.			progress and close gaps in knowledge.	Termly PSC checkpoints show accelerated progress for bottom 20%.	
d) Set up frequent meetings to show parents/carers how to help their children practise reading sounds and words at home.	Phonics Lead Home school resources to be shared, including QR codes and passwords accordingly.	Termly September 23, January 24 and April 24	Parent and community engagement is strengthened and enhances home school links. Strong systems are used for regularly reporting pupil progress in phonics.	Phonics lead and teaching teams.	
e) Subject leader action plan for English clearly identifies and outlines key actions in line with reading fluency development and closing the gap for our older, less confident readers.	Fresh start resources and staff training for this. £500 SLT time/ongoing monitoring	Action plan due 22.09.23	Leaders will be given adequate time to effectively lead their subject, making rapid and sustained progress across KS2. Early readers in KS2 have the skills they need for next steps and can read fluently and confidently. English action plan includes small step actions broken down from key school development priorities. Actions will continue to improve practice through short and longer term targets and regular review will refine actions accordingly reactive to individuals need	Phonics Lead and English Lead to monitor the implementation and track outcomes for Fresh start (Y5/6) and RWInc speedy green words and set 2 and 3 sounds (Y3/4) for identified chn/groups. HT to monitor the implementation of the English action plan.	
f) To participate in 'Transforming your School's Reading Culture' course. Work towards Lincolnshire Reading pledge bronze level	5 x half days attendance on course. Liaising with Usborne books representative Author visits/zoom sessions	September 2023-July 24	Children develop a love of reading. Enhance book corners and library areas throughout school with new resources. Staff increase their knowledge of books across key stages.	Audits by phonics and English leads.	Achievement of Bronze reading pledge.

<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Expected Impact</u>	<u>Monitoring Who and How?</u>	<u>Evaluation evidence</u>
1.2 To reduce the number of children whose communication and language skills are below the expected age and address gaps in communication and language.					
a) WellComm screening of all children on entry. Children identified as working below to receive additional intervention three times per week. Speech and language intervention to continue for identified children throughout year 1 and 2.	Additional TA1 2.5 hours in the afternoons to deliver SL intervention. £1,320	On entry September 2023	Early identification and intervention.	CS Phonics lead to monitor implementation and ensure interventions are being delivered effectively.	EYFS Lead, trained Early language development specialist observations.
b) Daily teaching of Tier 2 vocabulary to be embedded from the start of Reception and throughout year 1 and 2.		Ongoing	A strong Tier 2 vocabulary equips pupils with the tools to express themselves more precisely and effectively in both written and oral communication. Teaching Tier 2 words helps children better understand the content they encounter in literature and over materias, which in turn enhances their overall comprehension. .	EYFS Lead, trained Early language development specialist observations.	Pre and post assessment activities. Discussions with children
c) Continued high quality interactions with provision using the ShREC (EEF) model. KS1 staff also mirror this model as the children transition from EYFS into KS1.	Staff training development time for KS1 to explore the model further.		Staff use a simple and memorable set of specific evidence informed strategies that can be embedded into everyday practice. Interactions between staff and children are consistently of a high quality.	EYFS LEAD through focussed observation	

<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Expected Impact</u>	<u>Monitoring Who and How?</u>	<u>Evaluation evidence</u>
1.3 To improve progress and outcomes in mathematics across school, ensuring consistency in teaching, learning and application across each phase/year group. *KS2 priority focus group with ongoing monitoring across FS/KS1					
a) Subject leader action plan clearly identifies and outlines key actions in line with maths development across school.	SLT time/ongoing monitoring	Action Plan due 11.09.23 Ongoing evaluation	Leaders will be given adequate time to effectively lead their subject, making rapid and sustained progress across KS2. All pupils develop knowledge and skills across the whole mathematics curriculum and as a result achieve well in national tests at the end of KS2. Maths implementation plan includes small step actions broken down from key school development priorities. Actions will continue to improve practice through short and longer term targets and regular review will refine actions accordingly reactive to individuals needs.	HT monitoring of the maths implementation plan and use of subject Lead time. Subject leader performance appraisal reviews in line with leadership actions and job description.	Governors data scrutiny and maths visits. Locality Lead focus visit Ongoing formative and summative assessment data
b) In school support for teaching staff from subject leaders/SLT. Subject leaders to model/coach effective mixed age maths lessons to upskill ECTs new to mixed-age planning and also where this is an identified teacher target. Monitor the progression and give feedback against the outcomes.	Subject leadership release time from class ½ day a week September-December. £3420 To be reviewed in December with a view to returning to ½ day fortnightly as planned into staffing budget. Whole staff development meeting time.	Ongoing action planning linked to SDP. Maths implementation plan completed by subject leaders by September 2023.	Planning and teaching has fidelity to the White Rose scheme and all staff are expected to consistently implement and follow the school's chosen LTP. A coaching model provides a supportive and encouraging environment where staff can share both their strength and vulnerabilities, thus encouraging ongoing CPD and reducing anxieties around mixed-age teaching.		
c) Maths leaders offer a half termly drop in to all teaching staff where they can discuss and provide support to any areas of the upcoming maths topics they feel they need further support and guidance					

with.					
d) Teachers attend regular internal and external moderation and work scrutinies to ensure all judgements made are consistent and secure across phases (year groups).	Source external consultant to support with maths moderation Y2 and Y6 January and April. £800 Attendance for all year groups at local cluster moderations. In house moderation events planned as part of ongoing monitoring.		All teachers feel confident in assessing against standards WT/EXS/GD and judgements are consistent across phases.	HT and Phase Leads External consultancy support with Y2 and Y6 monitoring the moderation of those teacher judgements.	Evidence from moderation events.
e) Leaders to observe the use of manipulatives and resources in classrooms to ensure effective use of them, specifically within KS2.	Updated calculation policy will be a key 'go to' document for all staff to support differentiation and stepping stones when considering planning for learning.		SEND adaptation will be evident in lessons and planning with opportunities to revisit informal methods and concrete materials.		
<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Expected Impact</u>	<u>Monitoring Who and How?</u>	<u>Evaluation evidence</u>
1.4 To improve writing outcomes across the school. *Core focus on KS1 outcomes					
a) Further embed the writing curriculum, Pathways (Year 2) so that the teaching of writing continues to be coherently planned and sequenced across the whole school, building on year 1 of Pathways.	Continued access to all Pathways to Write planning and resources. Progression documents evidence school's curriculum and approaches to writing.	Familiarity training/demonstration for all staff new to pathways (ECTs) by September 2023. Implementation ongoing.	Consistency of writing teaching across the school. The school's writing curriculum continues to be embedded (Year 2). It is planned and sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points. The English Leader, new to the role can confidently articulate the progression of skills and knowledge taught across the whole school in writing. Full coverage of National Curriculum skills.	English Lead and Head Teacher Literacy Specialist Support as part of 6 days intervention with L.E.A.D. (Year 2). Work scrutiny/Lesson visits Moderation activities timetable as part of staff development meeting time, including the use writing assessment grids English Lead to participate in Y2 and Y6 moderation activities regularly.	Data analysis Moderation of writing, internal and external. Locality lead monitoring visit reports.

b) Review the use of the marking and feedback policy so that it is reflective of practice and feedback in line with RWInc and Pathways.	English Leadership time with HT. Staff development meeting time to share developed policies.		Children's work will evidence the implementation/application of our agreed policy and high expectations for all work will be clear. Adult feedback verbal or in books will allow for children to improve on elements of SPAG and will provide further challenges/next steps for learners. Children regularly engage in self-assessment and are given adequate time to edit and improve their work.	English leader will carry out regular book looks and work scrutiny to ensure that methods of feedback are effective and that there is consistent evidence of this in the story of work across all classes.	
c) 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 2023/24.	English leader new to role, therefore, Leadership time timetabled for ½ day a week to be reviewed in December to return to ½ a day fortnightly (already in the staffing budget). Attendance at Kyra English forums and access to free LEAD equate training and development opportunities. Performance Management Meetings in October will identify any further CPD. EEF guidance reports	Ongoing action planning linked to the SDP. Updated by September 2023.	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 confidence in their knowledge and delivery of the English curriculum. The teaching of English across school will be consistent and be good.	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, including an end of year report. Subject leader performance appraisal reviews in line with leadership actions and job description.	
d) Implement a handwriting scheme in KS2 to follow on from RWInc (YR-2).	Penpals handwriting scheme £500	Implement from September 2023	Handwriting will be a focussed session 3x a week in all classes across school.	English leader and SLT book looks and work scrutiny.	Work scrutiny will show evidence of improved

			Improved handwriting techniques will support children's stamina to write. Work in books will be neater and well presented for a growing number of children.		handwriting across the school.
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Milestones Priority 1				
Area	By end of December 2023	By end of April 2024	By end of July 2024	Notes
English and Phonics	Phonics baseline have been completed so all children in bottom 20% have been identified for intervention. RWInc progress grids shared with English Hub for analysis. Parent introduction to RWInc meeting held for parents of new Reception starters 18.09.23 Set 1 sounds. Staff new to FS and KS1 have received relevant training and coaching for phonics RWInc programme. English Hub consultancy visit term 1 completed 11.09.23 and actions in place for Term 1. Reorganisation of further learning spaces for RWInc groups- allowing for smaller group size. 2 new spaces created August 2023. School to sign up to the English Hub Bronze, Silver, Gold Reading Pledge. English leader action plan shared with SLT and all staff. All pupils in FS practice reading letter-sound correspondences and oral sound blending 3x within the school day in addition to focusing on the RWInc session. Assessments completed to identify pupils in LKS2 who require further support in phonics.	PSC Paper 2022 assessments show that all groups are making progress in phonics. Progress from starting points and previous assessment. (March 2024) PSC Paper 2022 shows that those in the bottom 20% have made accelerated progress in phonics, closing the gap. (March 2024) RWInc progress grids shared with English Hub for analysis. Parent RWInc meeting held for parents of FS and KS1 with a focus on Set 1 and 3 sounds. Teaching of phonics is consistent and embedded across FS and KS1 and English Hub lead and governor monitoring visit reports reflect this. Data shows that pupils are making at least good progress in reading and phonics. Impact of immediate intervention is evident. Pupils across school are able to discuss their personal preferences of author/genre and whole class book reads. All teaching staff have had access to high quality, reading fluency training through the English Hub.	Parent RWInc meeting held for parents of FS and KS1 with a focus on reading fluency. PSC Paper 2023 shows that those in the bottom 20% have continued to make accelerated progress in phonics, closing the gap. (May 2024) PSC paper 2024 shows that achievement in phonics is at least in line with National School target of 87%. (June 2024) Summer assessments show improvement in line with data milestones. FS, key stage 1 and 2 writing outcomes are at least in line with National. External moderation workshops attended by Y2 and Y6 teachers through Keystone/Kyra (May 2024). RWInc progress grids shared with English Hub for analysis (June and July). FS, key stage 1 and 2 reading outcomes are at least in line with National.	

	Monitoring shows evidence of regular and high quality, consistent teaching of reading across school. PSC paper 2021 completed and check results uploaded to English Hub portal for tracking. Coaching maps and practice maps for RWINcs show clearly identified steps, coaching sessions delivered and implementation evidence. Phonics lead, English Lead and Y1/2 and Y3/4 phase leads have accessed high quality fluency in reading training through the English Hub. Training sourced for April. All teachers read to children daily and this is timetabled. All staff in FS trained to deliver Helicopter approach to storytelling 'Helicopter stories' and delivery evident. Bottom 20% of readers identified across each phase are recorded reading to an adult in school daily. Pen Pals handwriting scheme launched and handwriting is being taught explicitly 3x a week. - (handwriting policy developed and changed to TWINKL) Internal writing moderation for YR-6 completed Autumn term 2. Marking and feedback policy re-developed to mirror teaching practice within RWINc and Pathways. Wellcomm speech and language assessments completed for all identified children in EYFS. Speech and language support timetabled and in place for all identified children across school. Phase leads to ensure this is in place for identified children in KS2. Phonics lead to ensure implementation for FS and KS1. FS - in place and monitored by EYFS Lead. Governor monitoring visit for Phonics completed. See smaller step actions and milestones in the English subject leader action plan.	The teaching of reading comprehension and reading fluency is embedded, high quality and consistent across KS2 and upon exit from RWInc. Internal writing moderation for YR-6 completed Spring term 2. Writing moderation for Y2 and 6 completed by an external moderator, Spring term 1. Next steps identified. Outcomes in writing improve and this is evidenced through internal and external monitoring. Governor monitoring visit for reading and writing completed. Word of the week (Tier 2 vocabulary) taught in every class across school and displayed on working walls.	Pupils across the school are ready to transition into the next key stage/phase of their learning. A love of reading ethos/culture continues to be evident and remains obvious through pupil voice. Subject lead evaluation and impact report to governors (July 2024). Word of the week embedded in school culture linked to tier 2 vocabulary.	
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Maths	Maths leader implementation plans updated and shared with SLT and all staff. LL Maths focus visit completed 25.09.23 Maths focus lesson visits evidence the consistent implementation of LTP/MTP for White Rose mixed-age planning. Ensure all staff have access to and clearly understand how to follow and implement the maths calculation policy. Monitoring, including lesson visits and work scrutiny will evidence that progression and coverage is coherent and in line with White Rose planning. Visit 1 25.09.23 Subject leaders to signpost ECTs to relevant CPA training videos to access in professional development time. Phase leaders meet regularly with the team to ensure consistency in the teaching of mixed-age planning, including differentiation for those working at a greater depth standard. Mtg 1- 04.10.23 Governor monitoring visit for Math completed. See visit report RB, also evidenced in LL report. See smaller step actions and milestones in the Maths subject leader action plan.	Maths focus lesson visits evidence the consistent ongoing implementation of LTP/MTP for White Rose mixed-age planning. Book looks will evidence that marking and feedback and presentation is consistent across phases and in line with whole school policy. Subject leaders to signpost teaching staff to relevant CPA training videos to access in professional development time following previous terms monitoring outcomes and CPD requirement. Evidence in books from Terms 1 and 2 shows that SEND and lower attaining children have been clearly and consistently differentiated in order to access the maths activities set. Internal moderation of maths across each year group delivered by maths lead.(Jan) External moderation (consultancy/maths hub) of Y2 and Y6 maths (March). Data milestones are in line with predictions.	Maths focus lesson visits evidence the consistent ongoing implementation of LTP/MTP for White Rose mixed-age planning. Moderation shows evidence of challenge and mastery, including greater evidence of children meeting the requirements for GDS. Full audit of maths resources prior to budget setting (31st May) FS, key stage 1 and 2 maths outcomes are at least in line with National. Times table check outcomes for Y4 (85%) or at least in line with National. Subject lead evaluation and impact report to governors (July 2024).	
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<u>Priority 2:</u> To further refine the school's curriculum so that all non-core subjects are coherently planned and sequenced, ensuring a knowledge rich curriculum.			<u>Named Governors Responsible:</u>		
<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Expected Impact</u>	<u>Monitoring Who and How?</u>	<u>Evaluation evidence</u>
2.1 Leaders to ensure that all non-core subjects have a knowledge rich curriculum in place.					
a) Increase frequency and monitoring of Science and all non-core subjects.	Additional subject leader release time (in addition to expectations in line with subject lead JD) half termly until Christmas for observations and learning walks for Science and each non-core subject. Teacher Cover £1280 already planned into budget	By December 2023	All pupils are making progress across all subjects- they know more, remember more and can do more. Implementation of the school's curriculum is consistent across the whole school. Pupils learn consistently well across all subjects. Systematic subject monitoring is embedded.	Head Teacher and DHT to ensure that the monitoring and evaluation schedule and release timetable is adhered to. Monthly SLT and Phase Lead meetings to have non-core subject discussion as an agenda item.	Pupil Voice Lesson observations Pre and post assessment comparisons
b) Ensure there are clearly defined roles and responsibilities and accountability measures in place for all middle leaders. *This forms part of ongoing performance management, however some subject leads are new to the role this year.	Training outcomes identified in performance management discussions.	Performance management meetings by 31st October 2023. Ongoing cycle and appraisal over the school year.	All leaders know what they are responsible for and accountable to. Roles and responsibilities are clearly defined. School evaluation by all leaders is analytical and contains clear next steps. All leaders have shared and accurate picture of where the school is, and of the next steps to drive improvement.	Head Teacher and Phase Leads Work scrutiny, ongoing assessment, lesson observations.	Evidence from Locality Lead monitoring visits. Governors will monitor the effectiveness through visit reports linked to their areas of responsibility.
c) Non-Core Subject Leaders will receive coaching and mentoring support in order to drive	Coaching and mentoring support from HT and/or where relevant Teaching school hub,	Development ongoing as part of the SDP cycle. See milestones	Leaders are held accountable for their action plans and support the HT in making the progress needed across school in line	Subject leaders will present an action and impact report for their subject	

improvements for their area of responsibility.	Peer review champions, subject lead forums.. CPD identified through the Performance management cycle. £1500 put into the training budget. Staff development time. Attendance at local forums through TSA. Engagement with teaching school hubs for their subject		with school development priorities. Deep dives in subjects will evidence that children know more, understand more and can do more alongside staff's articulation of the progression in knowledge and skills across subjects. Subject leaders know and understand and can confidently articulate the progression in skills and knowledge for their subject from EYFS through to Y6, including how these are assessed.	areas by the end of half term 1. Monitored by the HT/DHT. 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. Leaders of Science and non-core subjects. will present an action and impact report to governors at the end of the academic year (July 2024).	
d) Ensure that pre and post tasks are in place for all non-core subjects to further strengthen assessment.	Subject leader action planning time. Phase leader meeting time Staff development meeting time	Ongoing	Pupils' attainment and progress is tracked consistently across all subjects. Assessments are used by teachers to plan for strengths/gaps and to share accurate information about the cohort. Subject leaders can talk confidently about the standards across school for their subject from the triangulation of evidence from a variety of activities including the analysis of assessment.	This target will continue to form part of all subject leader action plans and will be checked and monitored accordingly in their allocated time and/or drop ins, book looks and discussions with colleagues. Phase Leaders to monitor this as an agenda item each half term.	

Milestones Priority 2				
Area	By end of December 2023	By end of April 2024	By end of July 2024	Notes
Leadership, policy and expectations, curriculum and assessment	Robust performance management appraisals for all teachers are carried out by the 31st October 2023. Targets identify key priorities linked to SDP, training needs and where appropriate, leadership opportunities are planned for. Cornerstones training for ECTs by September 2023. Head Teacher performance management to be carried out by external consultants and identified school governors. 04.10.23 Annual monitoring and evaluation schedule is in line with SDP priorities and shared with all staff and governors. Non-core subject leadership release time for monitoring timetabled for the Autumn Term. Science and non-core subject action plan to SLT and shared with all staff by w/c 2.10.23. See individual action plans for smaller step targets. EYFS action plan to be shared with SLT following Baseline assessments. ECT focussed development time to explore the teaching of thematic studies- are activities differentiated for and accessible for all learners at all levels and can teachers clearly articulate the knowledge and skills being taught and the progression of these? Subject leaders, including those new to the role, to ensure that curriculum drivers for their subjects are clearly articulated to all stakeholders. Ongoing- some but not all	Ongoing staff Development time, including ECT focussed development time to explore the teaching of thematic studies- are activities differentiated for and accessible for all learners at all levels and can teachers clearly articulate the knowledge and skills being taught and the progression of these? Governor monitoring visit of PSHE/SRE and Art completed. All subject leaders have attended relevant DfE accredited Hub meetings for their subject areas for Autumn and Spring term. SLT and subject leaders to consider and review the impact of sequential learning, cultural capital and further personalisation of the Curriculum Year B. Mid-term appraisal review meetings review teachers and leaders targets and CPD linked to teaching and learning, school development priorities and leadership opportunities. Non-core subject leadership release time for monitoring timetabled for the Spring and Summer Terms.	Governor monitoring visits of Humanities and R.E completed. Assessment in place for all aspects of the curriculum with all subject leaders able to articulate progress and attainment for their subjects. The impact of quality first teaching is evident in all subjects across the curriculum. Learners acquire the knowledge and skills across the curriculum to achieve well- pupils demonstrate they know more and learn more and an increased % at expected standard or better evidence of this. Subject leaders for Science and non- core subjects to have informed and evaluated action/implementation plans in order to evaluate impact and formulate new targets for the forthcoming academic year. Non-core subject leaders are instrumental in contributing to school evaluation and evaluate themselves and their action plans against relevant criteria, including the Inspection framework criteria.	

<u>Priority 3:</u> The ongoing identification of attendance challenges. Continuing to implement robust monitoring systems in order to identify and provide necessary support whether it be academic, emotional or logistical, to help families to overcome these barriers.			<u>Named Governors Responsible:</u>		
<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Expected Impact</u>	<u>Monitoring Who and How?</u>	<u>Evaluation evidence</u>
3.1 Continue to improve attendance so that all groups of pupils have access to a daily education; improving academic, emotional and personal and social success.					
a) Attendance champion to lead on the monitoring of attendance.	DHT to complete LA attendance training.	Ongoing	To reduce the number of persistent absentees and to ensure that disadvantaged pupils are not disproportionately represented within this group. School aim for persistent absenteeism is moving to be in line with national averages, especially for disadvantaged pupils and vulnerable pupil groups (2023-24) Parents and carers of identified vulnerable children will have a greater understanding in relation to the importance of continued attendance. Relationships between home and school are strengthened by the introduction of a Family Support Worker.	SLT to monitor impact through regular data analysis (6-weekly),, pupil and parent/carer voice Attendance panel meetings for identified families and paperwork evidence.	LA continued attendance monitoring termly. LL monitoring visit November 2023.
b) Appointment of a Family Support worker.	Utilisation of grant funding to support this. See May 2023 scenario planning and MTFP 2023-24.	2023-August 2025		Deputy Head Teacher line manager for FSW.	
c) Regular attendance updates through the school newsletter.	Admin to generate and input into a monthly newsletter.	From October 2023		Continued monitoring of attendance, use of EWO, direct support with families from SENDCo and Pastoral team shows improved attendance for vulnerable groups from 90%-95%.	

				Whole school attendance to be at least 96% and/or above the national average.	
<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Expected Impact</u>	<u>Monitoring Who and How?</u>	<u>Evaluation evidence</u>
3.2 To develop practice and policy to reflect a trauma responsive education, evidence based with consideration to adverse childhood experiences and other relational trauma.					
a) HT and EYFS lead to attend Touch Base Trauma Responsive Education Training.	HT and EYFS Lead time (7 days each) Access to training resources. Cost of training resources £1,175 per person (this funding has been secured through the virtual school LAC funding).	7 days training over the academic year 2023-24. Day 1- 28.09.23 Day 2- 03.11.23 Day 3- 12.01.23 Day 4- 02.02.24 Day 5-01.03.24 Day 6-26.04.23	The training will cover: -The significance of establishing safety. -The theory of practice and attunement. -Respecting biology through the use of polyvagal theory -Exploring the neurosequential model of support. -Introduce leaders to Dyadic Developmental Psychotherapy informed practice -Stage and state dependent differentiated teaching and discipline	Ongoing monitoring provided as part of the training costs.	The creation of an attachment aware and trauma responsive Relationships policy approved by training providers and completed for implementation September 2024.

Priority 3 Milestones				
	By end of December 2023	By end of April 2024	By end of July 2024	Notes
Behaviour and attitudes	IEPs reviewed and shared with parents and SLT. IEPs to include attendance data.	IEPs reviewed and shared with parents and SLT. IEPs to include attendance data. February 2024	IEPs reviewed and shared with parents and SLT. IEPs to include attendance data.	
Attendance and supporting	Attendance policy shared with families via email for the start of this academic year.	EW to add further milestone actions following attendance training October 2023.	Continued monitoring of attendance, use of FSW, direct support with families from SENDCo and	

vulnerable groups.	Continued monitoring of attendance, use of FSW, direct support with families from SENDCo and Pastoral team shows improved attendance for vulnerable groups to 92% PP93%, FSM 92.7%, SEND 92% EAL still at 90% Attendance for all other groups to be at least 94% at this point Attendance data shared in monthly newsletters. FSW to offer drop ins for families where attendance is related to parental anxiety- building relationships between home and school. SENDCo/DHT to utilise the capacity of FSW to support initiating additional EHA for families where attendance is the dominant factor affecting EHWP for the child. HT and EYFS Lead will have attended days 1-3 of Touch base training to support in the redevelopment of the school's behaviour and relationship policy	Continued monitoring of attendance, use of FSW, direct support with families from SENDCo and Pastoral team shows improved attendance for vulnerable groups to 93% Attendance for all other groups to be at least 94% at this point 93.5% fluctuating due to illness. A draft version of parts 1-3 of Behaviour and Relationships policy to be completed. Parts 1 and 2 have been started in draft with SA and GP. Days 4 and 5 of Touch base training to support in the redevelopment of the school's behaviour and relationship policy.	Pastoral team shows improved attendance for vulnerable groups to 94% Attendance for all other groups to be at least 94% at this point 96% Days 6 and 7 of Touch base training to support in the redevelopment of the school's behaviour and relationship policy. A draft version of parts 4-6 of Behaviour and Relationships policy to be completed and presented in session 7 of Touch base training. An implementation plan is completed to consider timeframe and training requirements for roll out of the new policy. It is estimated 12-18 months before the policy is fully embedded and formally launched.	
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Subject	Lead
EYFS	Gemma Pyatt
English	Tracy Leverton
Mathematics	Deanna Weavers and Rhea Williams
Phonics	Caroline Speed
Art	Zoe Cunningham
Music	Rhea Williams
Computing	John Marritt
Science	
R.E.	Kelly Pawson
History	Tracy Leverton
Geography	
SRE/PSHE	Hannah Reynolds (KP whilst HR on maternity)
D.T.	Tracey Regler
French	Lynda Cooper

Flowchart: governors' role in school improvement through the year

