

# **Storth CE Primary School**



## **School Development Plan**

**2023 – 2024**

## **School Vision**

**‘Everything is possible’**

**Storth Church of England Primary School is a happy and welcoming community, where everyone is included, valued and supported to reach their potential as we learn and laugh together. Through our trust in God, we believe that everything is possible, doing all that we can to care, help and love each other.**

## 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
- School budget
- July 2022 Ofsted inspection report
- Nov 2016 SIAMS report

## List of Abbreviations

ASC	After School Club	PAN	Published Admissions Number
CPD	Continuing Professional Development	PPA	Planning Preparation and Assessment
EAL	English as an Additional Language	PTA	Parent-Teacher Association
EBSA	Emotionally Based School Avoidance	RE	Religious Education
EHCP	Education and Health Care Plan	SATs	Standard Assessment Tests
ELG GLD	Early Learning Goals Good Levels of Development	SEND	Special Educational Needs and Disabilities
EYFS	Early Years Foundation Stage	SENDCO	Special Educational Needs and Disabilities Coordinator
FS	Forest Schools	SIAMS	Statutory Inspection of Anglican and Methodist Schools
FSC	Forest School Coordinator	SPaG	Spelling, Punctuation and Grammar
FSP	Foundation Stage Profile	KS2	Key Stage 2
GDPR	General Data Protection Regulation	LKS2	Lower Key Stage 2
H + S	Health and Safety	KS1	Key Stage 1
IEP	Individual Education Plan		
INSET	In Service Training Day		
IT	Information Technology		

## **Summary of self-evaluation. Based upon Ofsted, data, parental feedback and parents' evenings.**

### **Evaluation and strengths**

<b>Teaching Learning Curriculum</b>	<p>The school remains in a very strong position after the summer. We currently have 88 children on role with more Nursery children waiting to join in the new year. We have increased the PAN (temporarily) to 14 which means we can accommodate the new starters. The EYFS remains the focus of the school and the team are working hard to ensure it “works”. We have many challenges in terms of SEND, and currently have 9 children with EHCP’s and one child refusing but hopefully re-integrating through the EBSA programme. There are two early Help processing too. The very experienced staff ensure that all children are treated equally. The school currently has 19 staff members including a caretaker who is ensuring the school remains in top condition and appealing in the eyes of prospective parents. . Financially this is a burden on the budget, but close monitoring will ensure value for money across the board. The education, welfare and progress of all the children remain the absolute priority for all and budgetary constraints must be taken into account, but are not the sole consideration. The quality and flexibility of our provision are a massive plus point with very positive parent feedback on their children’s development and progress. Assessments are closely monitored across the classes and close targeting of those children that may not be making the expected progress or those who have additional educational needs is a priority. The school’s SENDCO is working in the classrooms where needed giving support and is working with targeted groups of children providing interventions to help them make the expected progress. Phonics continues to be streamed and interventions in place – the new scheme seems to be a success, but there is always room for improvement. For the first time in a few years Phonics results have improved and are to be celebrated. KS2 results were also very good. Careful monitoring, targeted support and intensive intervention all help to bring those children who join mid-term in line with the main cohorts. Staff have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils understand these expectations and rise to them. As a result, most pupils achieve well. Leaders have designed a broad and ambitious curriculum from the early years to Year 6. They have carefully considered the essential knowledge they want pupils to learn. Teachers check that pupils know more and remember more of the curriculum. This helps them to identify any gaps in pupils’ learning and informs future teaching. All pupils, including those with SEND, are supported to learn the full curriculum. Leaders identify any additional needs that pupils may have quickly and act to ensure that there is appropriate support for these pupils [Ofsted]</p>
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	<p>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. Pupils value the opportunities that leaders provide for learning beyond the academic curriculum. Some pupils have the opportunity to be on the pupil parliament. Pupils experience an annual trip to London and the Houses of Parliament. Pupils value trips to the opera and theatre. Some attend the writing club and write articles for the village newsletter. These experiences help pupils to become curious about the wider world and prepare them well to be citizens of modern Britain. Pupils learn about other faiths and cultures and have a respectful understanding of difference. They told inspectors that everyone should be treated fairly and equally.</p> <p>We also extend the curriculum into local events such as dancing and singing in Kendal and at Booths as well as local care homes. Governors take a keen interest in what the children are doing and regularly help in lessons and on excursions.</p>
<b>Achievement</b>	<p>Assessments – Reading – 93% achieved standard with 57% working at greater depth.          Spelling, punctuation, grammar – 93% achieved standard with 22% working at greater depth          Maths – 93% achieved standard with 36% working at greater depth          75% of children in year 6 achieved the expected standard for maths, reading and writing with 50% of those working at greater depth          Key Stage 1 assessments - Reading 9/9; Maths 9/9 and SPaG 7/9 got the expected standard.          Phonics screening: 14/15 gained the required mark.          All Year 4 children achieved the expected Multiplication Times Tables Check mark.          In EYFS 7/11 achieved the ELG GLD (1 is repeating Reception; 1 EAL; 2 Early Helps)          Governors have been scrutinising tracking and monitoring assessment. We have new members of staff to help the children move forward and give the support where necessary. Pupils are very happy at this school. Staff warmly welcome them into school each day. Pupils arrive excited and ready to learn. Staff know pupils well and have positive relationships with them. Pupils have adults they can talk to in school. They told inspectors that adults help them to resolve any worries they may have. This helps pupils to feel safe and supported. Leaders and governors have a clear understanding of the priorities for the school. They have taken action to increase the number of classes and to add further staffing to better support pupils and there are plans to improve the classroom and teaching provision by improving the conservatory area. Staff are overwhelmingly positive about the support they receive from leaders for their workload and well-being. Behaviour remains very good. Pupils behave well around school, at play times and in lessons. Staff ensure that routines are established in the early years. Children and pupils across the school follow these sensibly. Pupils are kind and considerate to each other and to adults. Pupils told inspectors that they enjoy learning and that lessons are rarely disrupted by poor behaviour.</p>

<b>Leadership and Management</b>	<p>School leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils understand these expectations and rise to them. As a result, most pupils achieve well. Leaders have designed a broad and ambitious curriculum from the early years to Year 6. They have carefully considered the essential knowledge they want pupils to learn. Leaders have prioritised reading from the early years to Year 6. They have introduced a new phonics curriculum. Leaders and governors have a clear understanding of the priorities of the school. They have taken action to increase the number of classes and to add further staffing to better support pupils. Staff are overwhelmingly positive about the support they receive from leaders for their workload and well-being. The arrangements for safeguarding are effective. Leaders have ensured that staff have regular training to help them to identify pupils who may be at risk of harm. All statutory policies have been updated as have all the website requirements. Curriculum policies have been reviewed. Health and Safety remains a priority.</p> <p>All staff and Governors know about the changes in the most recent safeguarding guidance and have completed at least level 1 safeguarding training. The school may 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 Head teacher and the staff. 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.</p> <p>External support in the cluster is supportive and useful.</p> <p>The school has a distinctive Christian character and is raising standards and improving outcomes for all learners. We have re-vamped the school prayer and Christian Values in preparation for SIAMS. All stakeholders are involved in making decisions for the school and we welcome all visitors in to watch the school. An 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>
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<b>Personal Development and Well-being</b>	<p>The arrangements for safeguarding are effective. Leaders have ensured that staff have regular training to help them to identify pupils who may be at risk of harm. We have four level 3 safeguarding members in school. The staff know how to report any concerns they may have. Leaders act swiftly to address any concerns raised by staff, pupils or parents and carers. Leaders work with other agencies to access help and support for vulnerable pupils. Pupils are taught how to keep themselves safe, including when online. For example, pupils learn how to be safe when they play outside and on their bicycles. School council share the responsibility to make sure no one feels left out or excluded from games at playtime. If they see a younger pupil struggling with anything, they offer their help.</p> <p>Pupils' excellent behaviour and very positive attitudes to life and learning reflect their understanding of Christian values of friendship, trust and respect. The reflective area helps support mental well-being 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 the fortnightly visits from open the book have re-commenced. 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 Allan. The school is part of the South Lakes Pupil Parliament. There are plans to create a new teaching space within the existing framework of the school to further improve our provision.</p>
<b>Community</b>	<p>Highly effective links with the church and local community contribute significantly to the school's Christian character and to pupils' personal and spiritual development.</p> <p>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 achievement. 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 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. The PTA has been re-vamped with a new committee and Chair – whilst the old committee remain involved to support the new leadership. New initiatives are being constantly announced and the future of the PTA and the invaluable support it gives to the school looks assured. We take part in as many village and local events as possible and keep the profile of the school high.</p>

## **Areas for Development**

<b>Teaching Learning Curriculum</b>	Improvements to teacher knowledge and subject leadership of RE to ensure the subject is taught effectively across both key stages. To implement, monitor and assess the new phonics scheme to help support spelling and reading in EYFS and Infants.
<b>Achievement</b>	Maintain Key Stage 1 and Key Stage 2 results. To ensure the school's Christian Distinctiveness is at the fore of everything we do in preparation for our SIAMS inspection this year.
<b>Leadership and Management</b>	All Safeguarding and Prevent duties are kept up to date and new staff have relevant expertise. All Health and Safety procedures are up to date in readiness for audit. Information provided on the school website is kept up to date and policies are renewed when necessary.
<b>Personal Development and Well-being</b>	To re-establish the junior/Infant relationship through reintegration of the lunch time sharing and general buddy system post covid. To replace the roof to the conservatory and convert it into a more usable teaching space.
<b>Community</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 Forest school Toddler morning every week to promote our school within the Community and raise the profile of Forest school.

### **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 RE across both key stages and to ensure staff receive the training they need to deliver the subject well.</b>
<b>Focused priority 2</b>	<b>To implement, monitor and assess a new school phonics scheme to aid, and improve, the teaching of phonics, reading and spelling across the school.</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 Questful RE to ensure the quality and knowledge that pupils should learn and when they should learn it is in place</b>
<b>Background priority 2</b>	<b>Staff to implement, monitor and assess the effectiveness of the new phonics scheme across EYFS, Infants and LKS2 to ensure it is the correct one for the school.</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>To raise the Christian Distinctiveness within the school in preparation for SIAMS.</b>
<b>Focused priority 2</b>	<b>To maintain results at Key Stage 1 and 2 at both end-of-year assessments by implementing a new teaching pattern within the classes and splitting previous roles.</b>

### **Background priorities for Achievement**

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

<b>Background priority 1</b>	<b>Whole staff involvement in creating a rich and stimulating environment throughout the school and in ensuring our Christian Values and the ethos of the school is instilled throughout. Close work with the Governors in steering this progress and in ensuring we are SIAMS ready.</b>
<b>Background priority 2</b>	<b>Junior classes to remain as they are and not join in the majority of afternoons to enable a more even and accessible curriculum across core and non-core subjects. Assessments to be monitored and any necessary CPD will be offered. Phonics screening and KSI results to be monitored and reviewed to ensure that the necessary progress has been achieved and any support put in place.</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>To monitor and support the new - and potentially new - staff across the school and ensure all essential Safeguarding, Prevent and Hygiene training has been completed as well as further relevant training.</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. Health and Safety procedures up to date and reviewed.</b>
<b>Background priority 2</b>	<b>CPD for staff where needed to ensure subject knowledge is secure. Staff training in Safeguarding, Prevent, and Food Hygiene, alongside legislation and policies. Staffing levels to remain consistent within the school to support learning and children with additional needs. Monitoring and review where required.</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 ensure the nurturing of the infants and juniors is firmly back in the focus and heart of the school.</b>
<b>Focused priority 2</b>	<b>To revamp the conservatory area, including a new roof, with the hope of using it as a teaching space and potential new class area.</b>

### **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>Junior children to be encouraged to re-integrate with the infants at lunch times and snack time. Juniors to lead games with infants at play times to encourage the reintegration of the year groups post covid.</b>
<b>Background priority 2</b>	<b>Alleviation of problems of teaching space and break out rooms by creating a much improved and much needed extra teaching space within the existing conservatory.</b>

### **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>
<b>Focused priority 2</b>	<b>To create and promote a weekly Toddler Forest school morning to help keep the school at the heart of the village community.</b>

#### **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>
<b>Background priority 2</b>	<b>To support the new Forest school leads in promoting their skills to the wider village and community by creating a weekly group. To ensure the Forest school area is properly resourced and maintained.</b>

## Teaching, Learning and Curriculum focused priority 1:

To make improvements to the teaching RE across both key stages and to ensure staff receive the training they need to deliver the subject well.

<p><b>Position statement / or key question</b></p> <ul style="list-style-type: none"> <li>The school is on the list for <b>SIAMS</b> this year and as such we need to ensure that the teaching of RE is solid across all classes and key stages. We have adopted the <b>Questful RE</b> scheme. It is important that any gaps in understanding or subject knowledge are filled and that monitoring and cpd are rigorous.</li> </ul>	<p><b>Target/s</b></p> <ul style="list-style-type: none"> <li>To ensure that progression maps are clear.</li> <li>Subject Leader to implement a more detailed approach to the subject that supports the curriculum in class teaching.</li> <li>To ensure all staff are confident in their specific subject knowledge and terminology through training, CPD, networking and INSET.</li> <li>To closely monitor and review the effectiveness of the teaching with the help of Governors.</li> <li>To improve the recording of assessment. Ensure any relevant training is accessed when it becomes available. Work closely with the Diocese to ensure the subject remains relevant and purposeful.</li> </ul>
<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>Children working at the expected standard.</li> <li>Clear pedagogical progression within the subject area.</li> <li>Subject Leader familiar with this progression and clear on end of year expectations within the subject.</li> <li>Clear recording of these expectations to aid succession planning.</li> </ul>	<p><b>What will be different for children?</b></p> <ul style="list-style-type: none"> <li>More confident teaching of the subject.</li> <li>More resources and visual aids.</li> <li>More challenge within the subject.</li> <li>Greater enjoyment of the subject.</li> <li>Changes to assessment.</li> <li>Use of expertise within teaching and support staff. Use of adult volunteers in monitoring and frequency of work.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Subject assessments will show most children working at the expected levels.</b></li> <li>• <b>More confident and focused teaching of the subject.</b></li> <li>• <b>RE to raise its profile and be a more relevant subject.</b></li> <li>• <b>Change in timetabling to ensure the subject gets the time it needs to be taught effectively.</b></li> <li>• <b>Planning will show a more developmental approach to the subject with clear established steps to improvement and in line with Questful RE's own parameters.</b></li> <li>• <b>Class room and school displays to demonstrate good practice.</b></li> </ul>	
<p><b>Key people, including governors</b></p> <ul style="list-style-type: none"> <li>• <b>Subject leader and all staff</b></li> <li>• <b>Subject 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/training as and when it is available.</b></li> <li>• <b>Subscription to Questful RE</b></li> <li>• <b>Networking through the cluster.</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 RE as a core curriculum subject.</b></li> </ul>	<b>Class teachers</b>	<b>By Oct 2023</b>	<b>All staff Subject Leaders</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 reflect effectiveness of new approach.</b></li> </ul>	<b>Class teachers</b>	<b>Half termly/termly</b>	<b>All staff</b>
<ul style="list-style-type: none"> <li>• <b>Resource subject where necessary and renew subscription.</b></li> </ul>	<b>Head Subject Leader</b>	<b>As needed</b>	<b>All staff</b>
<ul style="list-style-type: none"> <li>• <b>Subject audit</b></li> </ul>	<b>Subject Leader</b>	<b>2023/24</b>	<b>Subject leader Head</b>
<ul style="list-style-type: none"> <li>• <b>Monitor KS1 and KS2 assessments</b></li> </ul>	<b>Head</b>	<b>Termly</b>	<b>Head Governors</b>

### **Headlines of evaluation**

<b>Autumn</b> <b>Subject Leader to screen curriculum coverage.</b> <b>Review tracking.</b> <b>Routine assessment at end of term.</b> <b>Checking of curriculum/audit.</b>  <b>Essential resources highlighted.</b>  <b>Check rolling programme to ensure complete coverage and pedagogical progression.</b>	<b>Spring</b>  <b>Monitoring and assessment of progress.</b>  <b>Review of effectiveness of new approach.</b>  <b>Implement suggestions/ improvements.</b>	<b>Summer</b>  <b>Review Assessments.</b>  <b>Inset.</b>  <b>Governor feedback.</b>  <b>Next steps.</b>
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## Teaching, Learning and Curriculum focused priority 2:

To implement, monitor and assess a new school phonics scheme to aid, and improve, the teaching of phonics, reading and spelling across the school.

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

<ul style="list-style-type: none"> <li>• <b>A system of recording that reflects half-termly coverage and ties in with DFE expectations.</b></li> <li>• <b>All involved confident in its use.</b></li> <li>• <b>Parental awareness through discussion at parent's evenings or meetings.</b></li> <li>• <b>A central system that is accessible to all staff members</b></li> <li>• <b>Staff enjoyment when delivering the materials.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Greater levels of success.</b></li> </ul>
<b>Key people, including governors</b> <ul style="list-style-type: none"> <li>• <b>All staff</b></li> <li>• <b>Pupils and parents</b></li> <li>• <b>Curriculum governors</b></li> </ul>	<b>Funding and resources</b> <ul style="list-style-type: none"> <li>• <b>Subscription/purchase of new phonics scheme</b></li> <li>• <b>Resources to support the scheme</b></li> <li>• <b>Staff meeting and INSET time</b></li> <li>• <b>CPD.</b></li> <li>• <b>New assessment materials if needed.</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>Implement the new system of phonics</b></li> </ul>	<b>All staff</b> <b>Subject leaders</b>	<b>Autumn 2023</b>	<b>Subject leaders</b> <b>Class teachers</b> <b>Support staff</b>
<ul style="list-style-type: none"> <li>• <b>Monitor and review the new system</b></li> </ul>	<b>Subject leaders</b> <b>Governors</b>	<b>Half termly</b>	<b>Subject Leaders</b> <b>Governors</b> <b>Head</b>
<ul style="list-style-type: none"> <li>• <b>Use of new assessment materials</b></li> </ul>	<b>All staff</b>	<b>By Spring 2024</b>	<b>Head and Governors</b> <b>Subject Leaders</b>

## Headlines of evaluation

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Begin the use of new scheme.</b>	<b>Monitoring and assessment of progress.</b>	<b>Assessment and recording of pupils' progress.</b>
<b>Resource the scheme.</b>	<b>Review of targets.</b>	<b>Monitoring of assessment and progress predictions for FSP and KSI phonics.</b>
<b>CPD and Inset on implementation</b>	<b>Streaming where necessary.</b>	<b>Review of phonics screening results and judgement as to the success of the scheme.</b>
<b>Careful evaluation and monitoring of effectiveness.</b>	<b>Half-termly assessment and recording</b>	<b>Next steps.</b>
<b>Feedback to Governors and staff as to the effectiveness and next steps.</b>		

**Achievement focused priority 1:**

**To raise the Christian Distinctiveness within the school in preparation for SIAMS.**

<p><b>Position statement / or key question</b></p> <ul style="list-style-type: none"><li>• <b>After a successful Ofsted inspection the focus switches to preparing for our SIAMS inspection.</b></li><li>• <b>A renewed focus on the school's Christian Values is to be implemented.</b></li><li>• <b>A new prayer is to be fully integrated into worship.</b></li><li>• <b>The new mission statement and ethos is to be put on letterheads and the website.</b></li><li>• <b>Ways to raise awareness of Christian values in the wider context to be sought.</b></li><li>• <b>School to work with Diocese and Governors in ensuring the school is ready for inspection.</b></li></ul>	<p><b>Target/s</b></p> <ul style="list-style-type: none"><li>• <b>To involve children, parents, Governors and other stakeholders in our acts of Worship through celebrations – Harvest, Christmas, Education Sunday, etc.</b></li><li>• <b>Welcoming back of Open the Book.</b></li><li>• <b>To integrate the new prayer, re-evaluate Christian Values and revamp the ethos.</b></li><li>• <b>Network with other schools to see how they provision worship.</b></li><li>• <b>Change display board to reflect the changes the school will make.</b></li><li>• <b>Raise our Christian Distinctiveness and ensure it is at the heart of all we do.</b></li></ul>
<p><b>What will success look like?</b></p> <ul style="list-style-type: none"><li>• <b>Whole school acts of worship to be held daily by staff and school prayer to be used.</b></li><li>• <b>Outside agents to help implement these acts of worship.</b></li><li>• <b>Christian Values to once again become the heart of the school's ethos.</b> <b>The new school prayer to be read at lunchtimes by the children.</b></li></ul>	<p><b>What will be different for children?</b></p> <ul style="list-style-type: none"><li>• <b>Children will have much more Collective Worship.</b></li><li>• <b>Timetabled routine of Worship.</b></li><li>• <b>More opportunities for mindfulness</b></li><li>• <b>Support for mental health</b></li><li>• <b>Opportunities to lead and assess Worship.</b></li><li>• <b>New display board with Christian values.</b></li><li>• <b>New school prayer which they will read.</b></li></ul>

<ul style="list-style-type: none"> <li>• <b>New ethos and mission statement to be used on website and in communications.</b></li> <li>• <b>Much greater awareness of others through mindful activities.</b></li> </ul> <p><b>Staff and Governors much more SIAMS aware.</b></p>	
<p><b>Key people, including governors</b></p> <ul style="list-style-type: none"> <li>• <b>Staff</b></li> <li>• <b>Children</b></li> <li>• <b>Parents</b></li> <li>• <b>Governors</b></li> <li>• <b>Other groups and individuals – community members</b></li> <li>• <b>Diocese</b></li> <li>• <b>Open the Book</b></li> </ul>	<p><b>Funding and resources</b></p> <ul style="list-style-type: none"> <li>• <b>Online Collective Worship areas</b></li> <li>• <b>Music sites</b></li> <li>• <b>More Worship resources to help deliver meaningful acts of Worship.</b></li> </ul>

<b>Tasks</b>	<b>Who</b>	<b>When</b>	<b>Monitoring and Evaluation</b>
<ul style="list-style-type: none"> <li>• <b>SIAMS meetings to discuss the changes and prepare for inspection.</b></li> </ul>	<p><b>Staff</b> <b>Governors</b></p>	<p><b>Termly</b></p>	<p><b>Head</b> <b>Staff</b> <b>Governors</b></p>
<ul style="list-style-type: none"> <li>• <b>Ensure new prayer is used daily and circulated amongst children and parents.</b></li> </ul>	<p><b>Governors</b> <b>Head</b></p>	<p><b>Autumn 2023</b></p>	<p><b>Head</b> <b>Staff</b> <b>Governors</b></p>
<ul style="list-style-type: none"> <li>• <b>Consolidate Christian Values and re-write school mission statement.</b></li> </ul>	<p><b>Governors</b></p>	<p><b>Autumn 2023</b></p>	<p><b>Head</b> <b>Governors</b></p>

## Headlines of evaluation

<p><b>Autumn</b></p> <p><b>Consolidation of the 6 Christian values.</b></p> <p><b>Re-write and circulate new school prayer.</b></p> <p><b>Rewrite the school ethos.</b></p> <p><b>SIAMS meetings with staff and Governors in preparation of inspection.</b></p> <p><b>Return of Open the Book.</b></p>	<p><b>Spring</b></p> <p><b>Child-lead Collective Worship.</b></p> <p><b>Daily acts of worship as routine.</b></p> <p><b>SIAM's readiness meetings.</b></p>	<p><b>Summer</b></p> <p><b>Child lead and daily acts of worship.</b></p> <p><b>SIAMS readiness meetings</b></p> <p><b>SIAMS?</b></p>
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## **Achievement focused priority 2:**

**To maintain results at Key Stage 1 and 2 at both end-of-year assessments by implementing a new teaching pattern within the classes and splitting previous roles.**

<b>Position statement / or key question</b> <ul style="list-style-type: none"><li>• The increasing numbers in Key Stage 2 have meant that the Lower and Junior classes now need to be taught separately in the afternoons.</li><li>• There has been a juggling of subjects to meet the needs.</li><li>• Science will be taught twice a week as a core subject, with non-core subjects split between the two classes, but taught as bespoke lessons.</li><li>• Support staff will be used to ensure teaching transition is smooth and successful.</li><li>• Monitoring and assessment will be used to ensure that most of the children reach age related expectations.</li><li>• Assessment will be every half term to demonstrate progress and areas of need, as well as highlighting children for intervention.</li><li>• Parental, child and staff feedback will be used to monitor the success.</li></ul>	<b>Target/s</b> <ul style="list-style-type: none"><li>• Ensure assessments take place at regular times – half termly – to monitor progress and attainment within the classes.</li><li>• Timetabling to be structured to ensure all subjects are still being taught.</li><li>• Monitoring and assessment to be used to screen effectiveness.</li><li>• Resources to be allocated.</li><li>• Staffing put in place.</li><li>• Outside teaching staff notified and consulted where they need to be.</li></ul>
<b>What will success look like?</b> <ul style="list-style-type: none"><li>• A much more vigorous and effective way of teaching KS2.</li><li>• Improvements across all classes in those children targeted for extra support.</li><li>• Parental awareness through discussion at parent's evenings or meetings.</li></ul>	<b>What will be different for children?</b> <ul style="list-style-type: none"><li>• Smaller class sizes and much more extension and support where relevant.</li><li>• Small group work for other highlighted children within class that has not been previously available.</li><li>• Renewed emphases on supporting those children that require it.</li></ul>

<ul style="list-style-type: none"> <li>• <b>A central system of assessment that is accessible to all staff members and shows progression.</b></li> <li>• <b>Happy, well-supported children throughout the school.</b></li> <li>• <b>Much better coverage of core and non-core subjects.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Better quality of teaching.</b></li> <li>• <b>More effective use of adults.</b></li> </ul>
<b>Key people, including governors</b> <ul style="list-style-type: none"> <li>• <b>KS2 teachers and support staff</b></li> <li>• <b>Pupils and parents</b></li> <li>• <b>Governors</b></li> </ul>	<b>Funding and resources</b> <ul style="list-style-type: none"> <li>• <b>Resources</b></li> <li>• <b>Staff meeting/INSET time</b></li> <li>• <b>CPD.</b></li> <li>• <b>New assessment materials if needed.</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>Develop new timetable</b></li> </ul>	<b>Head</b> <b>KS2</b> <b>teachers</b>	<b>Autumn 2023</b>	<b>Head and Governors</b>
<ul style="list-style-type: none"> <li>• <b>Roll out new teaching</b></li> </ul>	<b>KS2 staff</b>	<b>Autumn 2023</b>	<b>Head and Governors</b>
<ul style="list-style-type: none"> <li>• <b>Monitor progress and highlight any areas of need.</b></li> </ul>	<b>All staff</b>	<b>By Summer 2024</b>	<b>Head, staff and Governors</b>

<b>Autumn</b> <b>Install new timetable as routine</b> <b>Review of assessments and tracking.</b>  <b>Highlight children for intervention.</b>  <b>Ensure adequate staffing levels within classes.</b>  <b>Monitor and evaluate.</b>	<b>Spring</b> <b>Monitoring and assessment of progress.</b>  <b>Review of targets.</b>  <b>Half termly assessment and recording</b>	<b>Summer</b> <b>Assessment and recording pupils' progress.</b>  <b>Monitoring of assessment and progress predictions against SATs.</b>  <b>Next steps.</b>
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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><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>• Under Kym Allen all policies are reviewed annually and are all up to date.</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 Health and Safety audit.</li> <li>• Weekly Health and Safety inspections and checking by Health and Safety Governor</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> <li>• Any issues dealt with quickly and efficiently.</li> <li>• Accurate logging of all H+S issues.</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 the children?</b></p> <ul style="list-style-type: none"> <li>• A website that reflects the children's successes.</li> <li>• Up to date safeguarding procedures and protocols.</li> <li>• A renewed vigour for Health and Safety.</li> </ul>
<p><b>Key people, including governors</b></p> <ul style="list-style-type: none"> <li>• Head</li> <li>• Health and Safety Governor</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> <li>• Additional resources to make the school compliant.</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 re-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 2024? [postponed form 2020]</b>	<b>Head</b>

### **Headlines of evaluation**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</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>Monitoring.</b>  <b>Renewal where necessary.</b>	<b>Monitoring and renewal.</b>

## Leadership and Management focused priority 2:

To monitor and support the new - and potentially new - staff across the school and ensure all essential Safeguarding, Prevent and Hygiene training has been completed as well as other further relevant training.

<b>Position statement / or key question</b> <ul style="list-style-type: none"><li>• To ensure there is adequate staffing across the school in all classes, new classroom assistants have been appointed to assist. These are general assistants as well as 1:1 support workers. To alleviate the overcrowding in juniors (51 children), the school will not merge KS2 classes (apart from Tuesdays) in the afternoons. This means there is a much more even split of children throughout the juniors and makes the teaching of science and non-core subjects far more manageable.</li><li>• All classrooms need to be supported as much as possible through adequate staffing levels and allocating staff to the areas of greatest need.</li><li>• All Safeguarding, Prevent and Hygiene training will be provided for the staff members that require it to make us Health and Safety compliant.</li><li>• Monitoring of uptake of this training.</li><li>• Future training highlighted and bookmarked.</li><li>• Governor monitoring to be used to help assess the situation.</li></ul>	<b>Target/s</b> <ul style="list-style-type: none"><li>• To ensure all new staff are firmly established and supported within the school.</li><li>• Deficiencies in staffing levels and need highlighted and targeted.</li><li>• Evaluate and monitor the effectiveness of new staff members.</li><li>• Provide training for those that need it</li><li>• Purchase of new training</li><li>• Attend and deliver relevant CPD and INSET</li><li>• Governors to help monitor.</li><li>• Use Kym Allan's system of recording training information.</li></ul>
<b>What will success look like?</b> <ul style="list-style-type: none"><li>• Adequate staffing levels across the school.</li><li>• All staff trained in Prevent, Safeguarding and Hygiene.</li></ul>	<b>What will be different for children?</b> <ul style="list-style-type: none"><li>• More staff members across the school</li><li>• A much calmer learning environment</li></ul>

<ul style="list-style-type: none"> <li>• <b>New training accessed by whomever needs it when they require it.</b></li> <li>• <b>Positive Governor monitoring of the situation.</b></li> <li>• <b>Next steps clearly highlighted.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Confidence within staff that all safeguarding issues will be recognised and dealt with correctly</b></li> <li>• <b>Re-assurance for parents.</b></li> </ul>
<b>Key people, including governors</b> <ul style="list-style-type: none"> <li>• <b>Staff</b></li> <li>• <b>Children/parents</b></li> <li>• <b>Governors</b></li> </ul>	<b>Funding and resources</b> <ul style="list-style-type: none"> <li>• <b>Online/face to face training packages.</b></li> <li>• <b>Inset and CPD</b></li> <li>• <b>Support and PPA cover</b></li> <li>• <b>Networking across classes</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>Install new staff members</b></li> </ul>	<b>Head Governors</b>	<b>Immediately</b>	<b>Governors Head</b>
<ul style="list-style-type: none"> <li>• <b>Purchase new training materials</b></li> </ul>	<b>Head</b>	<b>When needed</b>	<b>Head Governors</b>
<ul style="list-style-type: none"> <li>• <b>Staff to access and complete training modules.</b></li> </ul>	<b>Head</b>	<b>When needed</b>	<b>Head</b>

### **Headlines of evaluation**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>New staff to be in place.</b>	<b>Monitoring of training needs.</b>	<b>Monitoring of training needs.</b>
<b>Appraisals used to set targets, etc.</b>	<b>New training accessed if required.</b>	<b>New training accessed if required.</b>
<b>Training highlighted, purchased and completed.</b>		

## Personal Development and Well Being focused priority 1:

To ensure the nurturing of the infants and juniors is firmly back in the focus and heart of the school.

<p><b>Position statement / or key question</b></p> <ul style="list-style-type: none"> <li>• After Covid the junior and infant classrooms are still not mixing as they used to.</li> <li>• It is important the EYFS children develop bonds and links with the upper juniors.</li> <li>• Junior children to read lunch time prayer in all classrooms.</li> <li>• Junior children to share meals and snack times with KSI children</li> <li>• More integration at play times</li> <li>• Development of buddy system and friendship groups.</li> <li>• Reflection of the Christian values more in our everyday involvement.</li> <li>• Breakfast and after school clubs to be more integrated and juniors to support infants.</li> </ul>	<p><b>Target/s</b></p> <ul style="list-style-type: none"> <li>• To integrate the children at play times and meal times.</li> <li>• To create shared spaces where the smaller children can interact with the older children.</li> <li>• More focus on being together.</li> <li>• Juniors to lead worship and Open the Book to help the Infants and EYFS in their understanding.</li> <li>• Social events will be more child led to encourage interaction.</li> <li>• Playground buddies to be reintroduced.</li> <li>• School Council to take an active role in suggesting activities and ideas.</li> </ul>
<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• Whole school acts of worship to be led by children or with children supporting.</li> <li>• Lunch times to see juniors helping EYFS and Infants</li> <li>• More interaction on the playground</li> <li>• Positive behaviours being modelled</li> <li>• Support and nurture between the children.</li> <li>• An increased focus on the benefits of this Christian Values approach.</li> </ul>	<p><b>What will be different for children?</b></p> <ul style="list-style-type: none"> <li>• Children will have much more involvement in Collective Worship again.</li> <li>• More opportunities for mindfulness</li> <li>• Support for mental health</li> <li>• More interaction with the Infants</li> <li>• More responsibility for older children</li> <li>• Positive behaviours being copied</li> </ul>

<b>Key people, including governors</b> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Children</li> <li>• Parents</li> <li>• Governors</li> <li>• Other groups and individuals – community members</li> <li>• Open the Book</li> <li>• Diocese</li> </ul>	<b>Funding and resources</b> <ul style="list-style-type: none"> <li>• More playground equipment</li> <li>• After school club games and resources</li> <li>• Possible playground leader training</li> </ul>
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<b>Tasks</b>	<b>Who</b>	<b>When</b>	<b>Monitoring and Evaluation</b>
<ul style="list-style-type: none"> <li>• Children to revamp lunchtime prayers and share across all classes.</li> </ul>	Children Staff	Autumn 2023	Head Staff Governors
<ul style="list-style-type: none"> <li>• Lunchtime nurturing</li> </ul>	Children	Immediately	Head Staff Governors
<ul style="list-style-type: none"> <li>• Playground leaders training</li> </ul>	Children Staff	By Summer 2024	Head and staff Governors

### Headlines of evaluation

<b>Autumn</b> Revamp prayers and share with whole school  ASC to be resourced and juniors to take lead.  Shared meal times	<b>Spring</b> Playground activities  Continued integration	<b>Summer</b> Child led and acts of worship.  Monitoring and involvement of the tasks.
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## Personal Development and Well Being focused priority 2:

To revamp the conservatory area, including a new roof, with the hope of using it as a teaching space and potential new class area.

<b>Position statement / or key question</b> <ul style="list-style-type: none"> <li>• The school has a large number of children</li> <li>• There is a lack of break out space or room for continuous provision.</li> <li>• The conservatory roof is old and needs repair/replacement.</li> <li>• We have a lack of teaching space</li> <li>• The conservatory is underutilised presently.</li> <li>• If the roof is replaced then the conservatory could be a much more utilised and useful space.</li> </ul>	<b>Target/s</b> <ul style="list-style-type: none"> <li>• To build a new conservatory roof</li> <li>• Re – organise the EYFS space as a result of this.</li> <li>• Create a break out space for lower junior children.</li> <li>• Utilise this very large space more effectively</li> <li>• Create a potential new classroom or teaching space.</li> <li>• Safeguard the conservatory’s usefulness and prolong its effectiveness.</li> </ul>
<b>What will success look like?</b> <ul style="list-style-type: none"> <li>• New roof for the conservatory</li> <li>• A dry conservatory</li> <li>• A more satisfactory and manageable school environment</li> <li>• Happy parents</li> <li>• Happy children and happy staff.</li> <li>• More use of the area with potentially separate teaching areas.</li> </ul>	<b>What will be different for children?</b> <ul style="list-style-type: none"> <li>• A fully functioning and exciting new conservatory.</li> <li>• More opportunities to learn</li> <li>• More space and a calmer environment</li> <li>• A much tidier area for the children</li> <li>• A warmer and safer environment</li> <li>• Potential new teaching area.</li> </ul>
<b>Key people, including governors</b> <ul style="list-style-type: none"> <li>• All staff</li> <li>• Governors</li> <li>• Children</li> <li>• Parents</li> </ul>	<b>Funding and resources</b> <ul style="list-style-type: none"> <li>• PTA</li> <li>• Formula capital</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>Quotes for new roof</b></li> </ul>	<b>Contractors</b>	<b>Autumn 2023</b>	<b>Head Building committee</b>
<ul style="list-style-type: none"> <li>• <b>Allocation of funds</b></li> </ul>	<b>Governors Head</b>	<b>Spring 2024</b>	<b>Head Building committee</b>
<ul style="list-style-type: none"> <li>• <b>Construction of new roof and revamp of area</b></li> </ul>	<b>Contractors</b>	<b>Autumn/spring 2024/5</b>	<b>Head Building Committee</b>

#### **Headlines of evaluation**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Quotes for building work</b>	<b>Allocation and resourcing of funds</b>	<b>Fund raising</b>

### Community focused priority 1:

To develop effective links with UK or overseas community.

<b>Position statement / or key question</b> <ul style="list-style-type: none"><li>• 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.</li><li>• Governors and members of staff have expressed a desire to help establish such links.</li><li>• Possible foreign setting has also been highlighted.</li></ul>	<b>Target/s</b> <ul style="list-style-type: none"><li>• To collaborate with a school in contrasting locality.</li><li>• To explore and establish setting up a link with an overseas school.</li><li>• To discuss with consortium schools about their existing links.</li><li>• To develop these links.</li></ul>
<b>What will success look like?</b> <ul style="list-style-type: none"><li>• Strong links with a UK or overseas school.</li><li>• Children communicating with other children and experiencing their community.</li><li>• Governors and parents being involved with link schools.</li></ul>	<b>What will be different for children?</b> <ul style="list-style-type: none"><li>• Strong links with a contrasting UK locality</li><li>• Strong links with an overseas school.</li><li>• More opportunities to use IT and other communication methods.</li><li>• More project based learning.</li></ul>
<b>Key people, including governors</b> <ul style="list-style-type: none"><li>• Governors</li><li>• Children</li><li>• Staff</li></ul>	<b>Funding and resources</b> <ul style="list-style-type: none"><li>• Costs incurred when setting up links.</li><li>• Updating of IT provision where needed.</li><li>• Literature and possible inter school visits to see how things can work.</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 2024</b>	<b>Head Governors</b>
<ul style="list-style-type: none"> <li>• <b>Establish a UK link through contacts.</b></li> </ul>	<b>Staff Head Governors</b>	<b>Summer 2024</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>Summer 2024</b>	<b>Head</b>

### **Headlines of evaluation**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Investigation of UK and Overseas links</b>  <b>Contact with Consortium schools or staff contacts</b>  <b>Inter – schools visits</b>	<b>Development of links</b>	<b>Development of links</b>

## Community focused priority 2:

To create and promote a weekly Toddler Forest school morning to help keep the school at the heart of the village community.

<b>Position statement / or key question</b> <ul style="list-style-type: none"> <li>To further develop the schools 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 Community by enhancing Forest School Provision.</li> <li>Promotion of Toddler mornings</li> <li>Utilising our two FS practitioners for the benefit of the Community.</li> </ul>	<b>Target/s</b> <ul style="list-style-type: none"> <li>Establish a relationship with Community via Facebook and website</li> <li>Open school up to new and prospective parents and their Toddlers.</li> <li>Promote Toddler FS through school</li> <li>Support wider programme of activities</li> <li>Utilise links with school's FS programme</li> <li>Develop relationships through time.</li> </ul>
<b>What will success look like?</b> <ul style="list-style-type: none"> <li>A regular programme of activities</li> <li>School representation at community events</li> <li>Enhanced FS 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>	<b>What will be different for children?</b> <ul style="list-style-type: none"> <li>More outdoor learning</li> <li>Enhanced FS 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>
<b>Key people, including governors</b> <ul style="list-style-type: none"> <li>FS coordinators</li> <li>Governors</li> <li>Children/parents/staff</li> </ul>	<b>Funding and resources</b> <ul style="list-style-type: none"> <li>transport</li> <li>equipment</li> <li>training</li> </ul>

Tasks	Who	When	Monitoring and Evaluation
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• Establish Toddler mornings	FSC	Autumn 2023	Head
• Plan and implement events	FSC	Ongoing	Head
• Promote through school Facebook and website	FSC	Ongoing	Head
• Implement and devise a programme of activities.	FSC	Autumn/Spring 2023/4	Head

#### Headlines of evaluation

<b>Autumn</b>  Set up Forest School Toddler mornings on one day a week.  Devise new activities  Promote the group  Assess effectiveness	<b>Spring</b>  Promotion  Evolve the sessions	<b>Summer</b>  Promotion  Evolve  Review effectiveness
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## The year at a glance

	Focused priorities	Background priorities	Other important things
Autumn 1	<p>Improvements to the teaching of RE across the key stages.</p> <p>Rolling out of new phonics scheme.</p> <p>New timetable for KS 2 classes.</p> <p>Assessments carried out and scrutinised.</p> <p>Staff training in Prevent, Safeguarding and Hygiene purchased.</p> <p>Review of policies and updating.</p> <p>Review of Prevent and Safeguarding needs.</p> <p>SIAMS preparation - ongoing</p> <p>Website to be updated when necessary</p> <p>Quotes for new conservatory roof.</p> <p>Forest school Toddler group to be established.</p> <p>Links to be sought for another setting.</p> <p>Juniors to reintegrate with infants and EYFS</p>	<p>Training or CPD for staff in RE.</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>Enquire as to overseas link.</p>	<p>INSET</p> <p>Twinning</p> <p>Re-establishment of the whole school Collective Worship and village/local events</p> <p>Welcoming back of Open the Book</p>

<b>Autumn 2</b>	<b>Assessment review in all subjects to check all is working.</b> <b>Review of phonics scheme.</b> <b>Assessments carried out and scrutinised.</b> <b>Staff training completed.</b> <b>Parent and community events.</b>	<b>Looking at assessment and whether this is working.</b> <b>IEP reviews and SEND discussions.</b>	<b>Parents evenings</b> <b>Village Christmas events.</b>
<b>Spring 1</b>	<b>Phonics to be monitored and assessed.</b> <b>Assessments carried out and scrutinised.</b> <b>Writing and spelling approach developed.</b> <b>Introduction of new assessments to be carried out half termly.</b> <b>New links established.</b> <b>Fundraising to be completed.</b>	<b>Review of maths, literacy, science and RE assessment schemes.</b> <b>Policy review for the year.</b>	<b>Reviews.</b> <b>Parent feedback on website and Governor review.</b>
<b>Spring 2</b>	<b>Review of phonics if necessary.</b> <b>Assessments carried out and scrutinised.</b> <b>IEP reviews.</b>	<b>Review and refine.</b>	<b>Parents' evenings.</b>

<b>Summer 1</b>	<b>Phonics screening to take place.</b> <b>Assessments carried out and scrutinised.</b> <b>Writing approach to be focused in preparation for SATs.</b> <b>IEP reviews.</b> <b>Overseas link established.</b>	<b>Assessment and review.</b>	<b>Next steps for children.</b>
<b>Summer 2</b>	<b>Review and refinement of assessments, including phonics.</b> <b>Review of staffing structure to ensure the best for the school.</b> <b>Advertising of new school support staff if necessary.</b> <b>Assessments carried out and scrutinised.</b> <b>Links with overseas schools established.</b> <b>PTA schedule completed.</b>	<b>Review of effectiveness of assessments.</b> <b>Full establishment of new playgrounds.</b>	<b>Reports and SATs feedback to parents.</b> <b>Analysis of SATs results.</b>

## Governing body planner

Targets for this academic year	
Target:	Success criteria :
<b>Establishment of new Chair of Governors</b>	<b>New Chair fully familiarised with school.</b>
<b>Appoint one new co-opted Governor</b>	<b>New appointment made</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>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>Governors to support through SIAMS</b>	<b>Any training undertaken</b>

<b>Governing body year planner</b>		
	<b>Full GB</b>	<b>Good Governance Committee</b>
<b>Autumn</b>	<b>October 2022</b>	<b>When required</b>
<b>Spring</b>	<b>February 2023</b>	<b>When required</b>
<b>Summer</b>	<b>May 2023</b>	<b>When required</b>

## Thinking ahead

	<b>2024 - 2025</b>	<b>2025 – 2026</b>
<b>School improvement priorities</b>	<b>Develop Key Stage 1 and Conservatory</b> <b>Develop phonics</b> <b>Keep website and policies current</b> <b>Be Health and Safety ready through adequate training for all.</b> <b>SIAMS</b>	<b>Develop maths and science</b> <b>SEND provision</b> <b>Re-evaluation of sats, phonics, Year 4 tables, FSP.</b>
<b>Site and premises improvements</b>	<b>New break out rooms and quiet spaces</b> <b>Shutters for EYFS open area</b> <b>Decorate classrooms</b> <b>Re-carpet</b>	<b>New entrance area</b> <b>Staff room</b>
<b>Externals issues and influences</b>	<b>SEND cutbacks</b> <b>Budget</b> <b>Increasing role</b> <b>Neighbours</b>	<b>Ofsted readiness</b>

Simon Brabant

Head teacher

7<sup>th</sup> November 2023