

**Storth CE  
Primary School**



**School Development Plan**

**2020 – 2021**

## **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.**

	<b>Teaching Learning Curriculum</b>	<b>Achievement</b>	<b>Leadership and Management</b>	<b>Personal Development and well-being</b>	<b>Community</b>
<b>Evaluation and strengths</b>	<b>The heart of the school remains in EYFS and the Nursery with very good provision attracting more pupils to the school. The quality and flexibility of the provision are a massive plus point with very positive parent feedback on their children's development and progress. Teacher assessment suggests that the majority of children with GLD. This is carried forward into KS1 and ultimately KS2. Phonics continues to be streamed and</b>	<b>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 not promising. 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.</b>	<b>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 have been updated as have all the website requirements. Curriculum policies have been reviewed. All staff know about the changes in the most recent safeguarding guidance and have completed at least level 1 safeguarding training. All staff</b>	<b>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</b>	<b>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</b>

	<p>interventions in place. Children were on track to do well. KS2 sats were not expected to be as good as previous years, but the cohort had improved considerably. The school attracts many mid-starters and these can have an effect on data and class dynamics. Careful monitoring, targeted support and intensive intervention all help to bring these children more in line with the original 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</p>	<p>The main achievement was staying open throughout the pandemic and providing a safe environment for those children that attended.</p>	<p>know about preventing extremist or radical views from their online training on this. All staff are familiar with new GDPR guidelines and are compliant. All staff have undertaken food hygiene and are ready for the imminent health and safety audit. 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. Budget remains a significant factor in the way the school is shaped. Governance continues to be effective and the change in Chair has</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 will help 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 new Vicar has established his presence within the community and we hope our weekly visits from open the book will recommence when time allows. Forest school activities are</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><b>'close-knit' community in school. They plan interesting activities, especially 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.</b></p>		<p><b>been a complete success. 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 and peer reviews is supportive and useful. The strengths and weaknesses of the school are well known because views are validated by colleague head teachers in other schools in the alliance through the peer review. We make sure that pupils' assessments</b></p>	<p><b>now a regular part of school life with a fully trained member of the staff taking charge. 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 helps shape the school council. A new infant classroom is nearly complete to help alleviate the pressures of space. Juniors will be split between class 2 and 3 in the mornings and come together in the afternoons.</b></p>	<p><b>events which help raise its profile and keep the school in the public eye.</b></p>
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	<p><b>The broad curriculum provides pupils with a rich variety of opportunities to 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.</b></p>		<p><b>are accurate, because external moderation takes place through our local cluster of schools. The school has a distinctive Christian character, validated by Diocesan monitoring visits, and is raising standards and improving outcomes for all learners. All 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.</b></p>		
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<p><b>Areas for Development</b></p>	<p><b>Continue to make further improvements to writing across the key stages, with a real focus on the end of key stage 2. 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.</b></p>	<p><b>A continuation of the revamp of spelling in KS2 to maintain a consistent approach and hopefully improve the outcomes in both spelling and ultimately writing. To enable the FSP to become much more parent/school centred with the implementation of Tapestry. Inform Nursery and EYFS parents as well as giving them ownership of their child's progress and activities within school.</b></p>	<p><b>All safeguarding and Prevent duty kept up to date and new staff have relevant expertise. 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. The new RSHE curriculum becomes mandatory in 2020 so an emphasis of fully integrating this within the school's planning and ethos.</b></p>	<p><b>Extend provision for pupils' spiritual growth through and mental wellbeing through the development of an outdoor worship and reflective space. To alleviate the strains and difficulties of teaching the range of abilities within the current junior classroom by establishing a new space for teaching and intervention.</b></p>	<p><b>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 provision of Forest school activities.</b></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.

<b>Focused priority 1</b>	<b>To make improvements to the teaching of writing across both key stages.</b>
<b>Focused priority 2</b>	<b>To ensure that all subjects are assessed and monitored each half term and this informs planning in anticipation of ofsted deep dives.</b>

### **Background priorities for Teaching, Learning and Curriculum**

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

<b>Background priority 1</b>	<b>Staff training and cpd on writing. Much more focused approach to assessment of writing with next steps clearly outlined. Monitoring and assessment.</b>
<b>Background priority 2</b>	<b>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.</b>

### **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.**

<b>Focused priority 1</b>	<b>Monitor the consistency of progress in spelling across Key Stage 2 and Key Stage 1.</b>
<b>Focused Priority 2</b>	<b>Implement improvements in the Foundation Stage Profile through Tapestry.</b>

### **Background priorities for Achievement**

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

<b>Background priority 1</b>	<b>Literacy coordinator to monitor the teaching of spelling across the school under new subject leader criteria and lead cpd based upon the progress.</b>
<b>Background priority 2</b>	<b>Keeping parents and carers involved and informed with their children's progress. Also developing the home-school link through a shared resource.</b>

### **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.

<b>Focused priority 1</b>	<b>Ensure all Health and Safety procedures are reviewed and up to date in preparation for Health and Safety audit.</b>
<b>Focused priority 2</b>	<b>Ensure new RSHE and wellbeing strategies are embedded within the school curriculum.</b>

### **Background priorities for Leadership and management**

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

<b>Background priority 1</b>	<b>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.</b>
<b>Background priority 2</b>	<b>CPD for staff on RSHE requirements. Implementation of new plans into school's rolling programme. Monitoring and assessment of programme.</b>

### **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.**

<b>Focused priority 1</b>	<b>To develop a new forest school area for children.</b>
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<b>Focused priority 2</b>	<b>To build a new classroom/intervention space.</b>
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### **Background priorities for Personal Development and Well-being**

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

<b>Background priority 1</b>	<b>Forest school now integrated fully into curriculum and a dedicated space to be provided to fulfil this new initiative.</b>
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<b>Background priority 2</b>	<b>Alleviation of problems of teaching space and spread across four year groups. Staffing and resourcing of said space. Fundraising and use of budget to create an area that the children design to fulfil priority 2.</b>
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### **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.**

<b>Focused priority 1</b>	<b>To develop effective links with UK school or overseas community.</b>
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<b>Focused priority 2</b>	<b>To maintain community links through closer work with the AONB and other professional groups.</b>
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### **Background priorities for Community**

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

<b>Background priority 1</b>	<b>To work with other adults, Governors and schools to develop a firm contact within a more diverse setting.</b>
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<b>Background priority 2</b>	<b>To further develop the Community links through working with the AONB. Enhancement of Forest School activities through a broader outlook.</b>
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**Teaching, Learning and Curriculum focused priority 1: To make improvements to the teaching of writing across both key stages.**

<p><b>Position statement / or key question</b></p> <ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>	<p><b>Target/s</b></p> <ul style="list-style-type: none"> <li>• <b>To ensure the resourcing of the literacy curriculum is appropriate, especially in terms of punctuation and grammar.</b></li> <li>• <b>To implement a more detailed approach that supports the existing curriculum in class teaching.</b></li> <li>• <b>To ensure all staff are confident in subject knowledge and terminology through CPD, networking and INSET.</b></li> <li>• <b>To closely monitor and review the effectiveness of this new approach with the help of Governors.</b></li> <li>• <b>To improve the recording of assessment in writing to help highlight areas of need.</b></li> </ul>
<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• <b>Children working at the expected standard with more working at greater depth within the subject.</b></li> <li>• <b>2021 KS2 results will show an increased percentage of children working at the expected standard in writing.</b></li> <li>• <b>More confident and focused teaching of the subject.</b></li> <li>• <b>Planning will show a more developmental approach to writing with clear established steps to improvement.</b></li> <li>• <b>Class room displays to demonstrate good practice.</b></li> </ul>	<p><b>What will be different for children?</b></p> <ul style="list-style-type: none"> <li>• <b>More time spent on writing allowing them to gain a greater or clearer understanding.</b></li> <li>• <b>More resources and visual aids.</b></li> <li>• <b>More challenge within the subject.</b></li> <li>• <b>Greater enjoyment of the subject.</b></li> <li>• <b>Changes to assessment frequency.</b></li> <li>• <b>Use of expertise within teaching and support staff.</b></li> <li>• <b>Use of adult volunteers in monitoring and frequency of work.</b></li> </ul>
<p><b>Key people, including governors</b></p> <ul style="list-style-type: none"> <li>• <b>Literacy coordinator and all staff</b></li> <li>• <b>Literacy Governor</b></li> <li>• <b>Pupils and parents</b></li> </ul>	<p><b>Funding and resources</b></p> <ul style="list-style-type: none"> <li>• <b>Staff meeting and INSET time</b></li> <li>• <b>CPD</b></li> <li>• <b>New resource aids</b></li> </ul>

<b>Tasks</b>	<b>Who</b>	<b>When</b>	<b>Monitoring and Evaluating</b>
<ul style="list-style-type: none"> <li>• <b>Ensure all staff are aware of changes to the emphases of writing.</b></li> </ul>	<b>Class teachers</b>	<b>By Jan 2021</b>	<b>All staff Literacy coordinator</b>
<ul style="list-style-type: none"> <li>• <b>Monitor the effectiveness of the new approach</b></li> </ul>	<b>Class teachers</b>	<b>Half termly</b>	<b>All staff Head Curriculum Governor</b>
<ul style="list-style-type: none"> <li>• <b>Tailor assessments to meet the needs of the coverage each half term</b></li> </ul>	<b>Class teachers</b>	<b>Half termly</b>	<b>All staff</b>
<ul style="list-style-type: none"> <li>• <b>Resource the subject where necessary</b></li> </ul>	<b>Head</b>	<b>As needed</b>	<b>All staff</b>
<ul style="list-style-type: none"> <li>• <b>Subject audit</b></li> </ul>	<b>Literacy coordinator</b>	<b>2020/21</b>	<b>Literacy coordinator Head</b>
<ul style="list-style-type: none"> <li>• <b>Monitor KSI and KS2 half termly and end of year assessments</b></li> </ul>	<b>Head</b>	<b>Termly</b>	<b>Head Literacy Governor</b>
<ul style="list-style-type: none"> <li>• <b>Implement a new method of recording writing assessments</b></li> </ul>	<b>Head</b>	<b>By Oct 2020</b>	<b>Head Literacy coordinator</b>

### **Headlines of evaluation**

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

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



<b>Key people, including governors</b> <ul style="list-style-type: none"> <li>• All staff</li> <li>• Pupils and parents</li> <li>• Curriculum governors</li> </ul>	<b>Funding and resources</b> <ul style="list-style-type: none"> <li>• Staff meeting and INSET time</li> <li>• CPD.</li> <li>• New assessment materials if needed.</li> </ul>
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Tasks	Who	When	Monitoring and Evaluating
<ul style="list-style-type: none"> <li>• Implement the new system of assessment in all subjects</li> </ul>	Head Subject leaders	Autumn 2020	Head and subject leaders
<ul style="list-style-type: none"> <li>• Monitor the new recording system</li> </ul>	Head and Governors	Half termly	Governors
<ul style="list-style-type: none"> <li>• Use of new assessment materials</li> </ul>	All staff	By Spring 2021	Head and Governors

### Headlines of evaluation

Autumn	Spring	Summer
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.	Monitoring and assessment of progress. Review of targets.  Half termly assessment and recording	Assessment and recording pupils' progress.  Monitoring of assessment and progress predictions against sats.

**Achievement focused priority 1: Monitor the consistency of progress in spelling across both Key Stages.**

<p><b>Position statement / or key question</b></p> <ul style="list-style-type: none"> <li>• All pupils need to make the necessary progress through the school in spelling.</li> <li>• All children should be meeting expectations.</li> <li>• Currently there are not enough children meeting expectations in spelling at the end of Key Stage 2.</li> <li>• There need to be enough opportunities for the more able to exceed their potential as at Key stage 1.</li> <li>• There should be a higher profile of spelling throughout the school.</li> <li>• There should be a more consistent and equal approach to spelling in KS2.</li> </ul>	<p><b>Target/s</b></p> <ul style="list-style-type: none"> <li>• Most children will make expected progress in spelling and some will make better than expected progress by the end of Key Stage 2.</li> <li>• Assessment will show pupils are making the necessary progress through the school.</li> <li>• Raise the profile of spelling across the whole school.</li> <li>• Appointment of new literacy coordinator to monitor progress.</li> <li>• INSET on whole school strategies.</li> <li>• Use of Governors to monitor progress and strategies. Use of new spelling schemes to monitor effectiveness and progress.</li> </ul>
<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• The vast majority of children should be at least achieving expectations in spelling at the end of KS2.</li> <li>• Some children (more than currently) will exceed expectations by the end of key stage 2</li> <li>• School tracking will show targeted support for those children not making necessary progress in spelling.</li> <li>• Consistent levels of success in spelling assessments weekly.</li> <li>• A higher profile of spelling across school as seen in display and books.</li> </ul>	<p><b>What will be different for children?</b></p> <ul style="list-style-type: none"> <li>• More consistent teaching in spelling across the whole school.</li> <li>• More opportunities provided for using learnt spellings.</li> <li>• Focus on creative, practical and varied teaching techniques to ensure all children can enjoy spelling.</li> <li>• More targeted support for children not making expected progress.</li> <li>• More celebration of spelling success.</li> <li>• Self-marking opportunities and peer to peer reviews of spelling.</li> </ul>
<p><b>Key people, including governors</b></p> <ul style="list-style-type: none"> <li>• All staff</li> <li>• Literacy coordinator</li> <li>• Curriculum Governor</li> </ul>	<p><b>Funding and resources</b></p> <ul style="list-style-type: none"> <li>• Booster sessions in spelling.</li> <li>• Improved tracking and targeting.</li> <li>• New spelling initiatives.</li> <li>• Relevant CPD</li> </ul>

Tasks	Who	When	Monitoring and Evaluating
<ul style="list-style-type: none"> <li>To assess children every week and monitor progress in spelling.</li> </ul>	<b>Staff</b> <b>Curriculum</b> <b>Gov.</b>	<b>Weekly</b>	<b>Staff and literacy coordinator.</b> <b>Spelling inset</b>
<ul style="list-style-type: none"> <li>Targeting of children who are not making expected progress.</li> </ul>	<b>All staff</b>	<b>Ongoing</b>	<b>Regular tracking scrutiny</b> <b>Staff meetings</b>
<ul style="list-style-type: none"> <li>Establishing booster groups to help.</li> </ul>	<b>Staff</b>	<b>Ongoing</b>	<b>Teacher assessment</b>
<ul style="list-style-type: none"> <li>Create a spelling celebration board where examples of spellings in context can be displayed.</li> </ul>	<b>staff</b>	<b>Spring</b> <b>2020</b>	<b>Pupils and parents</b>
<b>Headlines of evaluation</b>			
<b>Autumn</b>  <b>Assessment of spelling so far</b> <b>Targeting support for children not making expected progress.</b> <b>Weekly assessment and evaluation.</b> <b>Staff meeting</b> <b>Resources identified</b>	<b>Spring</b>  <b>Assessments</b> <b>Boosting for those that require it.</b>		<b>Summer</b>  <b>Sats and KS2 Assessments</b>

**Achievement focused priority 2: Implement improvements in the Foundation Stage Profile through Tapestry.**

<p><b>Position statement / or key question</b></p> <ul style="list-style-type: none"> <li>• <b>Foundation Stage Profiles are a very effective monitoring and assessment tool in EYFS classroom.</b></li> <li>• <b>FSPs are a very time consuming and tricky to maintain.</b></li> <li>• <b>Not all parents/carers see the FSP</b></li> <li>• <b>Shift towards a much more home/school orientated approach</b></li> <li>• <b>Tapestry has been trialled and deemed very successful, so a move to fully implement.</b></li> </ul>	<p><b>Target/s</b></p> <ul style="list-style-type: none"> <li>• <b>All children in EYFS to have a Tapestry account.</b></li> <li>• <b>Parents/Carers to regularly contribute.</b></li> <li>• <b>School to keep profiles up to date</b></li> <li>• <b>Tapestry to be fully implemented and to become the “norm”.</b></li> </ul>
<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• <b>100% of children will be under Tapestry.</b></li> <li>• <b>All parents and carers will be using and accessing Tapestry</b></li> <li>• <b>Monitoring of effectiveness.</b></li> <li>• <b>Yearly review of the effectiveness of the programme – in terms of cost and usability.</b></li> </ul>	<p><b>What will be different for children?</b></p> <ul style="list-style-type: none"> <li>• <b>More interaction between home and school.</b></li> <li>• <b>Celebration more easily shared</b></li> <li>• <b>Activities at home will be far more easily identifiable to school</b></li> <li>• <b>Children have more of an understanding about the school/home link.</b></li> <li>• <b>Parents/carers have a better understanding of their child’s development and education.</b></li> </ul>
<p><b>Key people, including governors</b></p> <ul style="list-style-type: none"> <li>• <b>EYFS/Key Stage 1 staff</b></li> <li>• <b>Curriculum Governors</b></li> <li>• <b>Parents/carers</b></li> </ul>	<p><b>Funding and resources</b></p> <ul style="list-style-type: none"> <li>• <b>Purchase of Tapestry</b></li> <li>• <b>ICT hardware where applicable</b></li> <li>• <b>Information for parents/carers on how to use the system</b></li> <li>• <b>Relevant CPD</b></li> </ul>

<b>Tasks</b>	<b>Who</b>	<b>When</b>
<ul style="list-style-type: none"> <li>• <b>To set up Tapestry accounts.</b></li> </ul>	<b>Staff</b> <b>Curriculum Gov.</b>	<b>Autumn 2020</b>
<ul style="list-style-type: none"> <li>• <b>Inform and demonstrate system to parents/carers.</b></li> </ul>	<b>Staff</b>	<b>By Oct 2020</b>
<ul style="list-style-type: none"> <li>• <b>Trial the system and seek feedback</b></li> </ul>	<b>Staff</b> <b>Parents/carers</b>	<b>By October 2020</b>
<ul style="list-style-type: none"> <li>• <b>Fully roll out the programme and evaluate.</b></li> </ul>	<b>Staff</b> <b>Parents/carers</b>	<b>Spring 2021</b>
<b>Headlines of evaluation</b>		
<b>Autumn</b>  <b>Set up tapestry accounts</b>  <b>Inform parents</b>  <b>Trial and evaluation</b>	<b>Spring</b>  <b>Fully utilise resource</b>  <b>Evaluation and feedback</b>	<b>Summer</b>  <b>Monitoring</b>  <b>Parental/school feedback.</b>

**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><b>Position statement / or key question</b></p> <ul style="list-style-type: none"> <li>• Health and Safety checks are a priority within and throughout the school.</li> <li>• Ofsted highlighted some policies were not the most up to date – this is no longer the case with Kym Allen.</li> <li>• Staff undergo relevant training when appropriate.</li> <li>• Safeguarding and keeping children safe in education is an active document and reviewed at every update.</li> <li>• School needs to be ready for H and S audit.</li> </ul>	<p><b>Target/s</b></p> <ul style="list-style-type: none"> <li>• To ensure the policies are the most recent.</li> <li>• To ensure all information is relevant</li> <li>• Ensure relevant training undertaken by staff and Governors.</li> <li>• Ensure training by leadership team in necessary areas (legionella, etc)</li> <li>• Use of Kim Allen’s policies to ease the pressures.</li> </ul>
<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• A website that withstands close scrutiny</li> <li>• An up to date set of policies and information.</li> <li>• School is Health and Safety ready in terms of statutory information.</li> <li>• All staff fully trained in safeguarding, Prevent and food hygiene.</li> </ul>	<p><b>What will be different for children?</b></p> <ul style="list-style-type: none"> <li>• Information on website will be most up to date.</li> <li>• Feeling of safety</li> <li>• Staff more confident in daily procedures and legislation.</li> </ul>
<p><b>Key people, including governors</b></p> <ul style="list-style-type: none"> <li>• Head</li> <li>• Staff</li> <li>• Children/parents</li> <li>• Governors</li> </ul>	<p><b>Funding and resources</b></p> <ul style="list-style-type: none"> <li>• Inset</li> <li>• Use of Kim Allen H and S and her vast information portal.</li> <li>• Access to portal for up to date policies, information.</li> <li>• Online training / in house training.</li> </ul>

<b>Tasks</b>	<b>Who</b>	<b>When</b>	<b>Monitoring and Evaluating</b>
<ul style="list-style-type: none"> <li>• <b>Checking of policies online for review dates</b></li> </ul>	<b>Governors Head</b>	<b>Immediately</b>	<b>Governors Head</b>
<ul style="list-style-type: none"> <li>• <b>All staff to be trained in Prevent, Safeguarding and Hygiene preferably online.</b></li> </ul>	<b>Head Staff</b>	<b>Ongoing</b>	<b>Head Governors</b>
<ul style="list-style-type: none"> <li>• <b>School to be audited for Health and Safety readiness.</b></li> </ul>	<b>Head Governor</b>	<b>Early 2021</b>	<b>Head</b>
<b>Headlines of evaluation – Autumn</b>  <b>Review of policies</b> <b>Renewal of out of date policies</b> <b>Uploading of relevant material</b> <b>Monitoring by Governors</b> <b>Staff training</b>	<b>Spring</b>  <b>Monitoring</b> <b>Renewal where necessary</b>	<b>Summer</b>  <b>Monitoring and renewal.</b>	

**Leadership and Management focused priority 2: Ensure new RSHE and wellbeing strategies are embedded within the school curriculum.**

<p><b>Position statement / or key question</b></p> <ul style="list-style-type: none"> <li>• <b>PSHE is currently taught throughout the school, but follows old rolling programme.</b></li> <li>• <b>RSHE to be statutory from September 2020</b></li> <li>• <b>Need to establish a rolling programme that is part of the school timetable by then.</b></li> <li>• <b>CPD and Inset for staff to ensure statutory conditions are met</b></li> </ul>	<p><b>Target/s</b></p> <ul style="list-style-type: none"> <li>• <b>To ensure RSHE is firmly established within curriculum.</b></li> <li>• <b>To teach and evaluate RSHE across the school</b></li> <li>• <b>Evaluate and monitor effectiveness of RSHE</b></li> <li>• <b>Purchase new resources</b></li> <li>• <b>Attend and deliver relevant CPD and INSET</b></li> <li>• <b>Keep up to date with changes and implement when and where necessary.</b></li> </ul>
<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• <b>A new RSHE curriculum throughout the school.</b></li> <li>• <b>Effective teaching, monitoring and assessment of RSHE</b></li> <li>• <b>Displays and features around the school</b></li> <li>• <b>Effective change where necessary</b></li> <li>• <b>Children happy to partake in RSHE</b></li> </ul>	<p><b>What will be different for children?</b></p> <ul style="list-style-type: none"> <li>• <b>More focus on RSHE</b></li> <li>• <b>A new approach that is far more interactive and all encompassing.</b></li> <li>• <b>A buzz about the topic</b></li> <li>• <b>More opportunities to express their feelings and position.</b></li> </ul>
<p><b>Key people, including governors</b></p> <ul style="list-style-type: none"> <li>• <b>Staff</b></li> <li>• <b>Children/parents</b></li> <li>• <b>Governors</b></li> </ul>	<p><b>Funding and resources</b></p> <ul style="list-style-type: none"> <li>• <b>Inset</b></li> <li>• <b>Purchase of relevant resources where necessary</b></li> <li>• <b>Networking across cluster</b></li> <li>• <b>Subscription to relevant websites to keep up to date</b></li> </ul>



Tasks	Who	When	Monitoring and Evaluating
<ul style="list-style-type: none"> <li>Attend cpd on changes and carry out INSET</li> </ul>	Staff	Immediately	Governors Head
<ul style="list-style-type: none"> <li>Write curriculum programme and implement programme</li> </ul>	Head CW leader	Ongoing	Head Governors
<ul style="list-style-type: none"> <li>Monitor and assess effectiveness and keep scheme up to date.</li> </ul>	Head	Termly	Head
<b>Headlines of evaluation – Autumn</b>  Look for training Gain expertise Be aware of statutory regulations and expectations	<b>Spring</b>  Construct curriculum Write rolling programme	<b>Summer</b>  Trial new programme implement	

**Personal Development and Well Being focused priority 1: To develop a new forest school area for children.**

<p><b>Position statement / or key question</b></p> <ul style="list-style-type: none"> <li>• As a school that has forest school in the timetable, it is essential that the children have a dedicated space available to them.</li> <li>• The school would also be able to use this as an outdoor area for all to enjoy.</li> <li>• School has the space now the chickens have been relocated, so this needs to be adapted.</li> </ul>	<p><b>Target/s</b></p> <ul style="list-style-type: none"> <li>• To involve children, parents, Governors and other stakeholders into the decision making process.</li> <li>• To resource a suitable shelter to use for this space.</li> <li>• Network with other schools to see provision they may have in place.</li> <li>• Apply for grants for equipment.</li> <li>• Utilise the space fully when it arrives.</li> </ul>
<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• A suitable area that the children can use as an outdoor space.</li> <li>• An enhanced area of the school that will add to its appeal.</li> <li>• Much greater mental health provision and awareness through mindful activities.</li> </ul>	<p><b>What will be different for children?</b></p> <ul style="list-style-type: none"> <li>• Children will have a dedicated area for forest school</li> <li>• More opportunities for outdoor learning</li> <li>• Extra space</li> <li>• Shade in summer</li> <li>• Support for mental health</li> </ul>
<p><b>Key people, including governors</b></p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Children</li> <li>• Parents</li> <li>• Governors</li> <li>• Contractor</li> </ul>	<p><b>Funding and resources</b></p> <ul style="list-style-type: none"> <li>• Formula capital money</li> <li>• PTA fundraising</li> <li>• School budget</li> </ul>

<b>Tasks</b>	<b>Who</b>	<b>When</b>	<b>Monitoring and Evaluation</b>
<ul style="list-style-type: none"> <li>• <b>Move chickens</b></li> </ul>	<b>Staff</b>	<b>Oct 2020</b>	<b>Head</b>
<ul style="list-style-type: none"> <li>• <b>Adapt area for forest schools</b></li> </ul>	<b>Head Staff</b>	<b>Late Dec 2020</b>	<b>Head</b>
<ul style="list-style-type: none"> <li>• <b>Resource area</b></li> </ul>	<b>SR Staff</b>	<b>2020/21</b>	<b>Head</b>

### **Headlines of evaluation**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Remove chickens</b> <b>Adapt space</b> <b>Gather ideas</b>	<b>Resource area fully</b>	<b>Evaluate the effectiveness of the space</b>

**Personal Development and Well Being focused priority 2: To build a new classroom/intervention space.**

<p><b>Position statement / or key question</b></p> <ul style="list-style-type: none"> <li>• The school has a high number of children in the junior class</li> <li>• The spread of abilities is too great to be effective</li> <li>• Need to split Y3/4 and Y5/6 children to allow effective teaching.</li> <li>• A focus for the Y6 cohorts must be a priority as too the support for the Year 3 cohort.</li> <li>• More space is needed in school for intervention and small group work.</li> </ul>	<p><b>Target/s</b></p> <ul style="list-style-type: none"> <li>• Locate and plan a new space for school</li> <li>• Gain planning permission</li> <li>• Raise funds through PTA, grants, school budget, formula capital</li> <li>• Build most cost-effective model</li> <li>• Resource and staff</li> <li>• Fully utilise</li> </ul>
<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• A new space to be used as a classroom and intervention space</li> <li>• A much more manageable KS2</li> <li>• Better utilisation of staff and resources</li> <li>• A more satisfactory and manageable school environment</li> <li>• Happy parents</li> <li>• Happy children and happy staff.</li> </ul>	<p><b>What will be different for children?</b></p> <ul style="list-style-type: none"> <li>• A fully functioning and exciting new class room or space.</li> <li>• More opportunities to learn</li> <li>• More adult support</li> <li>• More space and a calmer environment</li> <li>• A more focused teaching approach</li> </ul>
<p><b>Key people, including governors</b></p> <ul style="list-style-type: none"> <li>• All staff</li> <li>• Governors</li> <li>• Children</li> <li>• Parents</li> </ul>	<p><b>Funding and resources</b></p> <ul style="list-style-type: none"> <li>• PTA</li> <li>• Formula capital</li> <li>• School budget</li> <li>• Donations</li> </ul>

<b>Tasks</b>	<b>Who</b>	<b>When</b>	<b>Monitoring and Evaluation</b>
<ul style="list-style-type: none"> <li>• <b>Plan for space</b></li> </ul>	<b>Staff Governors</b>	<b>By mid 2020</b>	<b>Head Building committee</b>
<ul style="list-style-type: none"> <li>• <b>Fundraising and money earmarked for building work</b></li> </ul>	<b>PTA Parents staff</b>	<b>End of 2019</b>	<b>Head</b>
<ul style="list-style-type: none"> <li>• <b>Planning permission gained</b></li> </ul>	<b>Head Governors</b>	<b>Summer 2020</b>	<b>Head Building committee</b>
<ul style="list-style-type: none"> <li>• <b>Building work</b></li> </ul>	<b>Contractors Parents</b>	<b>Autumn 2020</b>	<b>Head Building committee</b>
<ul style="list-style-type: none"> <li>• <b>Implementation of new building</b></li> </ul>	<b>Staff children</b>	<b>Spring 2021</b>	<b>Head Building committee</b>

#### **Headlines of evaluation**

<b>Summer</b>	<b>Autumn</b>	<b>Spring</b>
<b>Plans drawn up and consultation Fundraising and allocation of budget Plans submitted</b>	<b>Permission gained Building work to commence</b>	<b>Building opened, resourced and used.</b>

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

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

<b>Tasks</b>	<b>Who</b>	<b>When</b>	<b>Monitoring and Evaluating</b>
<ul style="list-style-type: none"> <li>• <b>Communication with Consortium schools</b></li> </ul>	<b>Head Children</b>	<b>By Spring 2021</b>	<b>Head Governors</b>
<ul style="list-style-type: none"> <li>• <b>Establish a UK link through contacts</b></li> </ul>	<b>Head Governors</b>	<b>Summer 2021</b>	<b>Head</b>
<ul style="list-style-type: none"> <li>• <b>Investigate an overseas link through Diocese or British Council</b></li> </ul>	<b>Governors</b>	<b>Spring 2021</b>	<b>Head</b>
<b>Headlines of evaluation</b>			
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
<b>Investigation of UK and Overseas links</b> <b>Contact with Consortium schools</b> <b>Inter – schools visits</b>	<b>Development of links</b>	<b>Development of links</b>	

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

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



<b>Tasks</b>	<b>Who</b>	<b>When</b>	<b>Monitoring and Evaluating</b>
<ul style="list-style-type: none"> <li>• <b>Establish a firmer link with AONB</b></li> </ul>	<b>Staff</b>	<b>Autumn 2020</b>	<b>Head</b>
<ul style="list-style-type: none"> <li>• <b>Attend more events and generate own events</b></li> </ul>	<b>Staff</b>	<b>Ongoing</b>	<b>Head</b>
<ul style="list-style-type: none"> <li>• <b>Fully resource the outdoor learning through equipment and resources</b></li> </ul>	<b>Staff</b>	<b>Spring 2021</b>	<b>Head</b>
<ul style="list-style-type: none"> <li>• <b>Implement and devise a programme of activities.</b></li> </ul>	<b>Staff</b>	<b>Autumn/Spring 2020/21</b>	<b>Head Governors</b>
<b>Headlines of evaluation</b>			
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
<b>Establish best day and open up for Toddlers</b> <b>Promotion</b> <b>Resourcing</b> <b>Opening ceremony</b>	<b>Promotion and resourcing</b>	<b>Promotion</b> <b>Review effectiveness</b>	

## The year at a glance

	<b>Focused priorities</b>	<b>Background priorities</b>	<b>Other important things</b>
<b>Autumn 1</b>	<p>Implementation of new writing approach throughout school and linking of assessment to tie in with this approach.</p> <p>Literacy coordinator to ensure approach is consistent.</p> <p>Streaming of spelling to be implemented and monitored.</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>Plans drawn up</p>	<p>Training or cpd for staff in writing.</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><b>INSET</b></p> <p>Feedback to parents regarding new approach.</p> <p>Work with County on building Twinning</p>
<b>Autumn 2</b>	<p>Assessment review in all subjects to check all is working.</p> <p>Building work completed.</p> <p>Establish AONB links</p>	<p>Looking at assessment and whether this is working.</p> <p>Reviews.</p>	<p>Parents evenings</p> <p>Village Christmas events</p>
<b>Spring 1</b>	<p>Writing and spelling approach developed</p> <p>Introduction of new assessments to be carried out half termly.</p> <p>Development of Forest School outdoor space.</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 resourcing building</p>	<p>Reviews</p> <p>Parent feedback on website and Governor review.</p>

<b>Spring 2</b>	<b>Review linked to assessment in core subjects</b>	<b>Review and refine</b>	<b>Parents evenings</b>
<b>Summer 1</b>	<b>Writing approach to be focused in preparation for sats.</b>	<b>Assessment and review</b>	<b>Next steps for children</b>
<b>Summer 2</b>	<b>Review and refinement of assessments Links with overseas schools established AONB firm fixture</b>	<b>Review of effectiveness of assessments Full establishment of outdoor space</b>	<b>Reports and sats feedback to parents. Analysis of sats results</b>

## Governing body planner

<b>Targets for this academic year</b>	
<b>Target:</b>	<b>Success criteria :</b>
<b>Establishment of new Chair of Governors</b>	<b>New Chair fully familiarised with school.</b>
<b>To establish and maintain the Governing body and integrate the new members of the Governing body.</b>	<b>New Governors to have roles and know their responsibilities and duties.</b>
<b>To further develop individual roles within the Governing Body, including monitoring and evaluation</b>	<b>All Governors understand the areas they are responsible for and are able to act as 'critical friends'.</b>
<b>All governors to undertake training whenever possible to update knowledge and skills</b>	<b>Extended knowledge will ensure the smooth and effective running of the school</b>
<b>To ensure all financial systems are fully compliant with requirements</b>	<b>Achievement of the Schools Financial Values Standard (SFVS)</b>
<b>To set up a building committee to oversee proposed building works.</b>	<b>Governors to have worked through proposal and supported school where able.</b>
<b>Governors to take an active role in the fabric of the school.</b>	<b>Governors to visit lessons and have relative high profile within school.</b>
<b>Undertake Good Governance meetings when appropriate to tackle separate issues.</b>	<b>Governors to attend according to skills base.</b>

<b>Governing body year planner</b>		
	<b>Full GB</b>	<b>Good Governance Committee</b>
<b>Autumn</b>	<b>October 2020</b>	<b>When required</b>
<b>Spring</b>	<b>2021</b>	<b>When required</b>
<b>Summer</b>	<b>2021</b>	<b>When required</b>

## Thinking ahead

	2020 - 21	2021 – 2022
<b>School improvement priorities</b>	<p>Develop writing            Develop assessment            Develop spelling            Implement Tapestry            Keep website and policies current            Implement new RSHE curriculum            Be Health and Safety ready</p>	<p>Staffing for new classroom            SEND provision            Re-evaluation of sats, phonics, Year 4 tables, FSP            Ofsted and SIAMS readiness.</p>
<b>Site and premises improvements</b>	<p>New classroom            New outdoor learning area/reflective space</p>	<p>Decorate classrooms            New equipment for new classroom.            Revamp playground/markings</p>
<b>Externals issues and influences</b>	<p>SEND cutbacks            Budget            Increasing role</p>	<p>Ofsted and SIAMS</p>

Simon Brabant

Head teacher

14 October 2020