

Broadwindsor CE VC Primary School Improvement Plan: School Context 2020 - 2021

There have been a number of changes to teaching staff and leadership team since previous inspection: new HT (Sept18) new EYFS teacher (Jan19) and new Y5/6 teacher (Sept 19). These changes have built more capacity at senior and middle leadership level to drive forward improvement. Staff team, who are skilled and experienced, are very much committed to improving teacher pedagogy and currently building an inspiring curriculum to prepare our learners for the next stage of learning and beyond.

Number on Roll- 100. 4 classes (EYFS, Years 1 and 2, Years 3 and 4, Year 5 and 6)

Pupils come from a range of different pre-school settings

12 SEN pupils, with 4 of these having EHCPs

12 Pupil Premium Pupils (increase of PP children from beginning of 2019-2020)

The school community benefits from active village involvement and supportive parent community. This continues to grow and flourish. A recent example of this is our school's Eco group establishing links with a similar group within the village.

The school takes an active role in the local group of schools (West Dorset Collaboration). The Headteacher jointly lead the partnership's maths collaboration action plan to improve outcomes in West Dorset in 19/20 and this year is leading effective teaching and learning strategies under Covid-19 restrictions ; a key priority for 2019-2020 was on improving the impact of middle leadership on raising achievement in 2019-2020.

Much work has taken place to improve governing body. Governors now have clear roles and are actively involved in monitoring the impact of SIP.

There have been a number of changes to governing body personnel in over last two years and there is now a clear succession plan for Chair in place.

Current Ofsted grade	Good January 2018 SIAMS Church Inspection May 2019: Good
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Headteacher	Mr Phil Smith
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Chair of Governors	Mr David Chumley
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School Improvement Plan: Summary of Objectives

Quality of Education

Summary of current school self-evaluation:

Our strengths;

- Curriculum provision has improved: White Rose Maths; Read, Write inc, CLPE writing. In addition to this, considerable time has been taken to empower and enable pupils to take ownership of their learning (particularly in core subjects). As part of the school's assessment policy children are encouraged to review and reflect on their own and others' learning and are given explicit strategies to improve their skills, knowledge and understanding (Post-it note targets and purple polishing are examples). Lesson observations show that all children are engaged, challenged and confident. They understand that making mistakes is an important part of their learning (impact of maths CPD)
- The teaching of reading has improved across the school. In EYFS teaching is outstanding resulting in good rates of progress in children in all of abilities, 12/15 pupils were predicted to achieve GLD (2/15 would have been exceeding in all areas, 4/15 exceeding in reading and 2/15 in writing). This has had a significant impact on pedagogy and practice across the school. For example, in KS2 the children continue their reading journey developing reader's talk and comprehension using accelerated reader and Power of Reading resources as a result 11/14 KS2 reading (3 at greater depth).
- In KS1 teaching and learning continues to improve with all children on track (prior to school closure due to Covid-19), to achieve the required standard in phonics screen test in Year 1 in Summer 2020. Likewise 12/13 pupils in reading, writing 10/13 and maths 11/13 were on track to be expected in Summer 2020.
- The focus on improving staff subject knowledge has paid dividends in raising children's achievement across all key stages. Staff have undertaken CPD to improve teaching and assessment of mathematics. This included using CPA approach consistently across the school and using pre-teaching to support with no children falling behind, as a result teacher assessment 2020 at Key stage 2 predicted 13 out of 14 at EXE+ and 3 out of 14 at greater depth. Lesson observations in mathematics show that teachers are gauging where children are at and asking the right questions and giving challenging feedback to help make rapid progress within the lessons.
- Pupils with SEND are well supported. Provision for pupils of all abilities has improved due to the focus on strengthening quality teaching with extended focused discussions around pedagogy. Leaders' commitment to ensuring that every teacher is a teacher of SEND is visible in all lessons through personalisation of learning where appropriate.
- The School has been working hard on developing an exciting new curriculum and has produced a new long-term plan (July 2020). Training needs have identified for leaders to improve curriculum knowledge and pedagogy in core and foundation subjects.

- Leaders' response to Covid 19 pandemic has been successful. Home learning was well-matched and replicated the experiences of those pupils who were educated in school (e.g. White Rose, Read, Write Inc). Parent feedback supports this.

Areas of Development;

- Ensuring that the learning needs of children as they return to school are met through a Recovery Curriculum.
- Improve pupils' achievement in writing especially at Key Stage 2 (Teacher assessment predictions show that 9 out of 14 were predicted to be EXE+ with 2 out of 14 to be at greater depth0.
- Improve teacher feedback (AFL) and further develop assessment and feedback policy to reflect this
- Continue to establish a broad and ambitious curriculum (planning for progression in foundation subjects; assessment framework for foundation subjects)

Ref:	What is the objective?	Why was this objective chosen?
1.1	Ensure the learning needs of the children are assessed as they return to school (recovery curriculum)	Whilst provision was personalised and challenging and teachers made every effort to monitor all children's progress, it is recognised that there needs a clear approach to gauge where children are in their learning and progress to plan future learning.
1.2	Improve pupils' achievement in writing across the school	Whilst pupils are inspired to write for different purposes and audiences, outcomes for writing at KS2 are still below national benchmarks. Work scrutiny demonstrates that many pupils of all abilities are making spelling and grammar errors.....
1.3	Strengthen the use of teacher feedback to enable pupils to improve in all aspects of their learning.	Staff have made strides in using assessment to check understanding and plan teaching. Further work needs to be undertaken to ensure that all pupils are clear about their next steps so they know precisely how they are going to meet their targets. School will look to develop feedback approaches which rely less on teacher marking whilst supporting personalised feedback.
1.4	Continue to establish a broad and ambitious curriculum	Staff have focused on improving core subject curriculum which brings purposeful links to other curriculum areas, a new long term curriculum plan has been mapped out. Middle leaders have attended curriculum development training in 2019-20 in humanities subjects with whole-school skills and knowledge document being developed.

Planned Actions

Ref.	Objective	Planned actions	Staff lead	Monitoring	Impact
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Quality of Education						
1.1	Ensure the learning	Staff meeting to agree strategies and deadlines: Eg activities to generate rich	HT Teachers	Who?	HT with support of Subject leaders	
				When?	INSET Day and Staff meeting 9 th September	
				What?	Consistent activities are completed across the school	

needs of the children are assessed as they return to school (recovery curriculum)	evidence of learning (writing task; reading task; maths etc) Agree best practice to close gaps (e.g. use of TA support; home learning; in-school interventions; guided work)		How?	Teachers report back progress at PDMS of activities they have planned (PDM minutes). Progress meeting spreadsheet shows impact of progress.	
	Provide tasks to ensure the teachers review current abilities of pupils and plan group and individualised plans (interventions)	HT Teachers	Who?	HT with support of Subject leaders (JM- Link Governor)	
			When?	W/B 9 th September onwards	
			What?	Tasks are completed and results show teaching next steps. Staff complete Pupil concerns and actions proforma.	
			How?	Scrutiny of PP Spreadsheet and Read Write INC Spreadheets. Pupil Progress meetings (start of October). Report back at Governors meetings (Nov 20)and Jan 21	
	Enable children to build on skills and experiences undertaken at home (kinaesthetic learning) Use this to strengthen approaches to teaching and assessment	Teachers	Who?	HT with support of Class teachers (JM – Link Governor)	Gaps closed
			When?	W/b 7 th September onwards	
			What?	'Here we are' CLPE unit completed and Return to School PHSE Programmes are completed	
			How?	Staff feedback and examination of learning by Subject leader provides feedback to HT/Govs. Report back at Nov 20 meeting	
	Half-termly Pupil Progress meetings to review effectiveness of Recovery curriculum using evidence gained from Read Write IC, AR and White Rose etc and ensuring children catch –up rapidly where needed	HT Teachers	Who?	HT and Class teachers (JM – Link Governor)	
			When?	Progress meetings in October and December	
			What?	Review actions and impact from Pupil concerns and actions proforma at progress meetings. Read Write INC each half-term	
How?			Progress meetings HT reports back to Governors at Nov 20 and Jan21		

1.2	Improve pupils' achievement in writing across the school	Map out second year of English long-term plans (two year rolling programme) using quality texts to inspire pupils to write across a range of genres and across subjects based on CLPE resources.	English Lead	Who?	English Lead with support of class teachers – English Link Governor JM	
				When?	September 2020 and termly onwards (Gov monitoring – Nov 21)	
				What?	English plans are published and meet the national curriculum requirements and Curriculum Intent	
				How?	Copies are given to link Governor and discussion between SL and Link Governor (Gov monitoring – Nov 21)	
	Provide regular CPD and support to develop medium planning sequences based on quality texts which generate frequent writing practise each week.	English Lead	Who?	English Lead with support of class teachers (JM- Link Governor)		
			When?	October onwards (Initial Gov Monitoring Nov 21)		
			What?	Monitoring of writing samples and discussion each half-term at PDM with staff		
			How?	SL to lead monitoring and impact. Link Governor to discuss this with Link		

					Governor (Nov 21)	
		Develop whole school spelling approach which builds on Read Write Inc phonics approach used in EY and Y1	English Lead	Who?	English Lead with support of class teachers (JM- Link Governor)	
				When?	November 2020 onwards (Regular discussion in PDMS)	
				What?	Whole- School Spelling approach established and impact begins to measured	
				How?	Analysis of work samples and pupil voice. Progress reported in Subject leader reports to governors. If appropriate governors be involved in pupil interviews (dependant on covid-19 restrictions).	
		Continue to use regular moderation opportunities both within staff meetings and collaboration/county events to secure consistent and accurate judgements and monitor writing progress.	English Lead	Who?	SL with support of class teachers (JM- Link Governor)	
				When?	Termly starting November 2020	
				What?	Staff complete half-termly writing assessments against assessment criteria (initially Oct 20). Writing samples are moderated at PDMs	
				How?	Progress reported to link Governor -Jan 21, April 21	
1.3	Strengthen the use of teacher feedback to enable pupils to improve in all aspects of their learning.	Review assessment policy and revised approaches which require less written feedback are introduced.	HT Subject Leaders	Who?	HT with support of Subject leaders. Link governors to specific subjects (Maths -&English -JM)	
				When?	Begin discussions in PDMs – Key meetings November onwards	
				What?	Policy written and ready by January 2021	
				How?	Policy	
		Ensure resources required to deliver approach such as visualizers, other ICT equipment are in place. Support is given to use approaches effectively.	IT Teacher Subject Leaders	Who?	IT teacher with support of Subject Leaders	
				When?	Ongoing beginning in September 2020 and continuing once policy is in place (January onwards)	
				What?	Equipment is used and supports effective feedback in line with policy	
				How?	HT observations (if possible), Pupil Voice	
		Staff give regular feedback against reviewed policy which allows pupils respond using polishing pens showing they are clear about their next steps and as a result make good progress	HT Subject Leaders	Who?	HT with support of Subject Leaders (predominantly Maths and English)	
				When?	Trialling practices during autumn term and continuing once policy is in place (January onwards)	
				What?	Feedback leads to improvements in writing and children indicate they know how to improve their writing /learning and in other subjects	
				How?	HT observations (if possible), Pupil Voice and writing samples evidence effective feedback. Link Governor involved in this scrutiny (March 21).	
1.4	Continue to establish a broad and ambitious curriculum	Continue to develop long term plan in detail (second year of two rolling programme, including greater links with core subjects (on- going throughout year).	Subject Leaders	Who?	Subject Leaders (Link Gov – TF Humanities and JN Science)	
				When?	Begin work on this during INSET day 3 rd September, INSET day 23 rd October and further INSET days in January and June	
				What?	Long term plan is in place and learning evidence from pupils etc shows it is being followed	
				How?	SL monitoring and reports to governors.	
		Subject Action plans are written with a focus on curriculum development and assessment for learning strategies.	Subject Leaders	Who?	Subject Leader (Link Gov – TF Humanities and JN Science)	
				When?	Staff given time on PDM 14 th October and INSET day 23 rd October. Monitoring November 2020 (Discussion with Link Governor)	
				What?	Action plan written focusing on curriculum development and AFL strategies	
				How?	Action plan discussion with link governor - Tracey –Humanities and Jo Science	
		Knowledge and skills document in	Subject	Who?	Humanities and Science Subject Leader	

	Humanities and Science is established. Staff are supported in delivery.	Leader	When?	INSET Day 23 rd October/ January 21	
			What?	Knowledge and Skills progression document is established	
			How?	Document available for governors	
	Pedagogy and practice are appropriately matched in Science and humanities subjects	Subject LeadersHT/Link Governor	Who?	Subject Leader monitoring	
			When?	Spring 2 onwards (Humanities and Science)	
			What?	Analysis of work samples, pupil voice and observation if Covid-19 risk assessment allows this	
			How?	Progress meeting between SL and Link Governor (March 21) and final report to governors in June 2021	

Behaviour and Attitudes

Summary of current school self-evaluation:

Our Strengths;

- Our children demonstrate positive attitudes to learning. They are confident, engaged and happy. We know this because through classroom observations and pupils interviews. SEP visit NOV19 reports, "The behaviour of pupils is exemplary. During visits to classrooms, pupils were observed listening carefully, helping each other and working independently and resiliently; they were fully engaged and enjoying their learning (and very keen to talk about what they were learning and how well they were doing)."
- Whilst Covid has had an impact on 'normal' strategies to ensure all pupils' attendance at school, there continues a strong commitment to knowing where all pupils are and that they are engaged in education.
- There is an effective anti-bullying policy in place. Pupils show how high levels of respect for other children and adults alike. Pupil Voice verifies this that pupils know who to speak to if upset -91% agree (Oct 20) Pupils actively engage in making learning and wider school environment a happy, positive and safe place to be (85% of pupils agree that they are safe and cared for at school).
- The implementation of Growth Mindset strategies has had a positive impact on pupils' attitudes to learning. They are willing to take risks, engage with challenging tasks and learn from their mistakes.

Our Areas for Development;

- 2.1 Ensure smooth transition children back to the school routines and re-establish expectations of behaviour with all staff being confident in the approach the school undertakes to promote positive learning environment.
- 2.2 Develop pupils on-line learning behaviours – persistence and resilience
- 2.3 Continue to improve attendance and punctuality of all pupils

Ref:	What is the objective?	Why was this objective chosen?
2.1	Ensure smooth transition children back to the school routines and re-	Effective Behaviour policy and approach embedded in school as a result children demonstrate good behaviour and are well engaged in their learning. From talking to parents during Covid-19 a number of

	establish expectations of behaviour with all staff being confident in the approach the school undertakes to promote positive learning environment.	pupils have struggled with emotions and behaviour during school closure. The vast majority of pupils have not been in school since March and may require support with behaviour and their emotional help. With school feeling different too it is important that routines and clear expectations are established quickly along with regular opportunities to explore their feelings to ensure positive learning environment is re-established.
2.2	Develop pupil's online learning behaviour –persistence and resilience.	Pupils receive regular computing lessons with ICT specialist which include a programme of online safety lessons. The school is updating E-Safety policy this September and its approach in light of safeguarding audit 19/20. Furthermore, parental information from Covid-19 shows that some pupils need to develop more resilience and motivation when being involved in online learning at home. ICT training of staff and pupils will support learning community if further local lockdowns are required in 20/21.
2.3	Continue to improve attendance and punctuality of all pupils	The school is determined to lead high expectations across the whole community in this area and is working hard to reassure parents around safety during Covid-19. School has had good success in supporting vulnerable pupils regularly (Attendance Data 18/19 for FSM and SEND pupils compares well against county/national figures). Staff know families well. They aware of a small group of parents of persistent absentees who are hard to reach and continue to work with the local attendance team, and school's designated LA officer, to intervene early and remediate issues.

Ref	Objectives	Planned Actions	Staff Lead		Monitoring	Impact
2.1	Ensure smooth transition children back to the school routines and re-establish expectations of behaviour with all staff being confident in the approach the school undertakes to promote positive learning environment.	Agree with school staff approaches and provide opportunities to re-build relationships.	HT Teachers	Who?	HT with support of class teachers/ELSA	Pupil questionnaire
				When?	September Inset agreed and then put into place	
				What?	PHSE programme, Learning opportunities within other subjects, ELSA sessions	
				How?	Pupil questionnaire at end of Autumn 1 shows that pupils are happy and safe.	
		Encourage children to talk about their experiences and feelings. Identify pupils that will require further more specialist support	Teachers	Who?	Teachers	91% pupils agree that they know who to talk to if they are worried or upset (Pupil Questionnaire Oct20))
				When?	Autumn 1 onwards	
				What?	PHSE programme, circle time and class based discussions, ELSA sessions	
				How?	Pupil questionnaire at end of Autumn 1 shows that pupils feel they have people to talk if they problems. ELSA/Concerns spreadsheet records show pupils are accessing support. Results shared with Govs	
		Enable children to be explicit with their learning language through growth mindset strategies. Empower pupils to use approaches with independent and home learning.	Teachers	Who?	Teachers	
				When?	Autumn 2	
				What?	CW programme and Discussions by CTs – Purple learning approach	
				How?	Pupil interviews show pupils using the purple learning language in their discussions with teachers and leaders.	
Identify pupils that require further more special support and give necessary support	SENCO/HT	Who?	SENCO with support of HT			
		When?	Autumn 1 onwards			
		What?	Concerns and actions proforma Spreadsheet			
		How?	Scrutiny of proforma shows positive impact of pupils receiving support.			
2.2	Develop pupil's online learning	Review Online Safety policy and approaches to online	ICT Leader /HT	Who?	HT with support of DH (ICT Leader)	
				When?	Inset Day and Staff meeting 23 rd September	
				What?	Policies these areas are written and understood by the learning community	

	behaviour	learning. Develop whole school strategies for online/remote learning.		How?	Policy review at Governor meeting (E-safety Sep 20 and Remote learning Policy – Nov21)		
		Provide training for staff and pupils on using online platforms such as Teams, one drive to support readiness for future home online home learning.	ICT Leader	Who?	ICT Teacher (DH)		
				When?	Inset Day and Staff meeting 23 rd September. Ongoing support for teachers after this.		
				What?	Staff and pupils are confident with these approaches. Pupils act safely Online		
				How?	Pupil voice monitoring in Dec 21 shows pupils are confident with the new remote learning approaches.		
		Provide opportunities through regular teaching and visitors such as Safer Communities team to develop their online safety behaviour.	PHSE ICT Leader	Who?	PHSE leader and ICT Teacher		
				When?	September onwards (Monitoring Spring and Summer terms)		
				What?	ICT /PHSE Lessons as detailed in Coram Education support pupils develop a good understanding of online safety. Visitors further develop this,		
How?	Pupil Voice monitoring Mar 21 and scrutiny of online incidents						
2.3	Continue to improve attendance and punctuality of all pupils	Attendance and other associated policies such as CME are reviewed in line with Governor Plan	HT	Who?	HT and Governors (Gov Monitoring - LC Safeguarding Governor)	Lucie	
				When?	Policy review as indicated in Governor Plan		
				What?	Policies reviewed are fit for purpose and are effective		
				How?	Governors review policies and Safeguarding Gov monitors impact at termly Safeguarding meetings with HT		
		Class teachers and HT support pupils support pupils and families to attend as often as they can. Ensure more complex difficulties are referred appropriately to Early Help.	HT Teachers	Who?	HT and Class teachers (Gov Monitoring - LC Safeguarding Governor)		
				When?	September 2020 onwards		
	What?			Attendance of identified pupils and groups improves			
	Attendance analysis identifies pupils that require support and monitors that vulnerable groups attendance remains high.	HT	Who?	HT (Gov Monitoring - LC Safeguarding Governor)			
			When?	October 2020 onwards and each half-term			
			What?	Analysis and subsequent support leads to improvements in attendance			
			How?	Monitoring at Gov safeguarding meetings each term and reports at FGB			

Personal Development

Summary of current school self-evaluation:

Our Strengths;

- **SMSC, Christian Values and church distinctiveness of our school**
- **Inclusive learning environment**
- **High Quality pastoral approach**
- **Pupil voice systems inform school direction e.g. Eco and Environment issues**
- **Wider curriculum: musical and performing opportunities, sporting opportunities for all including those with SEND**

Our Areas for Development;

- Well-being and resilience of whole learning community especially in light of current Covid-19 pandemic.
- Deepening children's understanding of diversity and preparation for modern life

Ref:	What is the objective?	Why was this objective chosen?
3.1	Ensuring well-being and resilience of learning community including staff and pupils	School has worked hard on developing approaches to well-being and develop happy and safe learning in school. This has been recognised by school leaders and externally by our SEP and local advisor on their visits. The on-going Covid -19 situation and the challenges to social, emotional health it presents needs the school to support pupils and staff well-being more than ever.
3.2	Deepen children's understanding of diversity and preparations for modern life.	School community recognises that we are all part of the wider British community and there is a need to expand on the knowledge and understanding of developments over time over Britain and its context in the wider world. This was also identified as an action point in our SIAMS inspection in May 2019.
3.3		

Personal Development

Ref	Objectives	Planned Actions	Staff Lead	Monitoring	Impact	
3.1	Ensuring well-being and resilience of learning community including staff and pupils	A) Agree and use effective strategies to support school community to promote well-being and help recognise pupils that require further support such as 'high five' Back to School , PHSE	HT Class teachers	Who?	Class teachers with HT (PHSE Lead). Support from ELSA for Pupils	
				When?	INSET Days 3rd/4 th and on-going discussion regularly at PDMS. Pupil Voice (October 2020)	
				What?	Strategies are in place which positively support children returning school	
				How?	Pupil Voice shows pupils are feeling happy and safe on return to school.	
		B) Establish system on One Drive to record concerns and actions around children's well-being and mental health. Continue to use this over the academic year and monitor impact.	HT Class teachers	Who?	Class teachers with HT (PHSE Lead). Support from ELSA	
				When?	Spreadsheet established at September PDMS and continued	
				What?	Impact of Spreadsheet actions regularly monitored at half-termly progress meetings	
				How?	HT/SENCO report to Governors	
		C) Deploy ELSA and other interventions to those which require more support beyond universal approaches used within classrooms.	ELSA	Who?	Class teachers with HT (PHSE Lead). SENCO leads on ELSA support	
				When?	From September onwards	
				What?	ELSA interventions support pupils' well-being and positively impact referred pupils	
				How?	CT referrals triaged by SENCO . SENCO reports to Gobs on this	
		Re-establish regular, weekly PHSE sessions using Coram Education programme to deliver PHSE and new RSE programmes.		Who?	Class teachers led by PHSE Lead (HT)	
				When?	From September onwards	
				What?	PHSE programme assessment records and pupil voice shows children's development in relationship meets expectations of programme	
				How?	Termly scrutiny by PHSE Lead reporting to Governors	
	Staff well-being approaches support staff appropriately	HT	Who?	HT Staff (Governor Monitoring staff linked with specific governor for check in) ED Psych to explore supervision opportunities.		
			When?	Monitoring Dec20, Mar 21 and June21		

				What?	Staff well-being approaches support staff appropriately		
				How?	Gov Discussion with staff each term (Dec 20, Mar 21 and June21)		
3.2	Deepen children's understanding of diversity and preparations for modern life.	Review Curriculum plan and materials used to be taught e.g. Texts in English programme to ensure this reflects diversity in modern Britain. Use checklist		Who?	RE Leader with support of other subject leaders and class teachers		
				When?	Termly review of plan beginning Dec 2020 and onwards		
				What?	Review of plans is reported to governors		
				How?	Report to Governors		
	British values display established in school with interactive questions promoting values and collective worship in spring term promotes positive role models reflecting Britain diversity				Who?	HT with support of class teachers (Gov monitoring -JN)	
					When?	Display established January 2021	
					What?	Display prominently displayed in school and PowerPoint so that each class can view this if still in class bubbles by this time. Summer term	
					How?	Pupil Voice and CW evaluation shows impact and included in Governor report. Foundation Governors supports evaluation and monitoring process.	
	Programmes developed and resources across the curriculum reflect Modern Britain's diversity and promotes pupils' preparations to be active, inclusive citizens				Who?	RE Leader/HT with support of all other subject leaders (Gov monitoring –JN)	
					When?	November onwards	
					What?	Pupil Values group and other whole school screening of pupils demonstrates pupils have a growing awareness of Britain's diversity and multiculturalism. Pupil Values group (termly) and Pupil questionnaires in June 2021	
					How?	Pupil Voice (Values group and questionnaires monitoring informs reporting to Governors	

Leadership and Management

Summary of current school self-evaluation:

Our Strengths;

- Senior Leadership team lead with clarity of vision and strategic direction, focused on improving achievement of pupils of all abilities and backgrounds
- Strong and supportive governing body with a good understanding of their roles and responsibilities; their skill and confidence in leading monitoring and evaluation has improved considerably
- Robust safeguarding systems are in place and governor monitoring is effective and regular which ensures that all pupils are safe
- Middle leaders committed to improving teacher pedagogy to improve pupil outcomes and to build an inspiring curriculum to prepare our learners for the next stage of learning and beyond.
- Experienced and effective SENCO leads a clear, overarching SEND approach across the school which is focused on improving quality first teaching for all. More specialist programmes have been established which has improved outcomes for pupils with SEND.

Our Areas for Development;

- Continue to secure impact of middle leaders on improving the quality of education; ensuring that strategic plans are closely aligned to areas for improvement and strategies for monitoring and evaluation are understood, timely and consistent leading to raise pupil achievement.

- **Continue to lead the development of an inspiring, challenging curriculum mode; ensuring that teaching and assessment of foundation subjects is effective.**
- Continue to improve the effectiveness of the Governing Body to ensure that they are equipped to hold leaders to account (eg Covid recovery plans; disadvantaged; SEND; curriculum)
- **Ensure that clear plans are in place to prepare new leaders (governors and school staff) to undertake their new roles effectively; securing continuity and maintaining current improvement trajectory**

Ref:	What is the objective?	Why was this objective chosen?
4.1	Continue to secure impact of middle leaders on improving the quality of education	SDP 19/20 improved the effectiveness of middle leadership. This was recognised by school improvement partners, especially improvements in maths and English leadership. It is acknowledged that this will need to be further developed in 20/21. Due to Covid-19 temporarily delaying progress, ensuring clear and effective leadership of all areas remains a key priority. It is recognised that the work started to strengthen leadership in science, geography and history needs to get back on track.
4.2	Continue to lead the development of an inspiring, challenging curriculum with a focus on improving teaching and assessment of foundation subjects.	SDP 19/20 prioritised curriculum development in English and maths as outcomes in these areas need to improve especially at KS2. Significant progress has been made in this area and as a result pupils' achievement in maths and reading have improved (see KS2 teacher assessments). Humanities leader attended training last year and has begun work in developing skills and knowledge progression and will lead development of this curriculum area in 20/21. Science Leader will complete audit subject and develop curriculum plan.
4.3	Continue to improve the effectiveness of the Governing Body to ensure that they are equipped to hold leaders to account (eg. Covid recovery plans; disadvantaged; SEND; curriculum)	The Governing body has benefited from training and support from LA in strengthening their effectiveness and as a result the governing body has a good understanding of their roles and responsibilities; their skill and confidence in leading monitoring and evaluation has improved considerably. In 19/20 closer working with subject leaders enabled governors to monitor the effectiveness of the school improvement plans. This was disrupted due to Covid-19 justify as this was becoming more established and governors were more confident at holding leaders to account. In 20/21 these responsibilities will need further defining and be maintained in the challenging Covid-19 environment along with succession plans taking place e.g. vice chair shadowing chair in final year of office.
4.4	Plan for new leaders (governors and school staff) taking on new roles to ensure school sustains effective, sustained school improvement.	Governing body is currently looking to fill some vacancies to the board and those elected will need support in their roles. Chair of governors now in second year and will be stepping down in in June 2021. A successor has been identified and during this year will work closely with chair and receive necessary support. Furthermore a new Clerk to Governing body has been appointed and will require training and support. Important school leader roles such as SENCO require succession planning, senior leaders have identified a successor and shadowing and training will begin in autumn2020.

Leadership and Management

Ref	Objectives	Planned Actions	Staff Lead	Monitoring	Impact	
4.1	Continue to secure impact of middle	SLs to identify priorities and prepare action plans for their subject (Science and humanities being a particular focus)	SL	Who?	Subject Leaders (Subject Link Governors)	
				When?	October 2020	
				What?	Plan written and shared with staff and link governor	
				How?	Link governor to receive copy of plan	

	leaders on improving the quality of education	Leaders will provide CPD activities for SLs to develop their effectiveness	HT	Who?	HT (Subject Link Governors)	
				When?	HT to establish support required after initial discussions with HT at Appraisals. Curriculum support provided at INSET days 23 rd October 2020 and January 2021	
				What?	Support/CPD dependent	
				How?	Link governors to check with SLs that they have received necessary training and support	
	Ensure SL role in the monitoring cycle plan is focused on measuring impact of teaching, learning and assessment against pupil outcomes including vulnerable learners. Governors linked with Subjects and are actively involved in monitoring.	SLs	Who?	SLs and associated Link governors		
			When?	Once SL action plans are written (November 2020 onwards)		
			What?	SL and Governor monitoring continues to measure impact of teaching, learning and assessment		
			How?	SL reports/discussions to governors Analysis of Pupil voice and work samples Governors monitoring reports received at FGB		
4.2	Continue to lead the development of an inspiring, challenging curriculum with a focus on improving teaching of foundation subjects.	Review individual subjects and write revised curriculum intent and implementation statements in line with school's curriculum approach.	SLs	Who?	SLs (Link Gov – TF Humanities and JN Science)	
				When?	October onwards (INSET day 23 rd October 20 and January 21)	
				What?	Science and Humanities Subject reviews and policy statements including intent and implementation are written (Gov monitoring Jan 2021)	
				How?	Subject reviews are shared with all staff and link governors	
	Continue to develop long-term curriculum plans for individual subjects, including greater links with core subjects and establish knowledge and skills progression	SLs	Who?	SLs Link Governors		
			When?	October onwards (INSET day –23 rd Oct and Jan 21)		
			What?	Curriculum plans and Subject progressions are published		
			How?	Meeting with Link Governor discusses curriculum plans (implementation) (Gov monitoring Jan 2021)		
	Assess and evaluate implementation and impact of individual subjects	SLs	Who?	SLs and Link Governor		
			When?	June /July 2021		
			What?	SLs analyse pupil voice, work samples and if restrictions permit observations of subjects.		
			How?	Progress meeting in Spring term and final report in July to governors		

4.3	Continue to improve the effectiveness of the	Review and modify roles and responsibilities of the Governing Body especially in light of changes to the governors to ensure challenge of senior leaders (e.g.	Govs HT	Who?	All governors HT and Clerk	
				When?	FGB meeting September, Additional meeting Oct FGB, November on-going for	
				What?	New roles agreed linked to the SIP training needs identified	
				How?	Report back at FGB mtgs and update roles as required with new Govs joining	

	Governing Body to ensure that they are equipped to hold leaders to account (eg. Covid recovery plans; disadvantaged; SEND; curriculum)	New COG, New foundation governor) and access appropriate training.			
		Governors will develop strategic action plan which is focused on key school improvement priorities and maximising their roles and responsibilities to drive improvement.	JM (Govs)	Who?	JM to draft plan with individual from link governors (SEND, Curriculum, Finance)
				When?	October 2020
				What?	Draft Plan
				How?	Meeting with HT review SIP/gather info from other governors. Draft action plan distributed and discussed at Nov meeting FGB
		Develop ways of monitoring under Covid-19 restrictions.	HT SLs	Who?	HT , Subject leaders and Governors
				When?	October meeting discussing SIP Gov scrutiny action plans & document scrutiny (SL meetings. Nov 20, Jan/Feb, June 21) Review developments/progress across subjects
				What?	Decide on best ways to monitor curriculum. Developments with pupil involvement – individual subjects
How?	Use of photocopied/or scanned work for work scrutiny. Meet with SL for action plan monitoring. ICT for Pupil Voice (e.g. TEAMS or iPad recording interviews)				
4.4	Plan for new leaders (governors and school staff) taking on new roles to ensure school sustains effective, sustained school improvement.	SENCO succession planning to be undertaken to ensure Key role is sustained for any future changes in personnel.	SENCO HT	Who?	SENCO HT and Teacher in Charge (SEND Gov monitoring)
				When?	February 2021 onwards
				What?	Appraisal action points and SEND Action Plan
				How?	Link Governor to monitor progress in SEND action plan
	New Clerk has support and training in order to undertake role effectively since coming to post in September 2020	Clerk JM	Who?	Clerk (Outgoing Clerk) JM to act as Mentor	
			When?	August onwards support as needed	
			What?	Training online NGA, coaching from outgoing clerk. Mentoring with JM as required	
			How?	Training and update report presented at Dec FGB (presented by JM)	
	Promote governors within wider community in order to recruit further governors in to key roles and address the gaps identified in Skills audit. Support existing governors into their new roles identified.	Chair Govs	Who?	Chair and Vice chair, New governors to take on new roles.	
			When?	October onwards	
			What?	NGA training online/ JM to shadow chair /Recruitment campaign to focus efforts	
			How?	Report of Govs of training developments and developments on recruitment at FGB	

Who? = Who will perform the monitoring?

When? = When will the monitoring occur?

What? = What is the success criteria for the action?

How? = How will the action be monitored?