

Astley C.E. Primary School



*'We will show everyone love and respect,
living and learning with courage and joy.'*

School Development Plan 2019-2020

*(Version 1: July 2019
Version 2: September 2019)*

Headteacher: Alison Reakes-Williams
Lead Governors: Chair- Marc Stevenson, Vice-Chair- Peter Archer,
Resources Chair- Liz Bullock, Curriculum Chair- Sally Fowler

Four year trends in attainment data

Early Years	2016 15 pupils	2017 14 pupils	2018 16 pupils	2019 7 pupils
GLD	73% (69%)	71% (71%)	75% (72%)	71% ()

Phonic screening	2016 14 pupils	2017 16 pupils	2018 15 pupils	2019 15 pupils
Year One	79% (81%)	69% (81%)	86% (83%)	87% (82%)
Year Two retakes	50%	67%	50%	4/4 100%

KS1	2016 16 pupils	2017 14 pupils	2018 13 pupils	2019 16 pupils
Reading ARE+ GDS	75% (74%) 25% (24%)	93% (76%) 43% (25%)	69% (76%) 15% (26%)	94% (75%) 13% (25%)
Writing ARE+ GDS	56% (65%) 6% (13%)	64% (68%) 0% (16%)	62% (70%) 0% (16%)	81% (69%) 0% (15%)
Maths ARE+ GDS	69% (73%) 19% (18%)	86% (75%) 14% (21%)	69% (76%) 8% (22%)	75% (76%) 6% (22%)
RWM ARE+ GDS	56% 6%	64% 0%	62% (65%) 0% (12%)	69% (65%) 0% (11%)
Science	88% (82%)	93% (83%)	100% (83%)	88% (82%)

KS2	2016 14 pupils	2017 12 pupils	2018 13 pupils	2019 15 pupils
Reading ARE+ GDS	64% (66%) 21% (19%)	75% (72%) 33% (25%)	92% (75%) 23% (28%)	87% (73%) 20% ()
Writing ARE+ GDS	64% (75%) 14% (15%)	58% (77%) 17% (18%)	85% (78%) 38% (20%)	73% (78%) 13% (%)
GPS ARE+ GDS	% (73%) % ()	% (77%) % ()	% (78%) % (20%)	80% (78%) 6% (%)
Maths ARE+ GDS	64% (70%) 21% (17%)	67% (75%) 8% (23%)	54% (75%) 15% (23%)	67% (79%) 6% ()
RWM ARE+ GDS	57% (53%) 7% (5%)	50% (61%) 0% (9%)	54% (64%) 8% (10%)	47% (65%) 0% ()
Science	79% (81%)	75% (82%)	85% (82%)	87% ()

Success Criteria: (taken from Ofsted Grade Descriptors)

Priority One: Quality of Education:

- ✓ Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, the knowledge and cultural capital they need to succeed in life.
- ✓ The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- ✓ Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- ✓ Pupils read widely and often, with fluency and comprehension appropriate to their age.

Priority Two: Behaviour and Attitudes

- ✓ Pupils behave with consistently high levels of respect for others.
- ✓ Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.
- ✓ Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Priority Three: Personal Development

- ✓ The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- ✓ The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests.
- ✓ The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- ✓ The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.

Priority Four: Leadership and Management

- ✓ Leaders have a clear and ambitious vision for providing high-quality education to all pupils. They engage effectively with pupils.
- ✓ Leaders ensure that teachers receive focused and highly effective professional development.
- ✓ Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified.
- ✓ Leaders engage effectively with pupils

Priority One: Quality of Education

Impact Needed	Action / Task	Lead	Time	Resources & Monitoring	Progress Indicators	RAG & Evaluation	Key Questions
1. To raise the quality of education through effective leadership	1.1.1 Appraisal targets are clearly focused for all teachers on embedding the vision and values and raising standards in line with the school development plan.	HT	16/10//19 to 02/10/19 targets set. Spring 20 term review July 20 – review	HT time and teacher release Appraisal forms Annual pay report to governors	Targets set in line with the Teachers National Standards. Lesson drop ins and book scrutiny ensure discussions develop practise further. Targets are met and exceeded. SDP priorities are achieved and outcomes for pupils increase.		<i>Have all targets been set with teachers by 31.10.19? Are targets in line with school priorities? Has the HT appraisal process been completed by 31stDec?</i>

			23/10/19 HT appraisal				
	1.1.2 Appraisal targets set for support staff in line with the school development plan and pupil outcomes using the teaching assistant standards including a focus on embedding the vision and values.	HT	5 th to 8 th November 2019 Spring 20 mid year review	HT time and teacher release TA appraisal forms Governors	Appraisal targets are met and exceeded. SDP priorities are achieved and outcomes for pupils increase. Teaching assistants' quality of teaching and targeted support for learning develops further. Ongoing identification and meeting of training needs.		<i>Have the targets been set for 2019/20? What are the key objectives for TAs this academic year?</i>
	1.1.3 Pupil progress meetings held termly to ensure improving outcomes with expected or accelerated progress for all pupils.	HT All staff	2 nd to 16 th Dec- Autumn (with SENDCo) 30/03/19 to 02/04/19 Spring	Staff release PDMs Perf. Man Pupil Books Pupil Progress Meetings Data Analysis Drop Ins	All pupils making expected or accelerated progress. Slow progress is challenged through effective support.		<i>How are we supporting pupils whose progress is lower than expected? Is feedback for all pupils clear, motivational and aspirational?</i>
	1.1.4 Monitoring of the quality of teaching and learning to inform self-evaluation.	HT Subject Leaders Curriculum Committee	Autumn Spring Summer Regular drop ins from subject leaders and HT in line with SDP plans	Staff release SEF Drop ins feedback Governors Book Scrutiny	Accurate self-evaluation of the quality of teaching & learning. Support implemented where needed. Next steps followed up, and a developmental learning culture fostered. All teaching good with outstanding features. Pupils achieving ARE and many making accelerated progress.		<i>What do lesson drop ins tell us about the quality of teaching? How have drop ins impacted on the quality of T&L?</i>

Impact Needed	Action / Task	Lead	Time	Resources & Monitoring	Progress Indicators	RAG & Evaluation	Key Questions
2. To raise the quality of education through targeted training, reflection and shared development.	1.2.1 To continue the development of the Astley curriculum ensuring that it fully meets the needs of our pupils and enables them to progress to successful futures.	HT	Autumn- Music Spring- History Summer- R.E.	28.11.19 and 03.12.19 PDM 12.09.19 Subject leader training-Jane Howard	Overall aims of a broad curriculum identified, discussed and shared amongst stakeholders. Music, History and R.E receive a termly focus ensuring learning is planned, sequenced and resourced enabling acquisition of appropriate knowledge and skills. Achieved through staff discussions, lesson drop ins,		Is our curriculum broad, coherently planned and sequenced and ambitious for all? How well is the curriculum understood by staff and governors? What are the standards in music,

					and book scrutiny. Resulting in action planning to address weaknesses and shared understanding of high quality learning in these subject areas. Long term plan is scrutinised and revised for Music, History and R.E. Curriculum information is up to date on the website.		history and R.E? How do we know? How well can children talk about their knowledge in these subjects? How is attainment and progress assessed and recorded?
	1.2.2 To ensure that all teachers have a clear and shared understanding of key aspects of learning and teaching.			17.09.19 PDM Regular drop ins from subject leaders and HT in line with SDP plans. SIA 14.11.19 and 04.12.19	Revisit training on WALT, sequences and success criteria. Check implementation through lesson drop ins and book scrutiny. SIA to provide external accountability in November.		

Impact Needed	Action / Task	Lead	Time	Resources & Monitoring	Progress Indicators	RAG & Evaluation	Key Questions
3. To make early, effective interventions ensuring all pupils become confident, lifelong readers wherever possible. <i>Subject Leader: Helen Shearn</i>	1.3.1 To increase the effectiveness of reading interventions through teaching assistant support and coaching.	HS /RA	Autumn 1 Week beg 14.10.19 Meet to discuss 21.10.19 2pm	Staff & pupils discussion Intervention drop in session	Identify pupils with needs early with supporting baseline data. Provide key pupils with IPMs and interventions. Intervention drop ins. Training needs identified by subject leader and given. Subject leader training		How successful are our reading interventions? Are we achieving accelerated progress for pupils below ARE expectations?
	1.3.2 To increase reading for pleasure amongst key pupil groups at home and at school. (SEND & PP)	HS	Autumn 1 & 2	Pupil questioning. Parent support	In line with pupil reading questionnaire, the library to be rejuvenated and made more pleasurable to use for pupils. Volunteers to be librarians/ reader leaders. Create opportunities to play reading games and reading activities during free time. Set up Buddy Reading between Ash & Elm class to motivate SEND & PP Investigate reading apps for iPads using technology to hook reluctant readers.		Are pupils able to use the school library in class time? Are SEND & PP pupils accessing reading material at home?

	1.3.3 To review use of comprehension dogs – as a tool to teach key comprehension skills.	HS	Autumn 2	PDM time Pupil questioning Reading drop ins Book Scrutiny	Comprehension Dogs agreed by staff. Use agreed strategies to embed in guided/ whole class reading times		Are the pupils able to apply comprehension skills across other subject areas? Can pupils identify the different types of comprehension skills?
	1.3.4 To compile a portfolio of quality reading activities	HS/	Spring 1	Book Scrutiny	Evidence taken from 2018 to be compiled and distributed amongst staff as idea bank for quality reading activities. Teachers and TA's who teach reading to submit a piece of evidence to portfolio at end of Spring and Summer term		What reading skills are being used in this piece of pupil work? What does book scrutiny tell us about the range of reading lessons and skills being taught across the school?
	1.3.5 To undertake end of Key Stage reading moderation to support teacher assessments.		Summer 2	PDM time Reports	Y2 and Y6 standardisation and moderation PDMs using exemplification materials for guidance.		What are the strengths and areas for development in writing this year?

Impact Needed	Action / Task	Lead	Time	Resources & Monitoring	Progress Indicators	RAG & Evaluation	Key Questions
4. To further develop a clear, consistent approach to the teaching of writing leading to rising standards of progress and attainment matching national averages for all pupil groups at least.	1.4.1 To review non-negotiables for each class. Where appropriate, building the list of expectations term by term.	JT	Autumn 1 Spring 1	Staff Meeting Lesson drop ins 29.01.19 Book scrutiny report. Pupil Discussion.	Non-negotiables displayed clearly in each class. Evidence in a range of subject books of a rise in standards with non-negotiables being referenced and achieved in writing across the curriculum. Pupil showing awareness and understanding of NNs.		Are these displayed in all classes? Do the children know and understand them? What is the impact on standards?
	1.4.2 To ensure the writing feedback and marking policy in school is effectively impacting standards and progress.	JT	Autumn 1 Spring 1 Summer 1	Policy rewritten. Book scrutiny report. Pupil Discussion.	Staff meeting discussion. Section of policy on writing feedback and marking rewritten. Book scrutiny in Spring and Summer terms check consistency and evaluate impact. Pupil Discussion.		Are children clear about next steps in writing? What do book scrutiny and pupil questioning tell us about the impact of feedback on progress?
	1.4.3 To ensure all children encounter, are taught, understand and begin to use tier 2 vocabulary throughout their learning.	JT	Autumn 1 Spring 1	24.10.19 PDM Lesson Drop ins.	Introduce 'Vocab Ninja' and share CPD 'Closing the Vocabulary Gap' in staff meeting. Agree way forward		Do reading comp scores and writing evidence show improved

<i>Subject Leader: Julie Turbutt</i>					including display in each class.		understanding and use of Tier 2 vocabulary?
	1.4.4 To ensure accuracy in sentence writing is securely established and maintained through the school.	JT	Autumn 1 Autumn 2	Staff Meeting TA Meeting Monitoring of Writing Buddy Sessions – drop-ins. Book scrutiny.	Ensure all staff are confident in knowledge of sentence building & different sentence structures (as req for Primary NC). Weekly writing buddy sessions (15 mins) across age-range as older children support learning of younger children, thereby securing their own understanding. Carefully paced progression from simple sentences using 'Sentence Ladder'.		Can children and staff verbalise their understanding of sentence structure? Is their use of sentence structure age appropriate? Can we see improvement in writing accuracy in children's writing across the curriculum?
	1.4.5 To assess the impact of our 'writing process' initiative (talk, plan, write, check and correct, improve, share).	JT	Spring 2	Staff Meeting Moderation Discussion	Writing moderation with focus on evidence of writing process and TA. Staff meeting to discuss impact and next steps to achieve ARE/GDS.		Is the writing process evident in book scrutiny and pupil discussion? What should be the focus for each pupil group?
	1.4.6 To review the use of assessment grids	JT/ ARW	Spring 1 Summer 1	Book Scrutiny Reports	Book scrutiny to look at how assessment grids used. Staff meeting discussion arising from findings.		How clear and accurate is the evidence of attainment on grids? What does this information tell us about standards and progress?
	1.4.7 To undertake end of Key Stage writing moderation to support teacher assessments.	JT/ RA/ ARW	Summer 2	Staff Meetings/ Cluster staff meetings Reports	Y2 and Y6 standardisation and moderation cluster staff meetings		What are the strengths and areas for development in writing this year?

Impact Needed	Action / Task	Lead	Time	Resources & Monitoring	Progress Indicators	RAG & Evaluation	Key Questions
5. To further develop a clear, consistent approach to the teaching	1.5.1 To investigate and embed a whole school approach to maths mastery (including clear use of objectives/success criteria, calc policy, recall and application of key skills, bar modelling, reasoning and problem solving)	BW/ ARW All staff	14.11.19 PDM	Third space learning White Rose Maths Hub Staff Meetings Drop ins Book Scrutiny	Lesson drop ins and book scrutiny with greater focus on EXP and GD learners. Discuss resources collected in various training as a whole staff to ensure that we are maximising our learning in the classroom.		How consistent is our approach to maths across the school? Is there stretch for pupils in every lessons especially middle to higher attainers?

<p>of maths leading to rising standards of progress and attainment matching national averages for all pupil groups at least.</p> <p><i>Subject Leader: Bron Wilcox</i></p>	1.5.2 To give a high priority to the development of key skills that enhance maths confidence and progress including a whole school focus on times tables.	BW/ ARW All staff	24.10.19 PDM	Times table Rock Stars	Times Table Rock taught daily in Y2-6. TTRS displays in each classroom and celebration assembly to reward progress. Class teachers monitor use and progress in the classroom and at home. BW to monitor progress as a whole school. Initiate a TTRS day. Use made of line up to practise mental skills.		How successful are our pupils? Are they making progress in their learning? What areas do they need support with?	
	1.5.3 To increase the effectiveness of maths interventions through teaching assistant support and coaching.	BW TAs	Autumn 2	Staff and pupil discussions Drop ins Book Scrutiny Reports	Subject leader to monitor pre and post intervention assessment. Interventions timely and effective. Lesson drop ins. Training needs identified by subject leader and given in TA meetings. Subject leader training.		How successful are our maths interventions? Are we achieving accelerated progress for pupils below ARE expectations?	
	1.5.4 To ensure feedback and marking in maths leads to good progress for all pupil groups.	BW/ ARW All staff	Sp	Developing an effective feedback and marking policy course lesson drop ins inc pupil questioning	Feedback and marking training - staff meeting discussion. Lesson drop ins. Feedback and marking is immediate and daily. Evidence shows that additional time is built in to ensure children have time to reflect and act upon feedback. Groups have focus time to reinforce concepts prior to next lesson		Does marking and feedback in maths lead to good progress? Does evidence in books suggest that our children are given time to reflect on feedback and marking?	
	1.5.5 Focus on our EXP and GD pupils to ensure that they are making expected or better progress. Worked examples and questioning a focus this year.			14.11.19 PDM	Staff and pupil discussions Drop ins Book Scrutiny Reports	Worked examples training in staff meeting. Drop ins and book scrutiny to show how being implemented in classrooms including displays, film clips etc.		Are we achieving expected or better progress for middle and high attainers?
	1.5.6 To review the use of new assessment grids	BW/ ARW		Spring term	Drop ins Book Scrutiny Reports	Lesson drop ins check assessment grid use. Book scrutiny to look at how assessment grids used. Staff meeting discussion arising from findings.		Are staff using the assessment grids? What does this information tell us about standards and progress?

Priority Two: Behaviour and Attitudes

Impact Needed	Action / Task	Lead	Time	Resources & Monitoring	Progress Indicators	RAG & Evaluation	Key Questions
1.To promote and maintain a safe, calm, orderly and positive environment where the behaviour and attitudes of staff and pupils is always good and often exceptional.	2.1.1 Launch new Christian vision and values to all stakeholders ensuring they are deeply understood and increasingly embedded across the life of the school. (Batik project – hall banners, Dunnett artwork project for KS2, team council thinks on values, CW values unpacked, parents meeting to share vision and values, video on website, vision and values item on all staff briefings and meetings).	HT Govs All staff	02/09/19 INSET Staff and Governor meetings, Collective Worship sessions throughout the year	INSET Staff induction Collective worship Batik artist cost Website Newsletters Celebration assembly HT reports	All stakeholders understand the new vision and values and aim to provide the best education and environment for all pupils to flourish and develop. The artwork and banners provides both a vehicle for understanding the values and a visible expression for all. Adults and children know, understand and discuss the vision in detail. Stakeholders have pride in all aspects of school life.		<i>How have the new vision and values been shared? Are on the website? Are they accessible and clear for all? Can pupils and staff talk about the vision and values in depth? Do staff consistently model the values and vision?</i>
	2.1.2 Revisit behaviour policy in light of new vision. Recap on behaviour training from last year (Perryfields). All staff and pupils model exemplary, respectful behaviour towards each other and consistently follow the behaviour policy. All are reflective of their own behaviour and seeking to change where necessary.	HT All staff	02/09/19 INSET Staff and Governor meetings, Collective Worship sessions throughout the year	INSET Staff induction Collective worship Incident records Lesson drop ins Book scrutiny Policy & displays HT reports	Adults follow policy and procedures consistently. Pupils demonstrate positive behaviour and high levels of self-control, co-operation and respect. Clear class rules and e-safety codes of conduct in place and on display in class. Behaviour animals widely understood and provide vehicle for discussions.		<i>Is the behaviour policy lived out on a day to day basis? What does analysis of the incident log show? How does behaviour differ, if at all, at lunchtimes? How do we promote respect amongst pupils?</i>
	2.1.3 Further promote and develop the school ethos in which bullying is regarded as unacceptable and where everyone has a responsibility to be proactive through anti-bullying week.	HT All Staff	11/11/19 Odd socks day and anti-bullying week	Staff induction Collective worship	Take part in anti-bullying week with learning in all classes. Revisit positive relationships learning in CW. Reinforce understanding of bullying with pupils and parents. Anti-bullying policy reviewed and updated. Circle time, worry boxes, nurture, safe adults ongoing through year.		<i>What do pupils and parents understand about bullying? How well does our school deal with bullying? Are pupils reporting negative behaviour? How are incidents dealt with?</i>
	2.1.4 Attendance policy and strategies in place to maintain excellent levels of attendance and punctuality reducing unauthorised absence. Target pupils whose attendance falls below the persistent absence threshold (10%) with termly parent attendance meetings.	HT	Autumn Term Ongoing	Attendance policy SP-pupil groups tracking Attendance meeting notes Attendance statistics-SPTO HT report to governors	Achieve 97+% whole school attendance target. Persistent absence monitored closely and maintained above 90% in the majority of cases. Termly attendance reviews and parent meetings proactively address individual barriers to attendance or punctuality. Termly attendance letters sent to all parents with pupil attendance levels. Consideration given to how to improve unauthorised term-time holidays.		<i>How successful are the strategies to promote attendance? What is the school attendance % currently? How many are persistently absent? Why? What are the levels of punctuality? How is this being addressed? What does attendance look like amongst key pupil groups?</i>

Priority Three: Personal development

Impact Needed	Action / Task	Lead	Time	Resources & Monitoring	Progress Indicators	RAG & Evaluation	Key Questions
To develop the whole child encouraging pupils to be healthy, happy, confident, aspirational, responsible and respectful individuals.	3.1.1 To provide outstanding provision for pupils' spiritual, moral, social and cultural development which is at the heart of school.	HT All Staff RE subject lead	Autumn Term	Collective worship plan Team Councils Learning Walks Planning Drop Ins Pupil Conferencing Assemblies Governors	Pupils demonstrate excellent relationships, awareness and responsibility for the wider world, appreciation of cultural differences and similarities, develop, understand and exemplify Christian values and high expectations of behaviour and morals. Creativity, curiosity and awe evident in learning. Staff have increased knowledge of SMSC. Rewrite spiritual development policy.		<i>What evidence do we have that we are providing opportunities to promote pupils SMSC development?</i>
	3.1.2 To deepen pupils' understanding and respect for equality, diversity and British Values. <i>[British Values: Democracy, The Rule of Law, Individual Liberty, Mutual Respect & Tolerance]</i>	All staff	Autumn Term Ongoing	Team Councils Observations Drop Ins Planning Assemblies Governors	BVs continue to be explored and discussed through Collective Worship and Team Councils. Website promotes BVs and shares how Astley upholds and explores the values.		<i>How are we promoting the British Values? Can the children talk about these in depth? How is this differentiated across the year groups?</i>
	3.1.3 To develop further pupil leadership and responsibility across the school at all levels promoting independence and deepening pupil engagement and ownership within the school community.	HT All staff RA (Recycling) ARW Pupil led worship JT/BW Charity day	Autumn Term Ongoing	Collective worship plan Mixed year group days Assemblies Governors	Pupils take responsibility for own learning and are coached in becoming successful independent learners. Pupils are confident, self-aware and unafraid to take risks. Pupils work with different age groups across school. Pupils lead assemblies, charity days, recycling initiatives, sports and playground games. A strong pupil voice is evident across a range of activities/age groups.		<i>What opportunities are there for pupil leadership? How successful are they? What do lesson drop ins tell us about independence in learning?</i>
	3.1.4 To revise PSHEC curriculum in light of new curriculum including relationships, sex and health curriculum ensuring all year groups receive high quality learning appropriate to age.	HT	Spring Term		PSHEC association joined to support curriculum development. Stakeholders consulted about plan. PSHEC long term plan devised and implemented Summer 2020.		<i>Are we on track to teach the new curriculum from September 2020? Do staff feel they have the resources to teach this with confidence?</i>

	3.1.5 To promote physical and mental well-being improving staff and pupils' stamina, fitness, confidence and resilience.	HT/KK All staff in P.E.	Autumn Term Ongoing		Daily mile run available to all. Termly run. Pupils offered range of clubs after school. Links to health and mental well-being made in PE lessons. Mental well-being promoted to parents through a presentation and newsletters. WUSU daily at 1pm. Mental DSL & First aiders in place and working effectively. Actions implemented following staff well-being survey. Make link to courage value for all.		<i>What progress have we made from our staff baseline well-being survey? How do we know? How physically fit are our children? Are they receiving enough exercise daily? In what ways are we promoting good mental health?</i>
	3.1.6 To ignite pupils' aspirations enabling them to dream big about their futures and access a range of future training and careers.	HT	Summer B		A range of parents and friends respond to the 'Career in the Spotlight' invitation. Pupils are interested and enthused to consider a range of opportunities for their future.		<i>What has been the impact of these presentations?</i>
	1.3.7 To support pupils with social and emotional needs to enable all pupils to access learning. This will be through referrals to appropriate agencies and appropriate in-school support packages.	HT SENDCo	Ongoing	Behaviour Support Team Family Support Referrals Tracking pupil progress for vulnerable pupils	Parent concerns promptly heard by class teacher/ SENDCo/ HT. Proactive solutions found, referrals made and regularly reviewed. DSLs have mental health leadership training. Mental health first aiders and in place to support pupils. Early Help offer on website and shared in newsletter.		<i>How many referrals have been made to EIFS or BST this term? What in-school support is taking place and how successful is it in ensuring barriers to well-being and learning are reduced? How are we utilising our new MH trained staff?</i>

Priority Four: Leadership and Management

Impact Needed	Action / Task	Lead	Time	Resources & Monitoring	Progress Indicators	RAG & Evaluation	Key Questions
1. To develop leadership and management at all levels to be solidly good or better.	4.1.1 The Governing Body have a clear vision with high expectations. They support and challenge the Head teacher focusing on improving outcomes through SDP. Link/named Governors complete visits and learning walks focusing on key priorities providing challenge and support.	Chair HT Committee chairs	SIAMS training 20/01/20 Ofsted training TBC Ongoing	Time CPD/meet. Vision Governing Body Minutes Meetings Learning Walks Visits Data CPD for Governors	Governing Body meetings focus on school priorities. They provide challenge through questioning, evidenced in minutes. Working parties meet with the HT regularly to provide detailed scrutiny. Pupil outcomes improve. Shared vision is embedded. Governors have a detailed and accurate understanding of the strengths and areas for development.		<i>What are the focus for learning walks? What impact can be seen within the priority areas? Are pupil outcomes improving? Are Governors providing challenge? Is the Governors vision and school vision clear & shared?</i>
	4.1.2 To develop the leadership expertise of the Headteacher further through focussed external collaboration and support.	HT	All year Termly visits SIA reviews 14/11/19 & 4/12/19 Diocese Head's briefings 27/9/19 & 21/11/19	Cluster & Quad HT meetings SIA reviews Diocese Head's briefings Trevor D briefings SEF Data SDP HT reports	HT collaborates with Cluster & Quad Heads, SIA and Diocese termly to ensure up to date with national expectations, best local practise and to conduct peer reviews. Head gains further expertise in leadership role and maintains clear focus on school improvement. Self-evaluation is accurate and robust. Priorities are being supported, challenged and training provided.		<i>What is the focus for the Quad and SIA meetings? What have they revealed? What impact has external collaboration and support had on L&M?</i>
	4.1.3 To develop and empower middle leadership through shared working and a rigorous approach to improving standards leading to a strong focus on understanding data and improving teaching, learning, attainment and progress in all subjects across all key stages. <i>(New training on lesson drop ins, book scrutiny and leading a subject. Lesson drop ins and book scrutiny timetabled Autumn and Spring term. SP/ASP training, foundation subjects on cycle of scrutiny. Investigate SL support across cluster.)</i>	HT Subject leaders & SENDCo	Autumn and Spring Term ML training JH: 12/9, 9/10, 5/11 with cluster staff.	ML training £400 PDMs - subject leads- SDP Leadership time - lesson drop ins, book scrutiny, pupil questioning. Performance management Subject lead reports to Curriculum Committee. HT reports	All staff gain shared understanding and expertise in lesson observation and book scrutiny. Subject leaders trained and able to use SP to interrogate and analyse data. Regular shared management times for subject leaders enables detailed understanding of standards, strengths and weaknesses across school. Shared leadership impacts areas of weaknesses to raise standards of attainment and progress.		<i>Is there a shared understanding of the key aspects of learning and teaching? What performance management targets have been set for subject leaders? Can the subject leaders talk in detail about the strengths and areas for development of their subject? Is there a culture of reflection and development?</i>

	4.1.4 To provide support staff with relevant leadership and training opportunities leading to increased shared ownership of raising standards and finding solutions to barriers to learning.	HT	Ongoing PDM & TA meeting timetable	Time to release staff SEF SDP PDM timetable Minutes from PDMs and TA meetings HT reports	Teachers routinely leading CPD for teachers and for teaching assistants. Leadership more widely distributed so all staff (teachers and TAs) are leaders and taking on areas of responsibility.		<i>What progress has been made in distributing leadership further this year? How are leaders trained? What is the impact of this leadership? Is the developmental culture progressing?</i>
	4.1.5 To sustain and enhance further the sound safeguarding practice, systems and processes maintaining the culture within school ensuring all pupils are safe. (DSLs refresher training 4/11/19 JT Spring TBC, Audit Autumn A, investigate CPOMS)	DSL & Deputy DSL	02/09/19 Inset Audit 26/09/19 Other actions ongoing	SLT Time Staff Meeting Time DSL refresher £160 Training Sessions Induction Log Induction packs Single Central Record HT reports Safeguarding folder	Annual safeguarding training for all staff, volunteers & Govs completed including in year Safeguarding training ongoing through year via briefing and PDMs. Updated safeguarding policy and procedures shared. Staff fully vigilant Systems and procedures protect vulnerable pupils. Regular meetings with the Safeguarding Governor. Regular monitoring of SCR. LA Safeguarding network meetings attended. Training updated externally as needed. LA safeguarding audit undertaken to benchmark practise and ensure fully complaint with requirements.		<i>What processes for induction are in place? Have all staff, volunteers and governors attended safeguarding training? Is the SCR up to date? Is the DSL and DDSLs training up to date? How are the caseloads managed? What did the safeguarding audit find?</i>
	4.1.6 To ensure the effective management, setting, reporting and recording of the school's budget planning. Monitoring the effective use of the pupil premium grant and sports premium grant.	OM HT Govs SENDCo PE Co-ord.	Autumn A Ongoing	Release for staff. PP Strategy Budgets PE Strategy Gov. minutes Governors Website HT reports	Budget effectively managed supporting the SDP. HT and Governors scrutinise spending ensuring best value. Regular reports & outturns shared at Resources meetings. PPG & Sports Grant budgets allocated to improve outcomes for all pupils. PPG & SG Reports available on website.		<i>What budget allocations do we have and how is it allocated? Can you give examples of how the PPG/SPG has been spent and improved outcomes and upskilled teachers?</i>
	4.1.7 To ensure all areas of policy and compliance are fully met and embedded into school systems and practise on a planned cycle through shared leadership days, including data protection, health and safety, first aid, medication, fire, asbestos and building management.	OM HT Govs	Aut A policy & website check 3/10/19 Aut B Building Spr A GDPR-audit 27/02/19 Spr B H&S Sum A Fire	Minutes CPD for staff Gov. minutes Action plan HT reports	Policies & other paperwork in place and clearly organised Regular external audits ensure understanding of strengths and weaknesses in each area. Half termly compliance day timetabled for OM & HT Follow up actions noted		<i>What daily practises have changed as a result of compliance reviews? What still needs to be changed? How effective has the training been for staff? Is school fully compliant? Are the correct policies in place?</i>

Key to abbreviations

PDMs	Professional development meetings (teachers 3.30pm to 5pm)
TAs	Teaching assistants
SDP	School development plan
SEND	Special educational needs
GDPR	General Data Protection Regulation
INSET	In service training
SIAMS	Statutory Inspection of Anglican and Methodist Schools
OM, HT	Office manager, Headteacher
PSHEC	Personal, Social, Health Education & citizenship
SIA	School Inspection Adviser
ARE+	Age related expectations and above
GDS	Greater depth (above ARE)
GLD	Good level of development (key areas of Early Years curriculum)
RWM	Reading, writing and mathematics