

## WOODHALL PRIMARY SCHOOL: SCHOOL DEVELOPMENT PLAN 2020-2021

A School Development Plan (SDP) outlines all of the objectives the school will work towards over the year in order to improve the whole learning community. At Woodhall, we divide our SDP into different sections (*Leadership & Management/Teaching, Learning & Assessment/ Personal Development, Behaviour & Welfare/Outcomes for Pupils/Early Years/School Premises & Finance*) Each section is split into *Priority areas*; and each of these has a set of objectives. The '*success criteria*' records what will be in place when the objective has been achieved. Review notes will be added at the end of each term.

### A. LEADERSHIP & MANAGEMENT

*Leaders are ambitious for the school. They want the very best for pupils and are determined that they will achieve it. (Ofsted Feb 2019)*

#### **PRIORITY I: Develop and embed a broad and balanced curriculum.**

OBJECTIVE	SUCCESS CRITERIA	TERMLY REVIEW NOTES
<b>i. Develop the following subjects: RE/Computing/PE/MFL/PSHE.</b>	Subject statement for each reflects the strengths and challenges of Woodhall pupils/families. Progression in skills and knowledge is clear in subject ladders. These subjects are consistent with other foundation subjects reviewed in 2019/20. Subject leader scrutiny indicates that teachers are using subject ladders for planning. Governors have a good understanding of their link subjects.	
<b>ii. Investigate relevant kitemarks/awards.</b>	Kitemarks/awards achieved. Further promotion of school in local community - increase in pupil numbers.	
<b>iii. Ensure that there is a system of assessment in place for all foundation subjects.</b>	Pupils' attainment and progress is tracked consistently across all foundation subjects. Tracking is used by CTs to plan for strengths/gaps and share accurate information about cohort. Subject leader can talk confidently about standards across the school in their subject.	
<b>iv. Develop more effective home-school links.</b>	Parents' demonstrate increased understanding of the curriculum and increased confidence in supporting home learning. Parents feel confident in attending school-based workshops. Community Room becomes a hub for parent workshops'/well-being/training courses.	

	<p>'Friends of Woodhall' group is strengthened, making it more prolific in school; attracting new members and raising greater amounts of money.</p> <p>Parents have accurate understanding of their child's attainment and progress and are supported to understand how they can support at home.</p> <p>Communication &amp; Community governors' working party to have good understanding of strengths/challenges of home-school partnership and plan of action in place.</p>	
<p><b>v. Information sharing - curriculum documents on website. Clear rationale for planning &amp; teaching.</b></p>	<p>School website provides comprehensive overview of Woodhall curriculum and serves to promote Woodhall in local community.</p>	
<p><b>vi. Implement a transition ('recovery') curriculum (see Appendix....)</b></p>	<p>Transitions which have lifelong impact are managed carefully and consistently.</p> <p>Relationships lost during lockdown are re-built (staff/staff; staff/pupils; pupils/pupils)</p> <p>All national legislation is complied with.</p> <p>Pupils' anxiety about change (moving year groups) is mitigated; they have a sense of security.</p> <p>School is re-established as safe place for pupils.</p> <p>Pupils are provided with ways of expressing and coping with feelings around loss.</p> <p>Learning behaviours/assessment is re-established in a low-risk fashion. Gaps identified and pupils are prepared for further learning.</p> <p>Teachers quickly and easily assess pupils and plan to address gaps in learning.</p> <p>New Year 1 cohort become ready for Y1 curriculum through comprehensive and bespoke transition.</p> <p>Pupils fully prepared for second lockdown situation.</p> <p>SEND children are 'learning ready' (as appropriate to need) - executive functions. SEND pupils understand that some aspects of their previous school experience will not take place.</p> <p>Safeguarding routines must not be compromised.</p> <p>Governors have good understanding of the Woodhall transition curriculum and rationale behind it.</p>	

	Curricula governor working parties can talk confidently about delivery and impact of transition curriculum.	
<b>PRIORITY 2: Develop subject leadership so that subject leaders have a demonstrable impact on improving standards in the subjects that they are responsible for.</b>		
<b>OBJECTIVE</b>	<b>SUCCESS CRITERIA</b>	<b>TERMLY REVIEW NOTES</b>
<b>i. Further develop Woodhall Attainment Tracker to enable focus on vulnerable groups.</b>	Subject leaders are able to talk confidently about standards across the school in their subject, including identification of any vulnerable groups, what is in place to support them, and what impact this support is having. Curricular governor working parties have accurate picture of attainment/progress of vulnerable groups in foundation subjects.	
<b>ii. Subject leaders to join relevant association/society and capitalise on enrichment/funding opportunities available.</b>	Pupils are 'hooked' into different subjects through the planning and delivery of enrichment events. Subject leaders are upskilled through CPD opportunities offered by association/society. Subject leaders form links which benefit the school. Subject funding is granting, enabling purchase of resources or subject enrichment.	
<b>iii. Each subject leader to hold at least one CPD session during year.</b>	Staff are upskilled, impacting upon teaching & learning. Subject leaders gain confidence through planning & delivering staff training. Systematic subject monitoring becomes embedded. Curricular governors have good understanding of subject-specific training and impact.	
<b>iv. Subject leaders use monitoring activities to review action plan targets.</b>	Systematic subject monitoring becomes embedded. Termly monitoring of assessment indicates rise in attainment and progress. Curricula governor working parties can talk with accuracy about next steps in each subject.	
<b>v. Induction for teachers new to subject leadership.</b>	New subject leaders feel well-supported, understand school priorities and the school monitoring cycle; and are able to lead their subject confidently.	
<b>vi. Subject leaders have good avenues of communication with their link governor and provide them with a clear and accurate understanding of</b>	Relevant governor working parties have clearly communicated with subject leaders regarding reporting dates. Subject leader presents data and other information	

<p>where the school sits in relation to that subject (with understanding that some subjects are being embedded in 20/21; others are being reviewed and renewed)</p>	<p>consistently and with clarity to school governor. School governor can talk with confidence and accuracy about standards in that subject; including that of vulnerable groups.</p>	
<p>vii. All staff can talk confidently about key school documents. By the end of the academic year, subject leaders produce subject SEFs and action plans to inform 2021/2022.</p>	<p>Staff have good understanding of how key school documents - SDP, SEF, PPG statement etc. -link to the subject they are responsible. Objectives, actions, monitoring and feedback become embedded. Governors can articulate how school priorities are borne out in individual subjects/key governor roles/responsibilities.</p>	

**PRIORITY 3: Develop a whole-school approach to reading and to how reading is taught.**

OBJECTIVE	SUCCESS CRITERIA	TERMLY REVIEW NOTES
<p>i. Ensure that reading books are of a high quality and well-matched to pupils' reading ability.</p>	<p>Pupils make at least good progress in phonics/reading because books have right amount of challenge. Core curriculum governor working party have good understanding of the reading curriculum/attainment/progress at Woodhall and rationale for it.</p>	
<p>ii. Ensure that reading is a foundation stone of the Woodhall curriculum (See Appendix....reading action plan)</p>	<p>Pupils make at least good progress in phonics/reading because books have right amount of challenge. Core curriculum governor working party have good understanding of the reading curriculum/attainment/progress at Woodhall and rationale for it.</p>	
<p>iii. Raise the profile of reading at Woodhall (both as a and also for pleasure)</p>	<p>Pupils are provided with opportunities to expand horizons/raise aspirations linked to reading events. Pupils understand that reading is a lifelong, life-changing skill but also that they can read for pleasure. Raise profile of reading in community. Consistent message from all local primary schools. Parent/pupil voice indicates skills/knowledge gained/enthusiasm/impact of enrichment. Governors can talk confidently about enrichment in reading at Woodhall and impact of it.</p>	

<p><b>iv. Create new school library area with system of borrowing books.</b></p>	<p>Library becomes a special place for pupils and is conducive to quiet reading. Pupils able to select books at age-appropriate level through DDS/alphabetisation. Core curriculum governor working party have good understanding of use/impact of new library. Communication working party can talk confidently about strengths/challenges of families in regard to reading inc. use of local library service.</p>	
<p><b>Priority 4: Develop systems around self-evaluation and action planning.</b></p>		
<p><b>i. Key school documents e.g. SDP/SEF are shared and discussed with staff and governors.</b></p>	<p>Staff/governors have good knowledge ownership of school priorities and the objectives driving improvement. Each member of staff/governor can talk about how whole school priorities link to their own roles and responsibilities.</p>	
<p><b>ii. Subject leaders complete clear summary sheets - strengths, weaknesses, next steps. These are used to drive improvement.</b></p>	<p>Subject leaders can talk confidently about teaching &amp; learning in their subject. Teaching is improved in specific subjects because monitoring is accurate and actions taken are decisive. Governors have accurate understanding of strengths/weaknesses for each subject.</p>	
<p><b>iii. School leaders ensure that good communication results in all staff and governors having a clear picture of where the school sits currently and a shared understanding of 'next steps' and future aspirations.</b></p>	<p>Staff and governors have a shared understanding of current school standards and next steps.</p>	
<p><b>iv. SLT build in a half-termly 'away day' to ensure reflective review and forward planning. This should include using review of school SEF and SDP.</b></p>	<p>SLT feel confident in driving the school forward through a shared focus on 'the whole picture': governors, current standards, progress against objectives, next steps. Governors can talk confidently about school monitoring cycle and of their individual/collective responsibility within it.</p>	
<p><b>PRIORITY 5: Improve the effectiveness of the governing body so that governors have an accurate understanding of the school's strengths and weaknesses.</b></p>		

<b>i. School governors use the action plan (produced from the audit) as a working document to drive improvement.</b>	Governors have a shared understanding of what the governing body must do to become effective school leaders.	
<b>ii. Actively seek to recruit new school governors based upon gaps in skillset current GB (e.g. new governor with background in HR)</b>	Governor Body is better placed to carry out core strategic role through a range of key skills and experiences.	
<b>iii. Ensure that governors have a clear and accurate understanding of school data 2019 and a picture of current attainment and progress data; its strengths and weaknesses; taking into account autumn 2020 assessment in light of the March - July school closure.</b>	Governors have attended training on school data. Governors can talk confidently about school standards (including that of vulnerable groups) and next steps.	
<b>iv. Ensure that governors have a clear system of internal and external CPD</b>	Governors' training impacts upon their practice e.g. holding the school to account through questioning, and through working party action. Governors can articulate how particular training links to school priorities.	
<b>v. Ensure that a system is in place for governors to carry out core functions including monitoring of curriculum areas.</b>	Governors have greater visibility in school and build relationships with children. Governors carry out monitoring activities and can report upon these with accuracy and confidence.	
<b>vi. Renew the school's vision &amp; values statements.</b>	All stakeholders have a voice in this process; resulting in renewed vision and values which accurately reflect the school's 'raison d'être'	

### Priority 6: Staff well-being

<b>OBJECTIVE</b>	<b>SUCCESS CRITERIA</b>	<b>TERMLY REVIEW NOTES</b>
<b>i. Staff have voice in CPD programme</b>	Staff are enabled to (anonymously) identify areas in which they feel that increased training is needed. Strengths of staff team are capitalised upon, sharing good practice with team for improvement of all. Increase in % of good + teaching. Governors have understanding of staff CPD programme and impact.	
<b>ii. Autumn term 1 (Sept-Oct) staff CPD has planned focus on well-being of staff and pupils. Staff are proactive in this rather than being 'spoonfed' by SLT. Staff voice is collected and explored - action plan.</b>	Governors aware of their role on staff well-being and take a proactive role. Staff feel safe and well-supported in school, having been affected by COVID-19 school closure.	

	Staff are aware of the variety of external support systems available to them.	
<b>iii. Joint staff work with local schools.</b>	CTs feel supported through working with year group partners at other schools. Links between schools are strengthened. Consistent messages provided to local community.	
<b>iv. Enrichment map to include section for staff enrichment (well-being)</b>	Staff understand that their well-being is as important as other stakeholders and begin to take a proactive role in this. Governors aware of their role on staff well-being and take a proactive role.	
<b>v. New school staff/placement students are provided with a comprehensive induction process (current circumstances may affect induction processes)</b>	New staff/students feel comfortable, confident and well-informed about school systems, procedures and policies and are enabled to carry out their safeguarding responsibilities.	

**PRIORITY 7: Ensure that monitoring & evaluation has a clear impact on improving the quality of teaching**

<b>OBJECTIVE</b>	<b>SUCCESS CRITERIA</b>	<b>TERMLY REVIEW NOTES</b>
<b>i. Performance management targets to be clearly linked to school priorities and reviewed with teachers on a termly basis.</b>	Staff have a voice in their performance management and are proactive in reviewing last year's objectives and discussing new ones. Staff take ownership of career progression and can identify strengths and areas for development. Increase in % of consistently good+ teaching. Governors can talk confidently about PM at Woodhall.	
<b>ii. Subject leaders to formally monitor subject area on a half-termly basis (autumn term once only due to transition curriculum): learning walk, work scrutiny, pupil voice and data monitoring.</b>	Subject leaders can talk with accuracy and confidence about standards in their subject and are able to support other staff to drive improvement. Increase in quality of work produced by pupils, engagement in subject and % of good+ teaching. Curricula working party governors can talk with accuracy and confidence about standards in each subject.	
<b>iii. Ensure that there is clear evidence of monitoring/feedback improving teaching and learning through consistent cycle of drop -in/observe - feedback - repeat.</b>	Increase in % of consistently good+ teaching across school. Pupils' books demonstrate clear progression. Pupil voice indicates enjoyment of and engagement in subject. Greater % of pupils achieve age-appropriate attainment/greater depth standard and demonstrate good progress.	

	Governors can talk confidently about school monitoring cycle and understand their individual responsibility within it.	
<b>iv. School self-evaluation form is analytical and contains clear next steps.</b>	Staff and governors have a shared and accurate picture of where the school is, and of next steps to drive improvement.	
<b>v. Termly PPMs (with half-termly review) to discuss progress and attainment of all children and include SEMH needs, putting appropriate strategies into place as appropriate.</b>	Class teachers and TAs demonstrate a clear understanding of their class data, both by in-year and prior attainment and progress. Teachers are held to account for the progress of their class. Teachers understand that supporting SEMH is crucial to a child being learning-ready. Governors can talk confidently about the aim of PPR/PPMs, standards across the school, and SEMH support.	

**PRIORITY 8: Build and strengthen links with the local community and beyond**

<b>OBJECTIVE</b>	<b>SUCCESS CRITERIA</b>	<b>TERMLY REVIEW NOTES</b>
<b>i. The school is promoted at every opportunity, including regular updating of school website, participation in community events etc.</b>	School has consistent positive presence in local community, resulting in increased numbers of pupils and a proud school community. Communication governors have good understanding of stakeholder opinion and strengths/challenges of local area; and collect impact information for any action taken.	
<b>ii. Develop parent partnership in terms of building parental confidence with curriculum/skills to support their child.</b>	Parents understand the importance of their role in supporting learning. Parent-school relationship is strengthened. Parents more confident to approach school with questions etc. about learning. Communication governors have good understanding of stakeholder opinion and strengths/challenges of local area; and collect impact information for any action taken.	
<b>iii. Strengthen the 'Friends of Woodhall' group.</b>	Gains independence, not reliant on staff. Increased revenue for school through fundraising events. Home/school links strengthened. Communication governor working party have sound knowledge of FOW plans. Finance governor working party monitor funds raised/impact of spend.	

iv. Develop use of school as community hub.	Increased revenue for school. Strengthening of community links. Promotion of school to community - increased numbers of pupils. Finance governor working party can talk confidently about letting as new income stream.	
v. Twin with other schools.	Pupils gain experience of wider world and children in other countries. Literacy skills (speaking & listening/writing) strengthened through different means of communication.	

## B. TEACHING, LEARNING AND ASSESSMENT.

**PRIORITY 1: Improve the quality of teaching so that it is at least good throughout the school and has a positive impact upon pupils' progress. Ensure that all teachers have high expectations of pupils, including of their behaviour.**

OBJECTIVE	SUCCESS CRITERIA	TERMLY REVIEW NOTES
i. All teaching is at least good.	All pupils make good progress because teaching is good. Pupil voice indicates that pupils are engaged and enthused by lessons. Teachers have high expectations of pupils resulting in at least 80% of pupils working at age-appropriate levels in the majority of year groups. Staff discussion indicates that peer observation has been helpful and has enabled the sharing of good practice. Governors can talk with confidence about standards in teaching at Woodhall.	
ii. Phonics is taught consistently well in EYFS/KS1 and any gaps are followed up through high-quality intervention in KS2.	At least 70% of pupils pass the Year 1 phonics screening check. The pupils identified as being able to pass the phonics screening (now in Y2) do pass. A greater % of children in EYFS/KS1 are working at an age-appropriate phonics level by the end of the year. Parents have good understanding of how phonics is taught, the sounds etc. and are better able to support home learning. Core curriculum governor working party have good understanding of standards/strengths/challenges of phonics teaching & learning.	

<p><b>iii. Systems around the teaching of grammar, punctuation and spelling are revised so that they are consistent and impactful.</b></p>	<p>Observations indicate that grammar is taught in context as well as explicitly. Pupils can articulate the impact of choosing the appropriate grammatical devices/punctuation upon improving writing (not a tick-box exercise). At least 80% of pupils are working at an age-appropriate SPAG level by the end of the year (Y2) Core curriculum governor working party can talk about the school's actions in terms of SPAG.</p>	
<p><b>iv. Implement a focused programme of staff CPD.</b></p>	<p>Staff upskilled resulting in consistently good + teaching and therefore at least good progress for every child. Governors understand rationale for booking CPD.</p>	
<p><b>v. Implement/embed the 'revised' (19/20) curriculum, with regular opportunities for review and improvement.</b></p>	<p>SLT and subject leaders observe lessons matching curriculum overviews/skills and knowledge outlined on subject ladders. Consistent approach by all staff (bespoke cohort needs may result in different approach but this is understood by all) Pupils are enthused by and engaged in learning. WAT shows that the majority of pupils are on track in each subject. Through rigorous monitoring, curricula governor working parties can talk with confidence and accuracy about the Woodhall curriculum.</p>	
<p><b>vi. Internal and external (where possible) moderation in all subjects to take place across the year.</b></p>	<p>Tracking is accurate. CTs feel supported in their judgements and able to explore 'Why not the next level? Why not the level below?' type questions. Governors have good understanding of how teachers are supported to make accurate judgements.</p>	
<p><b>vii. Development of rich vocabulary is evident in teaching throughout curriculum</b></p>	<p>Pupils use subject-specific vocabulary accurately. Evidence shows that pupils are using rich vocabulary across the curriculum. Increase in writing at greater depth at end of KS1/KS2. Governors can speak with confidence about vocabulary development being a key school objective.</p>	
<p><b>viii. Develop effective strategies linked to expectations e.g. homework</b></p>	<p>Staff have consistent understanding of expectations. Expectations have renewed value. Less pupils completing home reading/learning at school.</p>	

	Applicable governor working parties can talk with confidence about strengths/challenges/next steps and impact of strategies around expectations.	
<b>ix. Staff CPD programme to include termly discussion of foundation subject assessment using WAT (Woodhall Assessment Tracker)</b>	WAT system introduced in 19/20 becomes embedded and used as tool for identifying vulnerable groups/high-achieving groups/school trends and appropriate next steps. Governors have good understanding of WAT and its impact upon teach & learning.	
<b>x. Autumn assessment in light of transition curriculum</b>	Baseline established for each pupil. Scrutiny/assessment shows that rapid progress is made by the majority of pupils by the end of the autumn term. Governors have accurate picture of termly attainment and progress for each cohort.	
<b>xi. Write curriculum overviews for the spring and summer terms, ensuring that each subject contains a 'hook' into learning.</b>	Parents provided with comprehensive understanding of term's curriculum for each year group. Pupils have a 'hook' into each subject and are enthused. Governors have good understanding of how curriculum is delivered/when/rationale.	

**PRIORITY 2: Track the progress and attainment of vulnerable groups; including disadvantaged pupils and pupils working at a higher standard.**

<b>OBJECTIVE</b>	<b>SUCCESS CRITERIA</b>	<b>TERMLY REVIEW NOTES</b>
<b>i. Ensure that disadvantaged pupils (without SEND) including the most able are a focus of all PPMs so that any gaps are picked up upon and are quickly addressed.</b>	Non-SEND PPG attainment/progress in-line with that of non-PPG. SEND PPG make good progress against IEP targets. Staff can speak confidently and with accuracy about the needs, progress and attainment of PPG in their cohort. Staff have a good knowledge of the vulnerabilities of disadvantaged pupils and are familiar with EEF research. PPG profile informs 21/22 PPG statement. Governors have good understanding that PPG grant is used effectively.	
<b>ii. Review best practice in tracking of very small steps of progress for SEND pupils; and in capturing SEMH progress.</b>	Small steps of progress for SEND/SEMH pupils are tracked consistently and rigorously.	

	<p>Staff have a shared understanding of how these might look different from the progress of an 'age-appropriate' (attainment/progress) pupil.</p> <p>Governors have a good understanding of how SEND/SEMH progress is tracked and the impact of this.</p>	
<p><b>iii. Carry out analysis of Woodhall's 'working poor' families.</b></p>	<p>Staff/governors recognise that our PPG are not the only disadvantaged group and can talk confidently about strategies in place to support the working poor families.</p> <p>Conclusions/actions formed with solid, government data to underpin (e.g. Indices of Deprivation statistics)</p> <p>Provision of tables/laptops removes one barrier to learning for disadvantaged pupils.</p>	
<p><b>iv. Implement new Herts banding for EHCPs.</b></p>	<p>All EHCP applications are banded by school according to new HCC system.</p> <p>SEND link governor can speak with accuracy and confidence about number of pupils with EHCPs, primary needs, banding.</p>	

## C. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

### PRIORITY 1: Responding to pupils'/stakeholders PSHE/SEMH needs in light of COVID-19 and beyond.

OBJECTIVE	SUCCESS CRITERIA	TERMLY REVIEW NOTES
<p><b>i. Teachers have consistently high expectations of pupils' behaviour in lessons.</b></p>	<p>SLT observations indicate that behaviour for learning is consistently good across all classes.</p> <p>Foundation curriculum governor working party can talk with confidence about high expectations.</p>	
<p><b>ii. Develop a programme (map) of enrichment - including opportunities to develop pupils' aspiration and broaden horizons.</b></p>	<p>Pupils talk confidently about their aspirations and express enthusiasm for enrichment experiences. Pupils recognise the skills they have gained from taking part in these events.</p> <p>Governors can talk confidently about enrichment at Woodhall and impact of it.</p>	
<p><b>iii. Implement revised PSHE curriculum - bespoke to Woodhall + strengths/challenges of local area - with particular emphasis on promoting skills of resilience and independence.</b></p>	<p>The Woodhall enrichment map/PSHE curriculum reflects not only age-appropriate skills and knowledge but also issues bespoke to the Woodhall community and local area.</p> <p>Pupils feel well-supported around PSHE concerns.</p> <p>Parents feel well-informed about the PSHE curriculum.</p>	

	Foundation curriculum governor working party can talk with accuracy and confidence about PSHE curriculum; rationale, implementation and impact.	
<b>iv. Plan specific strategies to ensure discussion of and strategies around the local issue of racism. Plan to explore and celebrate multiculturalism and personal heritage in a positive way, including that of white British families.</b>	Pupils have a well-informed, age-appropriate understanding of what racism is and how to tackle it. Displays in school visibly celebrate multiculturalism. All families feel valued at Woodhall. Governors have good understanding of how local/national issues impact pupils/families at Woodhall; what school is doing and impact of this work.	
<b>v. Reinvigorate pupils' pride in the work they produce.</b>	Scrutiny evidence of pride taken in work - handwriting, use of rulers etc. Governors/parents have seen examples of renewed pride in work. Subject link governors can talk with confidence about standards of presentation in books.	
<b>vi. Develop system of collaborative working e.g. house groups. Ensure opportunities for pupil leadership.</b>	Pupils talk with enthusiasm about working across year groups and recognise the skills gained from this. School community is strengthened. All pupils have a voice in school decisions via school council. Pupils gain understanding of skills needed to be a good leader. Governors have good understanding of collaborative working/pupil leadership opportunities at Woodhall.	
<b>i. Ensure that expectations of attendance are communicated to all new families. Increase parents' understanding of why good attendance is crucial.</b>	School complies with legislation around school attendance for September onwards. Parents anxious about COVID-19 situation are supported by school. Where attendance is below expectation, appropriate steps will be taken. Attendance reaches average of 96%. Governors have good understanding of school's strengths/challenges around attendance.	

## D. OUTCOMES FOR PUPILS

**PRIORITY 1: Raise standards in pupils' attainment and progress so that it is at least equal to national average.**

OBJECTIVE	SUCCESS CRITERIA	TERMLY REVIEW NOTES
<b>i. Decrease the gap in attainment between school &amp; national averages at key assessment points: GLD, Year 1 phonics screening, Year 2 SATs, Year 6 SATs.</b>	All teaching is consistently good+. Teachers act upon feedback. Rigorous tracking of feedback/follow-up.	

	Governors have an accurate picture of attainment and progress across the school.	
<b>ii. All pupils have age-appropriate experience of remote-learning.</b>	Pupils are well-prepared for their learning to continue remotely through any subsequent lockdowns. Parents feel well-supported (pupils can access learning even where parents' are not confident ICT-users) Governors assured that pupils are well-prepared for continued learning in any lockdown.	
<b>iii. Secure good progress in all areas. Ensure that teachers/support staff know what good progress looks like, including CPD around effective AfL.</b>	Teaching is consistently good+ and support/challenge is well-targeted; resulting in good progress for every pupil. Pupil voice indicates that pupils are taking ownership for learning. Governors have good understanding of what good progress looks like and standards of progress across year groups and subjects.	

## E. EARLY YEARS

### PRIORITY 1 : Embed and improve the systems and strategies employed in EYFS.

OBJECTIVE	SUCCESS CRITERIA	TERMLY REVIEW NOTES
<b>i. Explore possibility of 30 hours provision for September 2021.</b>	Increased numbers of pupils in Nursery. EY link governor has a good understanding of impact of offering 30 hour provision.	
<b>ii. Develop and improve leadership in the EYFS.</b>	Provision meets the safeguarding and welfare, learning and development requirements of the EYFS. Staff have shared understanding of expectations and ambitions for the unit. Consistently good+ teaching in place as result of high-quality professional supervision. Pupils make good progress as a result of sharply-focused evaluations/accurate identification of next steps in learning. EYFS link governor can talk with accuracy and confidence about standards and is aware of EYFS practices and pedagogy.	

<p><b>iii. Improve pupils' progress and the quality of teaching in the EYFS.</b></p>	<p>Staff and EY link governor have clear understanding of current standards and next steps in EYFS provision. EYFS have shared understanding of progression in phonics and writing; and can quickly identify gaps/next steps. Greater % of pupils achieve age-appropriate phonics/writing assessment by end of year (80% know P3 sounds by end of spring term 2021) EYFS staff have detailed knowledge of each child's attainment, progress and next steps in learning. Increase in % of pupils attaining GLD at end of year (70%) Early identification of need enabling earlier involvement of relevant external agencies. Pupil makes good progress across EY.</p>	
<p><b>iv. Ensure learning journals are an effective assessment and reporting tool.</b></p>	<p>Staff have thorough understanding of pupils' attainment and progress and can quickly identify next steps. Increase in % of pupils attaining GLD by end of year. Home-school links strengthened with positive impact upon pupils' learning. Parents feel greater confidence in approaching school for advice and support. EY link governor can talk with confidence about learning journal monitoring cycle.</p>	
<p><b>v. Enable high-quality Child Initiated Learning through the provision of an effective learning environment.</b></p>	<p>Pupils use resources without direction and are fully engaged, including sandpit. Adults' role becomes prompting rather than directing. Staff who do not work in EYFS have a working understanding of EY strategies and their impact. EY link governor can talk about rationale of learning environment/impact.</p>	
<p><b>vi. Increase parental engagement in child's learning.</b></p>	<p>Parents feel part of the learning process and are fully aware of child's attainment and progress. Parents understand the importance of supporting learning at home. Links between schools strengthened; good practice shared. A smooth transition takes place. EY link governor can talk confidently about parent view/next steps as result of survey.</p>	

## F. SCHOOL PREMISES/FINANCE

### PRIORITY 1: Secure long term financial stability for the school.

<b>i. Maintain a balanced budget.</b>	Monitoring RAG rating remains orange/green. Improved forecast for Years 2/3. (2021/22; 2022/23) Governors have good understanding of strengths/weaknesses of school finance.	
<b>ii. School leaders to investigate future possibilities to maintain financial stability.</b>	Governors have good understanding of strengths/weaknesses of school finance and can demonstrate that they are planning for the school's long-term financial stability. Applications made for funding grants - pay for resources/enrichment. Numbers of pupils increase' therefore increasing revenue.	
<b>iii. School governors to investigate and apply for further funding opportunities.</b>	Funding granted. Stakeholder voice collected as relevant e.g. to allocate funds; assess impact of spend.	

### PRIORITY 2: Ensure that the school building is safe and future developments are clearly planned for.

OBJECTIVE	SUCCESS CRITERIA	TERMLY REVIEW NOTES
<b>i. Create work plan inc. grounds improvement, double doors, internal doors</b>	There is a long-term plan for the school; improvements are planned rather than a reaction to things breaking down etc. Health & Safety link governor can talk about rationale of work plan.	



