

**Storth CE
Primary School**



School Development Plan

2021 – 2022

School Vision

Laughter and learning.

We at Storth CE Primary School seek to help children work towards achieving their potential by encouraging a love of learning through personalised teaching. Acceptance of all, self-belief and resilience are developed through our enriched and stimulating curriculum in a happy and caring environment. As a Church school we aim to develop Christian values in a gently spiritual manner that allows children to ask questions and explore issues of faith with confidence.

Introduction

This school development plan outlines the main priorities for the work of our school during the coming school year. It also indicates possible areas for improvement in the subsequent two years. These future priorities are not outlined in detail as they may change.

Related documentation

In addition to this plan, the following documents provide supplementary information:

- Peer-to-peer evaluation statement (temporarily postponed this year)
- ASP (analyse school performance) report (not applicable this year)
- ASR (annual school return) document
- School budget
- Jan 2017 Ofsted inspection report
- Nov 2016 SIAMS report

Summary of self-evaluation. Data, parental feedback and parents’ evenings have not been consulted as Covid affected. Evaluation of success based upon predictions only.

	Teaching Learning Curriculum	Achievement	Leadership and Management	Personal Development and well-being	Community
Evaluation and strengths	The school has emerged from the pandemic in a very strong position. Despite “losing” 15 pupils at the end of the summer (Y6 and a family relocation), 16 pupils have joined the school over the summer. These are spread across all year groups and have helped safeguard the future of the school. The heart of the school remains in EYFS and the Nursery with very good provision, but it does appear that the school is equally attractive across the board.	Assessments – End of Key stage testing did not happen due to Covid, neither did phonics or year 4 tables testing. Predictions for year 6 were excellent. KSI was looking good. Assessments had not been undertaken and it is unfair and unrealistic to try to predict too much. Governors have been scrutinising tracking and monitoring assessment. Once again, the main	School leaders have ensured that all safeguarding arrangements are fit for purpose and records and information kept in school are detailed and of good quality. All statutory policies are in the process of being updated after the pandemic as have all the website requirements. Curriculum policies have been reviewed. All staff and Governors know about the changes in the most recent safeguarding guidance and have completed at least	Staff continue to make certain that pupils are safe in school but also to check that pupils have a good understanding of risk through teaching them about dangers outside school. Pupils know how to keep themselves safe when using computers or mobile devices. School council share responsibility to make sure no one feels left out or excluded from games at playtime. If they see a younger pupil	Highly effective links with the church and local community contribute significantly to the school’s Christian character and to pupils’ personal and spiritual development. Excellent relationships between staff, pupils and parents reflect the Christian values of love and compassion. Staff have a very positive influence on pupils’ progress and

	<p>The quality and flexibility of our provision are a massive plus point with very positive parent feedback on their children's development and progress. In the EYFS teacher assessment suggests that the majority of children with GLD. This is carried forward into KSI and ultimately KS2. Close monitoring of the children enable staff to target those that may need extra support. Phonics continues to be streamed and interventions in place – the school is to subscribe to a new phonics programme once a suitable alternative has been chosen. Children were on track to do well. KS2</p>	<p>achievement was staying open throughout the pandemic and providing a safe environment for those children that attended. During the pandemic the new Year 3/4 classroom was opened which enabled the school to “spread” and relieve the pressure on the existing fabric of the school. The appointment of Mrs Gibson as the new Year 3/4 teacher along with Mrs White as a general class support, is a major achievement and has enhanced the teaching and education</p>	<p>level 1 safeguarding training. The school will face a Health and Safety audit this year and staff are all up to date with statutory Health and Safety requirements. All staff know about preventing extremist or radical views from their online training on this. All staff are familiar with new GDPR guidelines and are compliant. Teaching staff and support staff have to work extremely hard under the pressures of the budget and the increased demands of a growing number of children. Governance continues to be effective and the Chair continues to support the</p>	<p>struggling with anything, they offer their help. Pupils' excellent behaviour and very positive attitudes to life and learning reflect their understanding of Christian values of friendship, trust and respect. The new reflective area helps support mental wellbeing and has been a very positive addition to the school. Parents and visitors comment on the feel of the school in a very positive way. The Vicar has established his presence within the community, delivering a weekly act of worship and we hope our weekly visits from open the book will recommence when</p>	<p>achievement. The creation of the outdoor classroom and community hub have only strengthened village ties and the school's presence within the community. Our new Peace Pole has been installed in the Community Garden and we await its inauguration. Members of the community are invited to school functions and the school supports village initiatives, as well as events in the wider community. The school also takes part in many community events and in county wide</p>
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	<p>sats were expected to be excellent with a very strong cohort. Careful monitoring, targeted support and intensive intervention all help to bring those children who join mid-term in line with the main cohorts. KSI results were expected to continue improving and children in years 4 and 5 currently are set to do very well. Teachers and support staff are passionate about teaching and enjoy being part of the 'close-knit' community in school. The school has opened a new classroom with a new teacher and member of the support staff. Staff plan interesting activities, especially</p>	<p>provision in the school.</p>	<p>Headteacher and the staff. The succession of the Head will be smooth because of this. Governors ask challenging questions of leaders, review progress information and visit the school to find out about the quality of teaching and learning for themselves. Budgetary issues are also closely monitored and scrutinised. External support in the cluster is supportive and useful. The school has a distinctive Christian character, validated by Diocesan monitoring visits, and is raising standards and improving outcomes for all learners. All</p>	<p>time allows. Forest school activities are now a regular part of school life. School now has a designated forest school area where bi-weekly events are timetabled. Health and safety remain a priority under the umbrella of Kym Allen. The school is part of the South Lakes Pupil Parliament and this should be recommencing soon. The new infant classroom has been a great addition and is fully open and established. Toilets will follow very shortly. The new junior layout is working exceptionally well with year 5/6 and year 3/4 being taught separately in</p>	<p>events which help raise its profile and keep the school in the public eye. The school continues to work hard to support different events in the community and hopefully these will be extended after the pandemic.</p>
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	<p>in reading and writing, to engage and challenge pupils because all have good subject knowledge and know the pupils exceptionally well. Pupils are attentive in lessons. They listen to their teacher and each other very well because they are well motivated and want to improve their own skills. Pupils also willingly help each other to improve. We pride ourselves in the way the Junior children will help the Nursery children at meal times and at play. We are one big family. The broad curriculum provides pupils with a rich variety of opportunities to</p>		<p>stakeholders are involved in making decisions for the school and we welcome all visitors in to watch the school. Appraisal is used to monitor the effectiveness of staff and is a positive undertaking. Strong community links are an integral part of the school and the children benefit from this.</p>	<p>the mornings and coming together in the afternoons.</p>	
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	<p>extend their learning, especially in forest school. Children enjoy learning to play musical instruments including flute and they like learning to speak Spanish. They regularly take part in trips and residential visits. We also extend the curriculum into local events such as dancing and singing in Kendal and at Booths. Governors take a keen interest in what the children are doing and regularly help in lessons and on excursions.</p>				
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<p>Areas for Development</p>	<p>Continue to make further improvements to writing across the key stages, with a real focus on the end of key stage 2. To adopt a new phonics scheme to help support spelling and reading in EYFS and Infants.</p>	<p>To implement a new assessment routine for all subjects to get prepared for the new Ofsted deep dives into subjects; as well as helping inform interventions and support. Those children that require interventions to be identified and interventions put in place with careful monitoring and review in order for them to make the necessary progress – in light of the lockdowns and pupil absences.</p>	<p>All safeguarding and Prevent duty kept up to date and new staff have relevant expertise. Succession planning in place. All Health and Safety procedures up to date in readiness for audit. Information provided on the school website is kept up to date and policies renewed when necessary. Careful monitoring of the situation in the juniors now they have been split to ensure teaching standards remain high and the children can access learning.</p>	<p>Extend provision for pupils' spiritual growth through the re-introduction of whole school collective worship now regulations allow. To support the new staff members in their positions within school and that the splitting of the junior class is a positive venture. To improve the provision in the school through the creation of new toilets and a re-vamp of the playground area. A re-vamp too of the EYFS playground and classroom, as well as the implementation of a five year re-decoration programme.</p>	<p>Establish effective links with schools or communities in the UK or other areas of the world. This is to support children's understanding of cultural diversity and global issues. To establish a more concrete link with the AONB and other community groups to enhance the presence of the school within the community. A whole school mosaic project to improve the lobby area.</p>
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Focused priorities for Teaching, Learning and Curriculum (TLC)

These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.

Focused priority 1	To make improvements to the teaching of writing across both key stages.
Focused priority 2	To research and implement a new school phonics scheme to aid, and improve, the teaching of phonics, reading and spelling across EYFS and Infants.

Background priorities for Teaching, Learning and Curriculum

These include ongoing work and continuations of work from the previous year.

Background priority 1	Staff training and cpd on writing. Much more focused approach to assessment of writing with next steps clearly outlined. Monitoring and assessment. New Literacy co-ordinators.
Background priority 2	Staff to attend training and trials of new phonics schemes to assess the best fit for the school. Subscription to a scheme and the implementation of said scheme. Assessment and monitoring of effectiveness.

Focused priorities for Achievement

These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.

Focused priority 1	To ensure those children that require interventions after the lockdowns are identified and interventions put in place to assist them in their learning. Careful monitoring and review in order for them to make the necessary progress.
Focused Priority 2	To ensure that all subjects are assessed and monitored each half term and this informs planning in anticipation of Ofsted deep dives.

Background priorities for Achievement

These include ongoing work and continuations of work from the previous year.

Background priority 1	Whole staff involvement in highlighting and recognising those children that require intervention after the period of home learning. Parents to be involved through IEPs. Careful monitoring and reviewing of children to ensure they are on track to make the expected progress.
Background priority 2	More detailed assessment strategies and rigorous interventions for those targeted children and to ensure all children are working at the age related expectation in all subjects. Subject leaders to have a good understanding of progression in their fields.

Focused priorities for Leadership and Management

These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.

Focused priority 1	Ensure all Health and Safety procedures are reviewed and up to date in preparation for Health and Safety audit.
Focused priority 2	To monitor and support the new class 3 where needed and to ensure the junior split is effective and continues to be viable.

Background priorities for Leadership and management

These include ongoing work and continuations of work from the previous year.

Background priority 1	Renewal of policies/procedures from County with immediate transfer onto school website. Staff training in Prevent, Hygiene and Safeguarding, alongside legislation and policies. Health and Safety procedures up to date and reviewed.
Background priority 2	CPD for staff where needed to ensure subject knowledge is secure. Close working between the two junior classes and the infant class to ensure progression. Staffing levels to remain consistent within the class to support learning. Monitoring and review where required.

Focused priorities for Personal Development and Well-being

These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.

Focused priority 1	To re-integrate Collective Worship across the school and ensure Christian Values come back to the forefront of the school. To prepare for SIAMS.
Focused priority 2	To build new toilets for class 2 and re-vamp the play area and EYFS outside space.

Background priorities for Personal Development and Well-being

These include ongoing work and continuations of work from the previous year.

Background priority 1	Collective Worship is now allowed across the whole school. A concerted effort to ensure the Vicar and other parties come back into school to deliver high quality Worship to all the children. A refocus on the whole school's Christian Values.
Background priority 2	Alleviation of problems of toilets in the infants. Children to be consulted on how the playground should look and necessary improvements costed and implemented. Rejuvenation of EYFS area.

Focused priorities for Community

These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.

Focused priority 1	To develop effective links with UK school or overseas community.
Focused priority 2	To maintain community links through closer work with the AONB and other professional groups.

Background priorities for Community

These include ongoing work and continuations of work from the previous year.

Background priority 1	To work with other adults, Governors and schools to develop a firm contact within a more diverse setting.
Background priority 2	To further develop the Community links through working with the AONB. Enhancement of Forest School activities through a broader outlook.

Teaching, Learning and Curriculum focused priority 1: To make improvements to the teaching of writing across both key stages.

<p>Position statement / or key question</p> <ul style="list-style-type: none"> • Writing is currently a relatively successful subject in the school based on KS1 and KS2 data. However results would indicate that not enough children at Key Stage 2 are working at the expected level and certainly not enough are working at greater depth. Key stage 1 results are more promising, but there seems to be a lack of consolidation from KS1 to the end of KS2. The work needs to be from a grass roots level from the beginning of Year 1. 	<p>Target/s</p> <ul style="list-style-type: none"> • To ensure the resourcing of the literacy curriculum is appropriate, especially in terms of punctuation and grammar. • To implement a more detailed approach that supports the existing curriculum in class teaching. • To ensure all staff are confident in subject knowledge and terminology through CPD, networking and INSET. • To closely monitor and review the effectiveness of this new approach with the help of Governors. • To improve the recording of assessment in writing to help highlight areas of need.
<p>What will success look like?</p> <ul style="list-style-type: none"> • Children working at the expected standard with more working at greater depth within the subject. • 2022 KS2 results will show an increased percentage of children working at the expected standard in writing. • More confident and focused teaching of the subject. • Planning will show a more developmental approach to writing with clear established steps to improvement. • Class room displays to demonstrate good practice. 	<p>What will be different for children?</p> <ul style="list-style-type: none"> • More time spent on writing allowing them to gain a greater or clearer understanding. • More resources and visual aids. • More challenge within the subject. • Greater enjoyment of the subject. • Changes to assessment frequency. • Use of expertise within teaching and support staff. • Use of adult volunteers in monitoring and frequency of work.

Key people, including governors <ul style="list-style-type: none"> • Literacy coordinators and all staff • Literacy Governor • Pupils and parents 	Funding and resources <ul style="list-style-type: none"> • Staff meeting and INSET time • CPD • New resource aids
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Tasks	Who	When	Monitoring and Evaluating
<ul style="list-style-type: none"> • Ensure all staff are aware of changes to the emphases of writing. 	Class teachers	By Oct 2021	All staff Literacy coordinator
<ul style="list-style-type: none"> • Monitor the effectiveness of the new approach 	Class teachers	Half termly	All staff Head Curriculum Governor
<ul style="list-style-type: none"> • Tailor assessments to meet the needs of the coverage each half term 	Class teachers	Half termly	All staff
<ul style="list-style-type: none"> • Resource the subject where necessary 	Head	As needed	All staff
<ul style="list-style-type: none"> • Subject audit 	Literacy coordinator	2021/22	Literacy coordinator Head
<ul style="list-style-type: none"> • Monitor KSI and KS2 half termly and end of year assessments 	Head	Termly	Head Literacy Governor
<ul style="list-style-type: none"> • Implement a new method of recording writing assessments 	Head	By Oct 2021	Head Literacy coordinator

Headlines of evaluation

Autumn	Spring	Summer
Review tracking. Routine assessment of writing at half term and end of term. Year group target setting Checking of curriculum Literacy audit.	Monitoring and assessment of progress Review of effectiveness of new approach Implement suggestions/improvements	Review Assessments Inset Governor feedback Next steps

Teaching, Learning and Curriculum focused priority 2: To research and implement a new school phonics scheme to aid, and improve, the teaching of phonics, reading and spelling across EYFS and Infants.

<p>Position statement / or key question</p> <ul style="list-style-type: none"> • The current phonics scheme within school has served its purpose and needs to be refreshed. • Currently phonics does not support reading and spelling as well as it should in EYFS and Infants. • All staff are very keen for a new scheme of work to follow to make the necessary improvements that may be needed. • There will be research and trialling of different schemes to find the best fit for the school and to ensure progression in phonics, spelling and reading. • The literacy coordinators will monitor the success and class teachers and support staff to implement the scheme. • Assessment will be every half term to demonstrate progress and areas of need, as well as highlighting children for intervention. • The recording system will also highlight areas of need and progression. 	<p>Target/s</p> <ul style="list-style-type: none"> • Ensure daily phonics sessions take place across the three classrooms. • Assessments take place at regular times – half termly. • To ensure all relevant staff are confident in delivering the scheme through CPD, networking and INSET. • To resource new system as appropriate – through new assessment materials or software. • Displays around the school highlighting the key points of teaching. • Children happy to take part in writing sessions. • Streaming and interventions in place where necessary.
<p>What will success look like?</p> <ul style="list-style-type: none"> • A phonics scheme that supports the children in the learning of phonics. • All children that need phonics teaching to be enjoying the subject and activities with clear and focussed phonics sessions every day or when required. • Improvements in the learning of phonics. • A system of recording that reflects half termly coverage and ties in with DFE expectations. 	<p>What will be different for children?</p> <ul style="list-style-type: none"> • New phonics sessions that will be interactive and much more relevant. • A clearer understanding of phonics. • Support in spelling and reading. • More confidence in the subject area. • New assessment materials

<ul style="list-style-type: none"> • All staff confident in its use. • Parental awareness through discussion at parent's evenings or meetings. • A central system that is accessible to all staff members 	
Key people, including governors <ul style="list-style-type: none"> • All staff • Pupils and parents • Curriculum governors 	Funding and resources <ul style="list-style-type: none"> • Subscription to new phonics scheme • Staff meeting and INSET time • CPD. • New assessment materials if needed.

Tasks	Who	When	Monitoring and Evaluating
<ul style="list-style-type: none"> • Implement the new system of phonics 	All staff Subject leaders	Autumn 2021	Subject leaders Class teachers
<ul style="list-style-type: none"> • Monitor the new system 	Subject leaders Governors	Half termly	Governors Head
<ul style="list-style-type: none"> • Use of new assessment materials 	All staff	By Spring 2022	Head and Governors Subject Leaders

Headlines of evaluation

Autumn	Spring	Summer
Research and trial new phonics scheme.	Monitoring and assessment of progress.	Assessment and recording pupils' progress.
Subscribe to favoured scheme.	Review of targets.	
CPD and Inset on implementation	Streaming where necessary	Monitoring of assessment and progress predictions for FSP and KSI sats.
Roll out new scheme with careful evaluation and monitoring of effectiveness.	Half termly assessment and recording	
Feedback to Governors and staff as to effectiveness and next steps.		

Achievement focused priority 1: To ensure those children that require interventions after the lockdowns are identified and interventions put in place to assist them in their learning. Careful monitoring and review in order for them to make the necessary progress.

<p>Position statement / or key question</p> <ul style="list-style-type: none"> • After such lengthy lockdowns and periods outside the classroom, some children have fallen behind their expected levels. • Classroom staff need to highlight those children that have fallen behind and put in place interventions that will assist them in regaining that lost ground. • IEPs to be written to support them and these to be shared with parents to highlight that their children will be receiving extra support. • Ofsted and SIAMs are looming and such targeted support needs to be seen to be carried out. • Careful monitoring and assessment will aid those children who require support and this support can be tailored to meet the individual needs of the children. • Where extra support is needed, outside agencies can be approached. • All staff and relevant Governors to be involved. 	<p>Target/s</p> <ul style="list-style-type: none"> • Most children will make expected progress and some will make better than expected progress by the end of Key Stage 2. • Assessment will show pupils are making the necessary progress through the school. • Raise the levels of intervention across the whole school. • INSET on whole school strategies. • Use of Governors to monitor progress and strategies. • Parents to be involved in helping their children more at home. • Feedback through parents' evenings.
<p>What will success look like?</p> <ul style="list-style-type: none"> • The vast majority of children should be at least achieving expectations at the end of KS2. • Some children (more than currently) will exceed expectations by the end of key stage 2 • School tracking will show targeted support for those children not making necessary progress and this will be constantly monitored. 	<p>What will be different for children?</p> <ul style="list-style-type: none"> • More consistent teaching across the whole school. • More opportunities provided for using intervention packages. • Focus on creative, practical, jazzy and varied teaching techniques to ensure all children can access the curriculum. • More targeted support for children not making expected progress.

<ul style="list-style-type: none"> • Less children identified as needing interventions by the end of the year. • All staff to have played a part in supporting those children that need intervention. • Positive parent feedback on strategies. 	<ul style="list-style-type: none"> • More celebration of success. • More adult lead intervention groups.
Key people, including governors <ul style="list-style-type: none"> • All staff • Subject coordinators • Curriculum Governors 	Funding and resources <ul style="list-style-type: none"> • Booster sessions. • Improved tracking and targeting. • New on line initiatives. • Relevant CPD

Tasks	Who	When	Monitoring and Evaluating
<ul style="list-style-type: none"> • To discuss children every half term and identify those that require intervention. 	Staff	Half termly	All Staff
<ul style="list-style-type: none"> • Targeting of children who are not making expected progress. 	All staff	Ongoing	Regular tracking scrutiny Staff meetings
<ul style="list-style-type: none"> • Establishing booster groups to help. 	Staff	Ongoing	Teacher assessment
<ul style="list-style-type: none"> • Monitoring and evaluation of success of interventions 	Staff	Half termly	Staff
<ul style="list-style-type: none"> • Feedback to parents and children on interventions and progress through IEPs and parents evenings. 	Staff	Termly	Staff Curriculum Governors

Headlines of evaluation					
Autumn Assessment of children and identification of those that need support. Targeting support for children not making expected progress. Half termly assessment and evaluation. Staff meeting Resources identified Parents evenings	Spring Discussion on effectiveness of interventions and further highlighting of those in need. Assessments Boosting for those that require it.	Summer Discussion on effectiveness of interventions and further highlighting of those in need. Sats and KS2 Assessments			

Achievement focused priority 2: To ensure that all subjects are assessed and monitored each half term and this informs planning in anticipation of Ofsted deep dives.

<p>Position statement / or key question</p> <ul style="list-style-type: none"> • School has tried to record assessments in a way that suits individual staff members. There needs to be a central approach to recording that is easily accessible to all and is clear and shows indicators. • This assessment must be every half term to demonstrate progress and areas of need, as well as highlighting children for intervention. • Literacy and maths are established, but other subjects need to be assessed accurately and recorded appropriately. • This assessment must also tie in with the National Curriculum tests and stand up to scrutiny and moderation. • The recording system will also highlight areas of need and progression. • Subject leaders need to understand their subject and be able to discuss progression and expectations. 	<p>Target/s</p> <ul style="list-style-type: none"> • Ensure assessments take place at regular times – half termly. • New assessments are used effectively across the school and not centralised in the UKS class. • Abacus maths assessment is used effectively across school and is tailored to match the coverage of the term. • New systems of end of key stage assessment for Literacy and SPaG implemented • RE and Science all monitored and progress recorded accordingly. • Other subjects assessed appropriately through Twinkl resources. • To ensure all staff are confident in levelling through CPD, networking and INSET. • To resource new system as appropriate – through new assessment materials or software.
<p>What will success look like?</p> <ul style="list-style-type: none"> • A system of recording of assessments that reflects half termly coverage and ties in with DFE expectations. • All staff confident in its use and children aware of the new assessment regime. • Parental awareness through discussion at parent’s evenings or meetings. • A central system that is accessible to all staff members 	<p>What will be different for children?</p> <ul style="list-style-type: none"> • New levelling of work in assessment weeks. • More peer to peer marking to allow children to see their possible development. • New assessment materials • Assessments in all subjects (half termly)

Key people, including governors <ul style="list-style-type: none"> • All staff • Pupils and parents • Curriculum governors 	Funding and resources <ul style="list-style-type: none"> • Staff meeting and INSET time • CPD. • New assessment materials if needed.
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Tasks	Who	When	Monitoring and Evaluating
<ul style="list-style-type: none"> • Implement the new system of assessment in all subjects 	Head Subject leaders	Autumn 2021	Head and subject leaders
<ul style="list-style-type: none"> • Monitor the new recording system 	Head and Governors	Half termly	Governors
<ul style="list-style-type: none"> • Use of new assessment materials 	All staff	By Spring 2022	Head and Governors

Headlines of evaluation

Autumn Review of assessments and tracking. Routine assessment of literacy, maths, Re, Science plus other subjects. Checking of rolling programmes and assessments in all subjects. New Twinkle literacy assessment in line with moderation.	Spring Monitoring and assessment of progress. Review of targets. Half termly assessment and recording	Summer Assessment and recording pupils' progress. Monitoring of assessment and progress predictions against sats.
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Leadership and Management focused priority 1: Ensure all Health and Safety procedures are reviewed and up to date in preparation for Health and Safety audit.

<p>Position statement / or key question</p> <ul style="list-style-type: none"> • Health and Safety checks are a priority within and throughout the school. • Under Kym Allen all policies are reviewed annually and are all up to date. • Staff undergo relevant training when appropriate. • Safeguarding and keeping children safe in education is an active document and reviewed at every update. • School needs to be ready for H and S audit. 	<p>Target/s</p> <ul style="list-style-type: none"> • To ensure the policies are the most recent. • To ensure all information is relevant • Ensure relevant training undertaken by staff and Governors. • Ensure training by leadership team in necessary areas (legionella, etc) • Use of Kim Allen’s policies to ease the pressures.
<p>What will success look like?</p> <ul style="list-style-type: none"> • A website that withstands close scrutiny • An up to date set of policies and information. • School is Health and Safety ready in terms of statutory information. • All staff fully trained in safeguarding, Prevent and food hygiene. 	<p>What will be different for children?</p> <ul style="list-style-type: none"> • Information on website will be most up to date. • Feeling of safety • Staff more confident in daily procedures and legislation.

Key people, including governors <ul style="list-style-type: none"> • Head • Staff • Children/parents • Governors 	Funding and resources <ul style="list-style-type: none"> • Inset • Use of Kim Allen H and S and her vast information portal. • Access to portal for up to date policies, information. • Online training / in house training. 		
Tasks	Who	When	Monitoring and Evaluating
<ul style="list-style-type: none"> • Checking of policies online for review dates 	Governors Head	Immediately	Governors Head
<ul style="list-style-type: none"> • All staff to be re- trained in Prevent, Safeguarding and Hygiene preferably online. 	Head Staff	Ongoing	Head Governors
<ul style="list-style-type: none"> • School to be audited for Health and Safety readiness. 	Head Governor	Early 2022	Head
Headlines of evaluation – Autumn Review of policies Renewal of out of date policies Uploading of relevant material Monitoring by Governors Staff training	Spring Monitoring Renewal where necessary	Summer Monitoring and renewal.	

Leadership and Management focused priority 2: To monitor and support the new class 3 where needed and to ensure the junior split is effective and continues to be viable.

<p>Position statement / or key question</p> <ul style="list-style-type: none"> • To alleviate the overcrowding in juniors (49 children), the school has appointed a new class teacher to teach year 3 and 4 in the mornings. This means there is a much more even split of children throughout the juniors and makes the teaching of maths and literacy far more manageable. • The new classroom needs to be supported as much as possible through close liaison and working as a team. • Staff meetings and Inset to be used to help support. • If successful, then it is hoped the new class teacher will become full time. • Governor monitoring to be used to help assess the situation. 	<p>Target/s</p> <ul style="list-style-type: none"> • To ensure the new class teacher is firmly established within school. • Effective and differentiated teaching of maths and literacy across both classes. • Evaluate and monitor effectiveness of new junior classroom. • Purchase new resources • Attend and deliver relevant CPD and INSET • Seek Parent and Governor views on effectiveness.
<p>What will success look like?</p> <ul style="list-style-type: none"> • A new revamped junior area within school. • Effective teaching, monitoring and assessment of maths and literacy. • Displays and features around the school • Effective change where necessary • Children happy in their new classes. • Positive parent feedback at parents' evenings and on the questionnaire. • A permanent, full time junior team. 	<p>What will be different for children?</p> <ul style="list-style-type: none"> • More focus on maths and literacy • A much calmer learning environment • A sense of ownership in their new classroom. • A new approach that is far more interactive and all encompassing. • A buzz about their work. • The chance to shine in a less competitive environment.

Key people, including governors <ul style="list-style-type: none"> • Staff • Children/parents • Governors 	Funding and resources <ul style="list-style-type: none"> • Inset and CPD • Support and PPA cover • Purchase of relevant resources where necessary • Networking across classes 		
Tasks	Who	When	Monitoring and Evaluating
<ul style="list-style-type: none"> • Install and equip new classroom 	Staff	Immediately	Governors Head
<ul style="list-style-type: none"> • New class to be independent and left to run 	Class teacher	Ongoing	Head Governors
<ul style="list-style-type: none"> • Monitor and assess effectiveness and keep support ongoing. 	Head	Termly	Head
Headlines of evaluation – Autumn New class to be established. Staff meetings to be used to check effectiveness. Appraisals used to set targets, etc. Parents’ evenings to monitor success.	Spring Classroom to continue Monitoring of success. Assessments of children	Summer Assessments and parents evening to monitor success. Year 4 tables check	

Personal Development and Well Being focused priority 1: To re-integrate Collective Worship across the school and ensure Christian Values come back to the forefront of the school. To prepare for SIAMS.

<p>Position statement / or key question</p> <ul style="list-style-type: none"> • After the lockdowns and restrictions placed upon the school, whole school Collective worship was not permitted. This means that Worship has become fragmented and very insular. • Whole school acts of worship are to be reintroduced and a renewed focus on the school's Christian Values is to be implemented. • Father Andrew and Open the Book to be invited back. • Preparation for SIAMs to become a focus once again. • Ways to raise awareness of Christian values in the wider context to be sought. 	<p>Target/s</p> <ul style="list-style-type: none"> • To involve children, parents, Governors and other stakeholders in our acts of Worship through celebrations – Harvest, Christmas, Education Sunday, etc. • To resource a suitable shelter to use for this space. • Network with other schools to see how they provision worship. • Utilise the gazebo for Worship and as a mindful place.
<p>What will success look like?</p> <ul style="list-style-type: none"> • Whole school acts of worship to be held daily by staff. • Outside agents to help implement these acts of worship. • Christian Values to once again become the heart of the school's ethos. • Child led Worship once again. • Much greater awareness of others through mindful activities. 	<p>What will be different for children?</p> <ul style="list-style-type: none"> • Children will have much more Collective Worship again. • Timetabled routine of Worship. • More opportunities for mindfulness • Support for mental health • Opportunities to lead and assess Worship.
<p>Key people, including governors</p> <ul style="list-style-type: none"> • Staff • Children • Parents • Governors • Other groups and individuals – community members 	<p>Funding and resources</p> <ul style="list-style-type: none"> • Online Collective Worship areas • Music sites • More Worship resources to help deliver meaningful acts of Worship.

Tasks	Who	When	Monitoring and Evaluation
<ul style="list-style-type: none"> • Re-timetable Collective Worship 	Staff	Immediately	Head Staff Children
<ul style="list-style-type: none"> • Invite Father Andrew back as well as Open the Book. 	Head Staff	Immediately	Head
<ul style="list-style-type: none"> • Resource 	Staff	2021/22	Head

Headlines of evaluation

Autumn	Spring	Summer
Re timetable and reintroduce whole school Collective Worship. Invite outside agencies and Community Members back into school. Harvest Assembly	Child-lead Collective Worship. Daily acts of worship as routine.	Child lead and daily acts of worship. Utilisation of outdoor reflective area.

Personal Development and Well Being focused priority 2: To build new toilets for class 2 and re-vamp the play area and EYFS outside space.

<p>Position statement / or key question</p> <ul style="list-style-type: none"> • The school has a large number of children • The new classroom has highlighted the need for new toilets. • Currently there is only 1 toilet for the upper KS2 girls. • The playground is a mess after the new classroom has been built. • There is a need to re-surface and re-mark the playground. • EYFS outdoor area needs revamping. 	<p>Target/s</p> <ul style="list-style-type: none"> • To build a new toilet block adjacent to the new classroom. • Re – organise the EYFS space as a result of the new toilets. • Re-tarmac the playground and consult children in the markings that are to be put down. • Fully utilise
<p>What will success look like?</p> <ul style="list-style-type: none"> • New toilets for the infant classroom • A newly covered playground with fresh markings. • A refreshed EYFS playground • A more satisfactory and manageable school environment • Happy parents • Happy children and happy staff. 	<p>What will be different for children?</p> <ul style="list-style-type: none"> • A fully functioning and exciting new toilet block. • More opportunities to learn outside • More space and a calmer environment • A much tidier area for the children
<p>Key people, including governors</p> <ul style="list-style-type: none"> • All staff • Governors • Children • Parents 	<p>Funding and resources</p> <ul style="list-style-type: none"> • PTA • Formula capital • School budget

Tasks	Who	When	Monitoring and Evaluation
<ul style="list-style-type: none"> • Plan for toilets 	Staff Governors	Done	Head Contractor
<ul style="list-style-type: none"> • Money earmarked for building work in budget 	Head Governors	Done	Head
<ul style="list-style-type: none"> • Building work 	Contractors	Autumn 2021	Head Building committee
<ul style="list-style-type: none"> • Implementation of new toilets 	Staff children	Spring 2022	Head Building committee
<ul style="list-style-type: none"> • New playground surface and EYFS space 	Contractors	Summer 2022	Head Governors Children Parents

Headlines of evaluation

Summer	Autumn	Spring
Plans drawn up and consultation Allocation of budget Plans submitted	Permission gained Building work to commence	Building opened, resourced and used. Playground and EYFS complete

Community focused priority 1: To develop effective links with UK or overseas community.

<p>Position statement / or key question</p> <ul style="list-style-type: none"> • As part of the SIAMS inspection it has been recommended that school develops its links with an overseas school or one from a different locality to enable children to broaden their experiences. • Foundation Governor and member of staff have expressed a desire to help establish such links. • Possible foreign setting has also been highlighted. 	<p>Target/s</p> <ul style="list-style-type: none"> • To collaborate with a school in contrasting locality. • To explore and establish setting up a link with an overseas school. • To discuss with consortium schools about their existing links. • To develop these links.
<p>What will success look like?</p> <ul style="list-style-type: none"> • Strong links with a UK or overseas school. • Children communicating with other children and experiencing their community. • Governors and parents being involved with link schools. 	<p>What will be different for children?</p> <ul style="list-style-type: none"> • Strong links with a contrasting UK locality • Strong links with an overseas school. • More opportunities to use IT and other communication methods. • More project based learning.
<p>Key people, including governors</p> <ul style="list-style-type: none"> • Foundation Governor • Children • Staff 	<p>Funding and resources</p> <ul style="list-style-type: none"> • Costs incurred when setting up links. • Updating of IT provision where needed. • Literature and possible inter school visits to see how things can work.

Tasks	Who	When	Monitoring and Evaluating
<ul style="list-style-type: none"> • Communication with Consortium schools 	Head Children	By Spring 2022	Head Governors
<ul style="list-style-type: none"> • Establish a UK link through contacts 	Staff Head Governors	Summer 2022	Head
<ul style="list-style-type: none"> • Investigate an overseas link through Diocese or British Council 	Governors	Spring 2022	Head
Headlines of evaluation			
Autumn	Spring	Summer	
Investigation of UK and Overseas links Contact with Consortium schools Inter – schools visits	Development of links	Development of links	

Community focused priority 2: To maintain community links through closer work with the AONB and other professional groups.

<p>Position statement / or key question</p> <ul style="list-style-type: none"> • To further develop the schools excellent links with the community in general. • Build upon the successes of the school in the local community • Establish a new link with AONB to enhance Forest School Provision. 	<p>Target/s</p> <ul style="list-style-type: none"> • Establish a relationship with AONB warden (Belinda) • Open school up to any opportunity that AONB may offer • Promote AONB through school • Support wider programme of activities • Utilise links with school's FS programme • Develop relationship through time.
<p>What will success look like?</p> <ul style="list-style-type: none"> • A regular programme of activities with AONB • School representation on AONB events • Enhanced FS provision and opportunities • Broader and richer range of opportunities and experiences for the children • Renewed focus for school as heart of the village. 	<p>What will be different for children?</p> <ul style="list-style-type: none"> • More outdoor learning • Enhanced FS programme • Possible further links outside of school with other organisations • Stronger and higher profile presence for school within the Community.
<p>Key people, including governors</p> <ul style="list-style-type: none"> • AONB • FS coordinator • Governors • Children/parents • staff 	<p>Funding and resources</p> <ul style="list-style-type: none"> • transport • equipment • training

Tasks	Who	When	Monitoring and Evaluating
<ul style="list-style-type: none"> • Establish a firmer link with AONB 	Staff	Autumn 2021	Head
<ul style="list-style-type: none"> • Attend more events and generate own events 	Staff	Ongoing	Head
<ul style="list-style-type: none"> • Fully resource the outdoor learning through equipment and resources 	Staff	Spring 2022	Head
<ul style="list-style-type: none"> • Implement and devise a programme of activities. 	Staff	Autumn/Spring 2021/22	Head Governors
Headlines of evaluation			
Autumn	Spring	Summer	
Establish best day and open up for Toddlers Promotion Resourcing Opening ceremony	Promotion and resourcing	Promotion Review effectiveness	

The year at a glance

	Focused priorities	Background priorities	Other important things
Autumn 1	<p>Implementation of new writing approach throughout school and linking of assessment to tie in with this approach.</p> <p>Literacy coordinators to ensure phonics scheme is selected.</p> <p>Review of policies and updating.</p> <p>Review of Prevent and safeguarding needs.</p> <p>Website to be updated if necessary</p> <p>Toilet plans drawn up</p>	<p>Training or cpd for staff in writing and Ofsted readiness.</p> <p>Children to be monitored and reviewed as and when needed.</p> <p>Updated policies to be uploaded to website.</p> <p>Online safeguarding and Prevent duty training.</p> <p>Start building</p> <p>Enquire as to overseas link</p>	<p>INSET</p> <p>Twinning</p> <p>Re-establishment of whole school</p> <p>Collective Worship</p>
Autumn 2	<p>Assessment review in all subjects to check all is working.</p> <p>Building work completed.</p> <p>Establish AONB links</p> <p>Parent and community events</p> <p>Building to commence</p> <p>Review effectiveness of new junior class.</p>	<p>Looking at assessment and whether this is working.</p> <p>IEP reviews and SEND discussions.</p>	<p>Parents evenings</p> <p>Village Christmas events</p>
Spring 1	<p>Writing and spelling approach developed</p> <p>Introduction of new assessments to be carried out half termly.</p> <p>Completion of toilets.</p> <p>Open new building</p>	<p>Review of maths, literacy, science and RE assessment schemes.</p> <p>Policy review for the year.</p> <p>Look at resurfacing the playground and EYFS area</p>	<p>Reviews</p> <p>Parent feedback on website and Governor review.</p>
Spring 2	<p>Review linked to assessment in core subjects</p> <p>IEP reviews</p>	<p>Review and refine</p>	<p>Parents evenings</p>

Summer 1	Writing approach to be focused in preparation for sats. IEP reviews	Assessment and review	Next steps for children
Summer 2	Review and refinement of assessments Links with overseas schools established AONB firm fixture	Review of effectiveness of assessments Full establishment of new playgrounds	Reports and sats feedback to parents. Analysis of sats results

Governing body planner

Targets for this academic year	
Target:	Success criteria :
Establishment of new interim Chair of Governors	New interim Chair fully familiarised with school.
Appoint two new parent Governors	Election help and new appointments made
To establish and maintain the Governing body and integrate the new members of the Governing body.	New Governors to have roles and know their responsibilities and duties.
To further develop individual roles within the Governing Body, including monitoring and evaluation	All Governors understand the areas they are responsible for and are able to act as ‘critical friends’.
All governors to undertake training whenever possible to update knowledge and skills	Extended knowledge will ensure the smooth and effective running of the school
To ensure all financial systems are fully compliant with requirements	Achievement of the Schools Financial Values Standard (SFVS)
Governors to take an active role in the fabric of the school.	Governors to visit lessons and have relative high profile within school.
Undertake Good Governance meetings when appropriate to tackle separate issues.	Governors to attend according to skills base.
Governors to begin thinking about Ofsted and SIAMS	Any training undertaken

Governing body year planner		
	Full GB	Good Governance Committee
Autumn	October 2021	When required
Spring	2022	When required
Summer	2022	When required

Thinking ahead

	2021 - 22	2022 – 2023
School improvement priorities	Develop writing Develop assessment Develop phonics Keep website and policies current Be Health and Safety ready Ofsted and SIAMS readiness	Develop maths and science Ofsted SIAMS SEND provision Re-evaluation of sats, phonics, Year 4 tables, FSP.
Site and premises improvements	New toilets New playground surface and EYFS play area Decorate foyer Decorate class 1 and the conservatory	Decorate class 3 Install mezzanine
Externals issues and influences	SEND cutbacks Budget Increasing role	Ofsted and SIAMS

Simon Brabant

Head teacher

28 September 2021