



# Glen Hills Primary School



## Core Strategic Plan 2020-21

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## Symphony Learning Trust Key Objectives

Object Focus	Ref:	Outcomes	2020-2021	2021-2022	2022-2023	2023-24
<b>1. Leadership and Management</b>	1a	Implement updated systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment	Implement	Review / Implement	Embed	Embed
	1b	Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice'	Embed	Review / Implement	Embed	Embed
	1c	Implement a bespoke Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools	Embed	Review / Implement	Embed	Embed
<b>2. Teaching, Learning and Assessment</b>	2a	Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward	Embed	Review / Implement	Embed	Embed
	2b	Develop projects to improve pedagogy across the MAT	Embed	Review / Implement	Embed	Embed
	2c	Develop and implement systems of cross-MAT moderation and quality assurance	Embed	Review / Implement	Embed	Embed
<b>3. Behaviour, Safety and Welfare of Pupils (including mental health)</b>	3a	Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools	Embed	Review / Implement	Embed	Embed
	3b	Implement the highest expectations of Behaviour for Learning in all classes	Embed	Embed	Embed	Embed
	3c	Embed a strong ethos in each school by promoting British Values and global citizenship	Embed	Embed	Embed	Embed
	3d	Develop systems for schools in supporting children's mental health and well-being	Implement	Embed	Review / Implement	Embed
<b>4. Outcomes for Pupils and groups</b>	4a	Year 6 – above national average for progress and for standards in all schools	Embed	Embed	Embed	Embed
	4b	Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence	Embed	Embed	Embed	Embed
	4c	Outcomes for disadvantaged groups above national to help close the gap	Embed	Embed	Review / Implement	Embed
<b>5.Outward Looking and Growth</b>	5a	To increase the number of schools and pupils within Symphony to ensure we continue our moral duty to provide high quality education to an increasing number of pupils <b>Aim is for 12 schools by 2024</b>	Implement	Embed	Review / Implement	Embed
	5b	Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust	Embed	Review / Implement	Embed	Embed
	5c	Develop and Implement an appropriate professional development curriculum for staff	Embed	Embed	Embed	Embed
	5d	Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways)	Review / Implement	Embed	Review / Implement	Embed
	5e	Implement School to School Support where needed	Embed	Embed	Embed	Embed

## Staff Responsibilities

<b>Glen Hills Leadership Team</b>				
<b>Rebecca Wesley Headteacher</b>	<b>Amy Smith Deputy Head</b>	<b>Ben Storey Assistant Head</b>	<b>Sharon Brown EYFS Leader</b>	<b>School Business Manager</b>
<ul style="list-style-type: none"> <li>• <b>Day-to-day running of GH</b></li> <li>• Safeguarding / DSL lead.</li> <li>• Standards and progress</li> <li>• Staffing</li> <li>• Performance Management – Deputy Head, Assistant Head and teacher/HLTAs.</li> <li>• Governance</li> <li>• Finance</li> <li>• Assessment / data analysis</li> <li>• Staff meetings</li> <li>• Other stakeholders</li> <li>• Core plan</li> <li>• Premises</li> <li>• Behaviour management</li> <li>• SEF/SES</li> <li>• Line management of:-               <ul style="list-style-type: none"> <li>○ LSA s</li> <li>○ Office</li> <li>○ Premises</li> <li>○ Catering</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Deputise in absence of Headteacher.</li> <li>• Part Time Teacher</li> <li>• Phase 2 leader</li> <li>• Science leader</li> <li>• School Direct Leader</li> <li>• Work experience leader</li> <li>• Behaviour management</li> <li>• Mentor /line manager for Newly Qualified teachers</li> <li>• Performance Management - Teachers</li> <li>• Safeguarding / DDSL in absence of Headteacher.</li> <li>• EVC</li> <li>• Line manager for Midday Manager.</li> </ul>	<ul style="list-style-type: none"> <li>• Deputise in absence of Headteacher and Deputy Headteacher</li> <li>• Teacher</li> <li>• English (overall) leader</li> <li>• Phase 1 Leader</li> <li>• Behaviour management</li> <li>• Performance Management - Teachers</li> <li>• Safeguarding / DDSL in absence of Headteacher.</li> <li>• EVC</li> <li>• SCR</li> <li>• Fire Marshall</li> </ul>	<ul style="list-style-type: none"> <li>• Deputise in absence of Headteacher, Deputy Headteacher and Assistant Headteacher.</li> <li>• EYFS lead</li> <li>• Pre – school liaison</li> <li>• Parent liaison and courses for Foundation Stage</li> <li>• Assessment for Learning ( EYFS)</li> <li>• Performance Management - Teachers and Nursery Nurses.</li> </ul>	<ul style="list-style-type: none"> <li>• Premises</li> <li>• Finance</li> <li>• Procurement</li> <li>• Health and safety</li> <li>• Charities/ business initiatives</li> <li>• Bids/grants</li> <li>• HR</li> <li>• Performance manage non-teaching staff.</li> </ul>

<b>Other leadership areas</b>		
<b>Looked After Children leadership/ Route To Resilience Character/Healthy Schools</b> – Fatima Variava	<b>Child Mental Health</b> – Rebecca Fisher	<b>French</b> – Imogen Walsh/Lizzie Blackwell
<b>Computing/International Schools</b> – George Robertson	<b>PE</b> – Dale Bolsover	<b>School radio</b> – Fatima Variava
<b>SENCo</b> - Rachel Cole	<b>Geography</b> – Sarah Walters	<b>Music</b> – Caroline Roper
<b>Pupil Premium organisation</b> – George Robertson	<b>History</b> –Reema Patel	<b>Art</b> – Rachel Bretherton
<b>Gifted and Talented</b> – Louise Onions	<b>PSHE/RSE</b> – Helen Wilcox	<b>RE</b> – Sheron Bahia
<b>Maths Coordinator</b> – Janette deVoil	<b>Design Technology</b> – Jenni James	<b>Local Community</b> – Louise Layshley
<b>English shadow coordinator</b> -Kerry Walker	<b>Library</b> – Izzy Owczarek	<b>Environment</b> – Mel Linford
<b>School Council</b> - HLTAs	<b>EYFS shadow</b> – Rachel Nutbrown	<b>School garden</b> – Amy Smith

## Long Term Development Plan

<b>Focus Area</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>1. Leadership and management (including governance)</b>	The school website meets all statutory requirements All data protection duties are followed The governing body ensure that all statutory duties are met for the year	The school website meets all statutory requirements All data protection duties are followed The governing body ensure that all statutory duties are met for the year	The school website meets all statutory requirements All data protection duties are followed The governing body ensure that all statutory duties are met for the year
<b>2. Teaching and Learning</b>	At least 95% of lessons judged to be good or above At least 25% of lessons judged to be outstanding Book scrutiny shows that pupils are responding to feedback and progress is at least good across the school as a result	At least 95% of lessons judged to be good or above At least 30% of lessons judged to be outstanding Book scrutiny shows that pupils are responding to feedback and progress is at least good across the school as a result	At least 95% of lessons judged to be good or above At least 35% of lessons judged to be outstanding Book scrutiny shows that pupils are responding to feedback and progress is at least good across the school as a result
<b>3. Standards in Core subjects</b>	End of KS1 and KS2 (at least) <b>(19/20 No tests Covid -19)</b> <ul style="list-style-type: none"> <li>• 2% above National averages in each of Reading, Writing and Maths</li> <li>• Progress scores all above - 1 in KS2</li> <li>• At least at national averages at greater depth</li> <li>• Combined Reading, Writing and Maths is at least 71%</li> </ul>	End of KS1 and KS2 (at least) (As last year due to Covid - 19) <ul style="list-style-type: none"> <li>• 2% above National averages in each of Reading, Writing and Maths</li> <li>• Progress scores all above – 1 in KS2</li> <li>• At least at above national averages at Greater Depth</li> <li>• Combined Reading, Writing and Maths is at least 71%</li> </ul>	End of KS1 and KS2 (at least) <ul style="list-style-type: none"> <li>• 3% above National averages in each of Reading, Writing and Maths</li> <li>• Progress scores all above – 0.5 in KS2</li> <li>• At least 1% above national averages at Greater Depth</li> <li>• Combined Reading, Writing and Maths is at least 72%</li> </ul>
<b>4. Standards in other subjects</b>	At least 75% of pupils working at the expected standard in all subjects	At least 78% of pupils working at the expected standard in all subjects	At least 78% of pupils working at the expected standard in all subjects
<b>5. Standards in EYFS</b>	Expected and above is greater than National averages in Reading, Writing and Maths (Number, SSM) and/or... At least 20% more pupils achieve expected level of development in Reading, Writing and Maths at the end of the year than at the start At least national % GLD	Expected and above is greater than National averages in Reading, Writing and Maths (Number, SSM) and/or... At least 21% more pupils achieve expected level of development in Reading, Writing and Maths at the end of the year than at the start At least 74% GLD	Expected and above is greater than National averages in Reading, Writing and Maths (Number, SSM) and/or... At least 22% more pupils achieve expected level of development in Reading, Writing and Maths at the end of the year than at the start At least 75% GLD
<b>6. Progress of different groups of learners</b>	a. All groups of learners make at least expected progress on average in each year group (Boys, Girls, SEN, EAL, PPG) b. At least 3% more PPG pupils than the previous year are EXS in each year group in each subject c. At least 60% of Summer born children in Reception achieve a GLD d. Summer born children in Year 2 and Year 6 perform in line with all pupils in Reading, Writing and Maths	All groups of learners make at least expected progress on average in each year group (Boys, Girls, SEN, EAL, PPG) At least 3% more pupils than the previous year are EXS in each year group in each subject At least 60% of Summer born children in Reception achieve a GLD Summer born children in Year 2 and Year 6 perform in line with all pupils in Reading, Writing and Maths	All groups of learners make at least expected progress on average in each year group (Boys, Girls, SEN, EAL, PPG) At least 5% more pupils than the previous year are EXS in each year group in each subject At least 62% of Summer born children in Reception achieve a GLD Summer born children in Year 2 and Year 6 perform in line with all pupils in Reading, Writing and Maths
<b>7. Behaviour</b>	a. Low permanent exclusions b. No more than 10 days in total of fixed term exclusions ( <i>not including children who joined the school in the last year</i> )	Very Low permanent exclusions No more than 8 days in total of fixed term exclusions ( <i>not including children who joined the school in the last year</i> )	Very Low permanent exclusions. No more than 5 days in total of fixed term exclusions

	c. Behaviour for learning judged to be at least good in 95% of lessons	Behaviour for learning judged to be at least good in 95% of lessons	(not including children who joined the school in the last year) Behaviour for learning judged to be at least good in 95 % of lessons
<b>8. Attendance</b>	a. Average attendance of all pupils at least National (Covid -19) b. Average attendance of PPG pupils at least National (Covid -19)	Average attendance of all pupils at least 96.1% Average attendance of PPG pupils at least 95%	Average attendance of all pupils at least 96.2% Average attendance of PPG pupils at least 95.1 %
<b>9. Inclusion</b>	a. The gap between pupil premium pupils and non-pupil premium (national) to be narrowed by 5% in Reading, Writing and Maths at KS1 and KS2 (Covid- 19) b. At least 50% of PPG pupils achieve combined in KS2 (Covid -19)	The gap between pupil premium pupils and non-pupil premium (national) to be narrowed by 6% in Reading, Writing and Maths at KS1 and KS2 At least 61% of PPG pupils achieve combined in KS2	The gap between pupil premium pupils and non-pupil premium (national) to be narrowed by 7% in Reading, Writing and Maths at KS1 and KS2 At least 62% of PPG pupils achieve combined in KS2
<b>10. Safeguarding</b>	a. Annual Safeguarding Audit identifies that the school meets <u>all statutory duties</u>	Annual Safeguarding Audit identifies that the school meets <u>all statutory duties</u>	Annual Safeguarding Audit identifies that the school meets <u>all statutory duties</u>
<b>11. Health</b>	a. At least 65% of children in KS2 take part in an inter-school sports activity b. Target group of inactive pupils take part in specific regular planned physical activities on a weekly c. At least 2 hours per week of PE lesson/activities for all children d. Sports leaders running play activities on a daily basis e. Well-Being -Children are happy at school (97% state that they feel safe in school). f. Well-being - Fewer instances of poor behaviour both inside and outside (see CPOMs and Behaviour Book)	At least 70% of children in KS2 take part in an inter-school sports activity Target group of inactive pupils take part in specific regular planned physical activities on a weekly At least 2 hours per week of PE activities for all children Sports leaders running play activities on a daily basis. Well-Being -Children are happy at school (98% state that they feel safe in school). Well-being - Fewer instances of poor behaviour both inside and outside (see CPOMs and Behaviour Book)	At least 75% of children in KS2 take part in an inter-school sports activity Target group of inactive pupils take part in specific regular planned physical activities on a weekly At least 2 hours per week of PE activities for all children Sports leaders running play activities on a daily basis Well-Being -Children are happy at school (99% state that they feel safe in school). Well-being - Fewer instances of poor behaviour both inside and outside (see CPOMs and Behaviour Book).
<b>12. Parents and the Wider Community</b>	a. At least 90% of parents have downloaded the GH app b. All parents have signed and returned consent forms (including data consent) c. At least 2 regular (weekly) parent volunteers d. PSA (Parents and Staff Association) organise at least 6 events during the year e. The school takes part in at least 4 events/visits to religious places of worship	At least 95% of parents have downloaded the GH app All parents have signed and returned consent forms (including data consent) At least 3 regular (weekly) parent volunteers PSA (Parents and Staff Association) organise at least 6 events during the year The school takes part in at least 4 events/visits to religious places of worship	At least 96% of parents have downloaded the GH app All parents have signed and returned consent forms (including data consent) At least 3 regular (weekly) parent volunteers PSA (Parents and Staff Association) organise at least 6 events during the year The school takes part in at least 4 events/visits to religious places of worship
<b>13. British Values/Cultural capital</b>	a. At least one whole school display linked to British Values/Cultural capital b. Each class has one aspect of British Values/Cultural Capital each term on the curriculum plans (and this is identifiably covered)	At least one whole school display linked to British Values/Cultural capital Each class has one aspect of British Values/Cultural Capital each term on the curriculum plans (and this is identifiably covered)	At least one whole school display linked to British Values/Cultural capital Each class has one aspect of British Values/Cultural Capital each term on the curriculum plans (and this is identifiably covered)
<b>14. Staff CPD</b>	a. Each member of staff has a programme of CPD for the year through performance management b. Every member of staff can identify at least 2 CPD activities they have undertaken during the year	Each member of staff has a programme of CPD for the year through performance management Every member of staff can identify at least 2 CPD activities they have undertaken during the year	Each member of staff has a programme of CPD for the year through performance management Every member of staff can identify at least 2 CPD activities they have undertaken during the year

## Review of Priorities for 2018/19 continues due to no results 19/20 due to Covid -19

What did we want to improve?	What did <b>success</b> look like and what was its impact?	Next Steps?																																
<p>Focus on embedding Reading improvements to increase progress (Lit) Continue focus with additional intervention for reading (Lit)</p>	<p>Reading Olympics/miles to be embedded – fourth year running. More children reading regularly and parents and children are aware of reading expectations. Standardised tests reports on children's' attainment in the different areas of reading. Progress to be compared after completion of end of year standardised assessments. Continued focus upon reading comprehension and teaching the skills - progress observed in scrutiny, observed lessons and SATs style testing Boost Reading Intervention continues to raise reading ages of pupils. Parent volunteer reading support in place -to increase the time children spend reading to help raise attainment. Reading Assistant working with 'non reading' children to raise their awareness of the importance of reading, in addition to raising reading standards. Identified groups working with assistant on reading intervention to improve comprehension skills. Year 6 reading group intervention across the whole academic year group to raise attainment.</p>	<p>To improve subject knowledge of teaching reading domains/skills. To improve consistency of approach across school in teaching reading and the time spent teaching reading. To improve consistency of whole school reading across all year groups To improve the pace that children are moved through book bands (start to link book bands to phonic phases) To improve accuracy of assessment of reading To increase the number, variety, quality of books and genres children are exposed to in class.</p>																																
<p>Ensure KS1 and KS2 SAT results maintain improvements in (Maths / Lit) KS2 emphasis on ensuring pupils are considerably prepared for test 'culture' whilst maintaining our <u>strong</u> beliefs in the enriched and wider curriculum (Maths / Lit)</p>	<p><b>Our results 2018/2019: ( No results for 19/20 Covid -19)</b></p> <table border="1" data-bbox="786 919 1263 1329"> <tbody> <tr> <td>KS1 Reading</td> <td>77% expected or above</td> </tr> <tr> <td>KS1 Writing</td> <td>73% expected or above</td> </tr> <tr> <td>KS1 Maths</td> <td>79% expected or above</td> </tr> <tr> <td>Combined Reading, Writing and Maths</td> <td>67% expected or above</td> </tr> <tr> <td>KS2 Reading</td> <td>74% expected or above</td> </tr> <tr> <td>KS2 Writing</td> <td>82% expected or above</td> </tr> <tr> <td>KS2 Maths</td> <td>95% expected or above</td> </tr> <tr> <td>KS2 GAPs</td> <td>82% expected or above</td> </tr> </tbody> </table>	KS1 Reading	77% expected or above	KS1 Writing	73% expected or above	KS1 Maths	79% expected or above	Combined Reading, Writing and Maths	67% expected or above	KS2 Reading	74% expected or above	KS2 Writing	82% expected or above	KS2 Maths	95% expected or above	KS2 GAPs	82% expected or above	<p><b>Our targets 2020/21 (due to Covid- 19 and time off school to be reviewed in Autumn Term 2020)</b></p> <table border="1" data-bbox="1552 943 2029 1348"> <tbody> <tr> <td>KS1 Reading</td> <td>78% expected or above</td> </tr> <tr> <td>KS1 Writing</td> <td>74% expected or above</td> </tr> <tr> <td>KS1 Maths</td> <td>80% expected or above</td> </tr> <tr> <td>Combined Reading, Writing and Maths</td> <td>68% expected or above</td> </tr> <tr> <td>KS2 Reading</td> <td>75% expected or above</td> </tr> <tr> <td>KS2 Writing</td> <td>82% expected or above</td> </tr> <tr> <td>KS2 Maths</td> <td>86% expected or above</td> </tr> <tr> <td>KS2 GAPs</td> <td>82% expected or above</td> </tr> </tbody> </table>	KS1 Reading	78% expected or above	KS1 Writing	74% expected or above	KS1 Maths	80% expected or above	Combined Reading, Writing and Maths	68% expected or above	KS2 Reading	75% expected or above	KS2 Writing	82% expected or above	KS2 Maths	86% expected or above	KS2 GAPs	82% expected or above
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Focus upon Disadvantaged pupil progression and achievement through more 'gap analysis' tuition for Pupil Premium/ CiC pupils (all areas, specifically Literacy and Maths)	<p>*Pupil premium progress</p> <p><b>PP results 2018/2019 (no 19/20 results Covid -19)</b></p> <table border="1"> <tr> <td><b>KS2 Reading</b></td> <td><b>65% expected or above</b></td> </tr> <tr> <td><b>KS2 Writing</b></td> <td><b>59% expected or above</b></td> </tr> <tr> <td><b>KS2 Maths</b></td> <td><b>82% expected or above</b></td> </tr> <tr> <td><b>KS2 GAPs</b></td> <td><b>76% expected or above</b></td> </tr> <tr> <td><b>Combined Reading, Writing and Maths</b></td> <td><b>47% expected or above</b></td> </tr> </table>	<b>KS2 Reading</b>	<b>65% expected or above</b>	<b>KS2 Writing</b>	<b>59% expected or above</b>	<b>KS2 Maths</b>	<b>82% expected or above</b>	<b>KS2 GAPs</b>	<b>76% expected or above</b>	<b>Combined Reading, Writing and Maths</b>	<b>47% expected or above</b>	<p><b>PP targets 20/21 (Covid-19 time out of school, to be reviewed in Autumn Term 2020)</b></p> <table border="1"> <tr> <td><b>KS2 Reading</b></td> <td><b>66% expected or above</b></td> </tr> <tr> <td><b>KS2 Writing</b></td> <td><b>60% expected or above</b></td> </tr> <tr> <td><b>KS2 Maths</b></td> <td><b>83% expected or above</b></td> </tr> <tr> <td><b>KS2 GAPs</b></td> <td><b>77% expected or above</b></td> </tr> <tr> <td><b>Combined Reading, Writing and Maths</b></td> <td><b>48% expected or above</b></td> </tr> </table>	<b>KS2 Reading</b>	<b>66% expected or above</b>	<b>KS2 Writing</b>	<b>60% expected or above</b>	<b>KS2 Maths</b>	<b>83% expected or above</b>	<b>KS2 GAPs</b>	<b>77% expected or above</b>	<b>Combined Reading, Writing and Maths</b>	<b>48% expected or above</b>
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Focus on ensuring Phonics Screening continues above NA	Working with Trust schools to see if adapted phonics practice can raise pass rate.	Working with Trust schools to see if adapted phonics practice can raise pass rate.																				
Focus upon Symphony On Track online assessment full implementation (all areas)	SOT is being used by all teachers now to assess all Foundation stage subjects. .	Continue use of SOT using WTS, EXS and GDS statements																				



## Headline Results 18/19 (No 19/20 results due to Covid -19)

Key		Below NA	Approx at NA	Above NA		
<b>GLD</b>	School					
		73%	-1%	72%	+1	
<b>Phonics screening y1</b>	School					
		86%	-1%	82%	+4	
<b>KS1</b>						
<b>KS1 SATs</b>		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	
	<b>Reading</b>	EXP and ab	77%	+2%	75%	+2
		Greater depth	32%	+2%	25%	+7
<b>KS1 SATs</b>		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	
	<b>Writing</b>	EXP and ab	73%	-3%	70%	+3
		Greater depth	5%	-8%	14%	-9
<b>KS1 SATs</b>		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	
	<b>Maths</b>	EXP and ab	79%	-1%	76%	+3
		Greater depth	22%	-5%	22%	0
<b>KS1 SATs</b>		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	
	<b>Combined</b>	EXP and ab	67%	0%	65%	+2
		Greater depth	4%	-6%	11%	-7

**KS2**

<b>KS2 SATs</b>		<b>School</b>	<b>Difference from previous year (+/-)</b>	<b>National (when available)</b>	<b>Difference (+/-)</b>	<b>Av scaled score</b>
<b>Reading</b>	EXP and ab	74%	-8%	73%	+1	105
	Greater depth	26%	-1%	27%	-1	

<b>KS2 SATs</b>		<b>School</b>	<b>Difference from previous year (+/-)</b>	<b>National (when available)</b>	<b>Difference (+/-)</b>	<b>Av scaled score</b>
<b>Writing</b>	EXP and ab	82%	-8	78%	+4	103
	Greater depth	18%	-5	20%	-2	

<b>KS2 SATs</b>		<b>School</b>	<b>Difference from previous year (+/-)</b>	<b>National (when available)</b>	<b>Difference (+/-)</b>	<b>Av scaled score</b>
<b>Maths</b>	EXP and ab	95%	+19	79%	+16	106
	Greater depth	23%	+6	27%	-4	

<b>KS2 SATs</b>		<b>School</b>	<b>Difference from previous year (+/-)</b>	<b>National (when available)</b>	<b>Difference (+/-)</b>	<b>Av scaled score</b>
<b>GAPS</b>	EXP and ab	82%	0	78%	+4	107
	Greater depth	37%	+9	36%	+1	

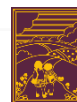
<b>KS2 SATs</b>		<b>School</b>	<b>Difference from previous year (+/-)</b>	<b>National (when available)</b>	<b>Difference (+/-)</b>
<b>Combined</b>	EXP and ab	66%	-2	65%	+1
	Greater depth	10%	+2	11%	+1

<b>Progress scores (end of KS1-KS2)</b>		<b>School</b>	<b>Difference from previous year (+/-)</b>
	Reading	-1.9	0
	Writing	-1.6	-0.6
	Maths	-0.8	+0.7
	GAPS	N/A	N/A

## Key Priorities for 2020/21 (some repetition of 19/20 due to Covid -19)



### Implementation Plan / Logic Model



<b>Plan title</b>	Improving Reading outcomes at Glen Hills	<b>Leader(s)</b>	Ben Storey
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<b>Start Date:</b>	August 2019	<b>Mid-Review:</b>	June 2020	<b>Evaluation Date:</b>	June 2021
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:
<ul style="list-style-type: none"> <li>To improve subject knowledge of teaching reading domains/skills.</li> <li>To improve consistency of approach across school in teaching reading and the time spent teaching reading.</li> <li>To improve consistency of whole school reading across all year groups</li> <li>To improve the pace that children are moved through book bands (start to link book bands to phonic phases)</li> <li>To improve accuracy of assessment of reading</li> <li>To increase the number, variety, quality of books and genres children are exposed to in class</li> </ul>	<ul style="list-style-type: none"> <li>To improve attitudes towards reading and encourage reading for pleasure</li> <li>To increase the frequency of reading at home and in school.</li> <li>To increase the choice of non-fiction books in some classrooms</li> <li>To improve the learning of reading skills and the frequency of using them.</li> </ul>	KS2 outcomes 2018/9 (No 19/20 results Covid -19) <ul style="list-style-type: none"> <li>Progress in Reading -1.91</li> <li>74% EXS+ (1% above National)</li> <li>Boys 75%. Girls 72.4%. EXS+</li> <li>26% GDS (-1 National)</li> <li>71% PP (non PP 74%)</li> </ul>

Intervention Description	Research links	Implementation Activities	Implementation Outcomes	Pupil Outcomes
What are the 'Active Ingredients' (essential non-negotiables for staff) for the intervention? What activities and <b>staff behaviour</b> will you see when it's working?	What successful research exists?	How will it be done? Training, resources, monitoring, coaching, incentives	How will you know it's working? Fidelity, Reach, Acceptability, Feasibility, Relevance	How will the children benefit? What will be the measurable outcomes for children?

<b>Plan title</b>	Improving Reading outcomes at Glen Hills	<b>Leader(s)</b>	Ben Storey
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<b>Start Date:</b>	August 2019	<b>Mid-Review:</b>	June 2020	<b>Evaluation Date:</b>	June 2021																											
<p>1. Explicit teaching of content domains and cognitive demands through timetabled reading sessions (at least three a week)</p> <p>2. Teachers assess on at least a termly basis</p> <p>3. Termly Teacher data drops on O'Track against Symphony On Track</p> <p>4. Increased exposure to and experience of reading non-fiction texts</p> <p>5. Teachers to have an increased awareness of reading domains and deliver effective questioning through modelled reading sessions (WCR)</p> <p>6. Restructure of whole school reading scheme to encourage reading at home</p> <p>7. Independent scheme employed in Year 6 to ensure all children are engaged in meaningful reading at home</p>	<p>EEF Improving Literacy in KS2</p> <p>EEF Reading Comprehension Strategies</p>	<p>Modelled reading sessions to be evident on all year groups' timetables as a discreet session</p> <p>Training –BS to deliver reading inset (help of year 5 staff that have been modelling the new skills modelled approach)</p> <p>Training – Reading descriptors on SOT and reading domains</p> <p>Training through English Subject leader network group</p> <p>Half termly monitoring of reading at home with incentives</p> <p>Performance management and work scrutiny</p>	<p>All teachers will be able to evidence progression through the book bands</p> <p>All teachers and TAs will deliver meaningful and regular reading sessions</p> <p>Improved progress across Key Stage 2 reading</p> <p>All children reading at home for purpose</p>	<p>Termly children EXS+ 2019 (No further results due to Covid- 19)</p> <table border="1"> <thead> <tr> <th></th> <th>Aut</th> <th>Spr</th> <th>Sum</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>76</td> <td>73</td> <td>76</td> </tr> <tr> <td>Y2</td> <td>72</td> <td>75</td> <td>78</td> </tr> <tr> <td>Y3</td> <td>76</td> <td>78</td> <td>82</td> </tr> <tr> <td>Y4</td> <td>84</td> <td>85</td> <td>86</td> </tr> <tr> <td>Y5</td> <td>90</td> <td>86</td> <td>90</td> </tr> <tr> <td>Y6</td> <td>86</td> <td>89</td> <td>74</td> </tr> </tbody> </table> <p>Targets for 2019-20</p> <p>Progress in Reading – Improve KS2 SATs and raise progress above -1.</p> <p>Reading in KS1 and KS2 both at least 2% above national</p> <p>All children reading at home</p>		Aut	Spr	Sum	Y1	76	73	76	Y2	72	75	78	Y3	76	78	82	Y4	84	85	86	Y5	90	86	90	Y6	86	89	74
	Aut	Spr	Sum																													
Y1	76	73	76																													
Y2	72	75	78																													
Y3	76	78	82																													
Y4	84	85	86																													
Y5	90	86	90																													
Y6	86	89	74																													

<b>Activity</b>	<b>Books</b>	<b>Time to sort books</b>	<b>Time to prepare inset</b>					
<b>Cost</b>	£500	Release time	Release time					

## Implementation Plan / Logic Model

<b>Plan title</b>	Curriculum Development	<b>Leader(s)</b>	R Wesley and Curriculum Coordinators
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<b>Start Date:</b>	Aug 20	<b>Mid-Review:</b>	Feb 21	<b>Evaluation Date:</b>	June 21
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<b>What needs to change? What is the problem we are trying to address, from the perspective of:</b>		
<b>Teachers:</b>	<b>Pupils:</b>	<b>Attainment:</b>
<ul style="list-style-type: none"> <li>Coordinators develop progressive curriculum maps linked to SAS.</li> <li>Staff meetings to develop/research/plan coordinator curriculum areas across the school.</li> <li>Coordinators and class teachers develop new progressively sequenced Medium Term Plans (linked to Cultural Capital/BV etc).</li> <li>Create staff pairings to work on Curriculum Deep Dives.</li> <li>Coordinators finalise 3 I's</li> <li>Teachers begin to create Knowledge Organisers.</li> <li>Teachers consider progressive vocabulary displays for classrooms</li> <li>Start to create a non-negotiable document 'The Glen Hills way..'</li> <li>Start to develop the Glen Hills Website with pages per Curriculum areas.</li> <li>Prepare children for Ofsted interviews (linked to prior learning.</li> <li>Insets on GDS/challenge/adaptive teaching and prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure curriculum lessons delivered are progressive across the whole school.</li> <li>To receive well researched progressive and logically structured lessons with no gaps/unnecessary overlap.</li> <li>To receive lessons taught closely connecting assessment with objectives from the new Medium term Plans, including clear links to BV and Cultural capital and challenge.</li> <li>To prepare staff and children for deep dives (links to prior learning).</li> <li>To begin to use Knowledge Organisers to help with long term memory and retrieval of curriculum areas.</li> <li>To use progressive vocabulary on display in classrooms to ensure progression of subject knowledge.</li> <li>To be prepared for deep dive interviews in relation to prior knowledge, reading, SMSC, Cultural capital etc</li> <li>To be challenged where appropriate (GDS and mastery approach).</li> </ul>	<ul style="list-style-type: none"> <li>To raise the long term memory of non-core curriculum areas (including Science).</li> <li>To increase % results across the subject areas – see non-core O'Track analysis year on year comparisons.</li> <li>No national data to compare to.</li> </ul>

<b>Intervention Description</b>	<b>Research links</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
What are the 'Active Ingredients' (essential non-negotiables for staff) for the intervention? What activities and <b>staff behaviour</b> will you see when it's working?	What successful research exists?	How will it be done? Training, resources, monitoring, coaching, incentives	How will you know it's working? Fidelity, Reach, Acceptability, Feasibility, Relevance	How will the children benefit? What will be the measurable outcomes for children?

<b>Plan title</b>	Curriculum Development	<b>Leader(s)</b>	R Wesley and Curriculum Coordinators
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<b>Start Date:</b>	Aug 20	<b>Mid-Review:</b>	Feb 21	<b>Evaluation Date:</b>	June 21
<p>1. Class teachers teaching progressive objectives where prior learning can be clearly identified.</p> <p>2. Teachers to monitor pupil long term memory through low stake quizzes and use of Knowledge organisers (KO)</p> <p>3. Children well prepared for Ofsted interviews.</p> <p>4. Children used to adaptive/responsive teaching.</p> <p>5. Children clear how to challenge their own learning.</p> <p>6. Children able to access progressive vocabulary from displays around the classroom.</p>	<p>EIF 19 Framework and handbook Ofsted course - Helen Youngman. Ofsted Course - Heather Fearn Ofsted Course - Alistair Smith Ofsted update - Chris Quigly</p>	<p>Teachers will be responsible for the monitoring and implementation any new learning.</p> <p>Training: Teachers will be given guidance on how to improve their children's long term memory, link prior learning, work on progressive vocabulary, challenging questions and adaptive/responsive teaching.</p>	<p>Staff will be trained on children's long term memory, adaptive/responsive teaching, challenging questions and three tier approach vocabulary.</p> <p>Children's long term memory/knowledge improved.</p> <p>Barriers removed for learning.</p> <p>Improved confidence of children in non-core curriculum areas.</p>	<ul style="list-style-type: none"> <li>To increase % results across the subject areas – see non-core O'Track analysis year on year comparisons.</li> <li>Improved long term memory</li> <li>Improved links across the curriculum subjects</li> </ul>	

<b>Activity</b>	<b>Inset training on challenge</b>	<b>KO inset training</b>	<b>Inset training on long term memory</b>	<b>Inset training on vocabulary</b>	<b>Time to prepare children for interviews</b>			
<b>Cost</b>	Release time	Time to create Release time	Release Time	Release Time	Release time			

## Implementation Plan / Logic Model

<b>Plan title</b>	Challenge and Greater Depth	<b>Leader(s)</b>	L Onions
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<b>Start Date:</b>	Aug 20	<b>Mid-Review:</b>	June 20	<b>Evaluation Date:</b>	June 21
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What needs to change? What is the problem we are trying to address, from the perspective of:																															
Teachers:	Pupils:	Attainment:																													
<ul style="list-style-type: none"> <li>To improve the level of challenge and progress of pupils</li> <li>To provide enrichment activities to inspire and motivate MVA.</li> <li>To improve consistency of approach and terminology across the school in teaching.</li> <li>To improve accuracy of teacher assessment through moderation.</li> <li>To create and embed high quality Knowledge Organisers to challenge and embed knowledge into pupils long term memory.</li> <li>To refocus differentiation to raise the level of challenge to all.</li> </ul>	<ul style="list-style-type: none"> <li>To improve understanding of what challenge looks like</li> <li>To use Knowledge Organisers to retain key information linked to long term memory recall.</li> <li>Improved motivation and desire to succeed and challenge themselves.</li> <li>Pupils participate in challenging activities to develop their higher order thinking.</li> </ul>	No Summer 2019/20 results due to Covid - 19. So Spring GDS results 19/20 <table border="1"> <thead> <tr> <th>Year</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>20.27%</td> <td>20.3%</td> <td>20.03%</td> </tr> <tr> <td>2</td> <td>19.18%</td> <td>12.16%</td> <td>25.68%</td> </tr> <tr> <td>3</td> <td>31.08%</td> <td>4.05%</td> <td>24.32%</td> </tr> <tr> <td>4</td> <td>7.69%</td> <td>20.55%</td> <td>36.99%</td> </tr> <tr> <td>5</td> <td>39.44%</td> <td>23.35%</td> <td>25.35%</td> </tr> <tr> <td>6</td> <td>35.14%</td> <td>21.62%</td> <td>29.73%</td> </tr> </tbody> </table>		Year	Reading	Writing	Maths	1	20.27%	20.3%	20.03%	2	19.18%	12.16%	25.68%	3	31.08%	4.05%	24.32%	4	7.69%	20.55%	36.99%	5	39.44%	23.35%	25.35%	6	35.14%	21.62%	29.73%
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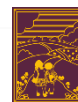
Intervention Description	Research links	Implementation Activities	Implementation Outcomes	Pupil Outcomes
What are the 'Active Ingredients' (essential non-negotiables for staff) for the intervention? What activities and <b>staff behaviour</b> will you see when it's working?	What successful research exists?	How will it be done? Training, resources, monitoring, coaching, incentives	How will you know it's working? Fidelity, Reach, Acceptability, Feasibility, Relevance	How will the children benefit? What will be the measurable outcomes for children?

<b>Plan title</b>	Challenge and Greater Depth	<b>Leader(s)</b>	L Onions
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<b>Start Date:</b>	Aug 20	<b>Mid-Review:</b>	June 20	<b>Evaluation Date:</b>	June 21
<ol style="list-style-type: none"> <li>MVA writers to enter writing competition in all year groups R – Yr 6.</li> <li>Explicit teaching of adapted responsive teaching</li> <li>Staff insets on challenge, differentiation, high order questioning, KO.</li> <li>Teachers assess writing on a termly basis including GDS.</li> <li>Termly teacher data drops on O'Track against Symphony On Track.</li> </ol>	<p>EEF Improving Literacy in KS1</p> <p>EEF Improving Literacy in KS2</p> <p>GDS course</p>	<p>Training –staff insets throughout the year</p> <p>MVA writing</p> <p>Monitoring through scrutiny and lesson observations/pupil interviews.</p> <p>Incentives – writing competitions across the school.</p> <p>Science trip to Cambridge university festival MVA</p> <p>Music – MVA project.</p> <p>Year 1 DT project</p>	<p>All teachers will have secure subject knowledge of GDS.</p> <p>Teacher assessments will be regularly moderated to ensure accuracy.</p> <p>MVA Scrutiny of books.</p> <p>Rise in attainment of GDS</p> <p>Raised challenge across the curriculum</p>	<p>Raise in GDS attainment – see above Spring results</p>	

<b>Activity</b>	<b>PP English and maths groups</b>	<b>Counselling and therapeutic groups</b>	<b>1:1 Reading support</b>	<b>Pupil interviews</b>	<b>Monitoring</b>			
<b>Cost</b>	£92354	£8700	£3687	n/a	n/a			





<b>Plan title</b>	Improving Writing outcomes at Glen Hills	<b>Leader(s)</b>	Ben Storey
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<b>Start Date:</b>	August 2019	<b>Mid-Review:</b>	June 2020	<b>Evaluation Date:</b>	June 2021
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<b>What needs to change? What is the problem we are trying to address, from the perspective of:</b>		
<b>Teachers:</b>	<b>Pupils:</b>	<b>Attainment:</b>
<ul style="list-style-type: none"> <li>To improve the subject knowledge of teaching grammar and sentence structure through Rainbow Grammar insets.</li> <li>To embed learning from sentence level grammar lessons in writing.</li> <li>To improve consistency of approach and terminology across the school in teaching sentence level grammar and writing.</li> <li>To improve accuracy of teacher assessment in writing through moderation.</li> <li>To moderate internally and with other schools in SLT.</li> </ul>	<ul style="list-style-type: none"> <li>To improve understanding of sentence structure.</li> <li>To embed grammatical and sentence structure knowledge within writing consistently.</li> <li>To improve variety and content of writing.</li> <li>Narrow gender gap in writing.</li> <li>To improve simple demarcation of sentences.</li> <li>To improve consistency of handwriting and letter formation.</li> </ul>	No further results due to Covid- 19. KS1 Outcomes 2018 - 19 <ul style="list-style-type: none"> <li>73% EXS+ (3% above National).</li> <li>Boys 76% EXS+</li> <li>Girls 73% EXS+</li> <li>PPG 33% EXS+</li> </ul> KS2 Outcomes 2018 - 19 <ul style="list-style-type: none"> <li>84% EXS+</li> <li>Boys 80% EXS+</li> <li>Girls 90% EXS+</li> <li>PPG 71% EXS+</li> </ul>

<b>Intervention Description</b>	<b>Research links</b>	<b>Implementation Activities</b>	<b>Implementation Outcomes</b>	<b>Pupil Outcomes</b>
What are the 'Active Ingredients' (essential non-negotiables for staff) for the intervention? What activities and <b>staff behaviour</b> will you see when it's working?	What successful research exists?	How will it be done? Training, resources, monitoring, coaching, incentives	How will you know it's working? Fidelity, Reach, Acceptability, Feasibility, Relevance	How will the children benefit? What will be the measurable outcomes for children?

<b>Plan title</b>	Improving Writing outcomes at Glen Hills	<b>Leader(s)</b>	Ben Storey
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<b>Start Date:</b>	August 2019	<b>Mid-Review:</b>	June 2020	<b>Evaluation Date:</b>	June 2021																											
<p>6. MVA writers to enter writing competition in all year groups R – Yr 6.</p> <p>7. Explicit teaching of grammar through Rainbow Grammar scheme and time to embed</p> <p>8. Staff insets to continue to embed Rainbow Grammar scheme and improve staff subject knowledge.</p> <p>9. Teachers given direction on how to cascade Rainbow Grammar scheme and subject knowledge to classroom assistants.</p> <p>10. Teachers assess writing on a termly basis.</p> <p>11. Termly teacher data drops on O'Track against Symphony On Track.</p> <p>12. Writing assessment moderated at intervals through the year.</p> <p>13. To further develop writing skills for FS pupils.</p> <p>14. To provide a guide to parents on Rainbow Grammar so they can support at home.</p>	<p>EEF Improving Literacy in KS1</p> <p>EEF Improving Literacy in KS2</p> <p>Teaching Writing: What the evidence says UKLA</p>	<p>Training – delivery of Rainbow Grammar training through staff insets (Oct 19 –Nov 19) and further insets to embed due to Covid -19 Oct 20).</p> <p>Resources – Rainbow Grammar teaching resources being made available for all classes.</p> <p>MVA writing Monitoring through scrutiny and lesson observations.</p> <p>Incentives – writing competitions across the school.</p> <p>FS - Autumn Term – Focus on gross motor skills for handwriting.</p> <p>Spring Term – Focus on Fine Motor Skills and 'Talk for Writing'.</p> <p>Summer Term – Focus on 'Talk for Writing' and extended pieces of independent writing.</p> <p>Additional phonics support groups put into place daily.</p>	<p>All teachers will have secure subject knowledge of sentence structure.</p> <p>Teacher assessments will be regularly moderated to ensure accuracy.</p> <p>All classes will teach Rainbow Grammar (Years 1 – 6).</p> <p>Writing Scrutiny of books.</p> <p>Rise in attainment.</p> <p>FS - An increase in pupils achieving expected and exceeding ELG for writing.</p> <p>Pupils feeling more confident to use their own ideas for writing.</p> <p>More pupils working securely in Phase 3 and above for phonics.</p>	<table border="1"> <thead> <tr> <th>Years</th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>73</td> <td>70</td> <td>73</td> </tr> <tr> <td>2</td> <td>68</td> <td>70</td> <td>75</td> </tr> <tr> <td>3</td> <td>74</td> <td>74</td> <td>79</td> </tr> <tr> <td>4</td> <td>73</td> <td>73</td> <td>77</td> </tr> <tr> <td>5</td> <td>89</td> <td>86</td> <td>85</td> </tr> <tr> <td>6</td> <td>79</td> <td>82</td> <td>84</td> </tr> </tbody> </table> <p>Writing Data – 2018-19 (No further data due to Covid -19).</p> <p>Targets for 2019-20 Progress in Writing – KS2 SATs – above -1 for progress Writing in KS1 and KS2 both above National by 4%</p>	Years	Autumn	Spring	Summer	1	73	70	73	2	68	70	75	3	74	74	79	4	73	73	77	5	89	86	85	6	79	82	84
Years	Autumn	Spring	Summer																													
1	73	70	73																													
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3	74	74	79																													
4	73	73	77																													
5	89	86	85																													
6	79	82	84																													

<b>Activity</b>	Rainbow Grammar inset	Resources	Rainbow Grammar parent guide				
<b>Cost</b>	£1500	£500	Time to prepare and produce				

## Governance Review, Development and Monitoring Plans

<b>What do we want to improve?</b>	<b>How will we go about it?</b>	<b>When will it happen and be completed?</b>	<b>What will <b>success</b> look like/ what is the <b>impact</b>?</b>	<b>SLT Development Plan Reference</b>
To ensure termly statutory duties are carried out effectively by the GB.	Ensure governors remain clear with the termly tasks and deadlines.	Each term	The governing body ensure that all statutory duties are met for the year	4b
Review and streamlining of governing body structure and programme of work for the year	Ensure governor agendas have correct standing items	Each term	Effective and clear programme for development is outlined and carried out for the year	4b
Ensure new governors have successful induction and are fully capable to carry out statutory duties	Courses and shadowing of new governors	As necessary	All new governors feel fully comfortable to carry out statutory roles	4b

<b>Term</b>	<b>Focus</b>	<b>Committee /specific governor / FGB</b>
Autumn	Review and agree the Core Plan and Subject Development Plans	FGB
	Collate updated Skills Assessment of FGB	FGB
	Review the 2020/21 EYFS, Y1 Phonics, KS1 and KS2 SATs data (No new data due to Covid 19)	Curriculum Committee and FGB
	Agree the Pupil premium and Sports Premium spending plans / review previous year's	FGB
	Budget monitoring and risk assessment updates	Management and Finance Committee and FGB
	Policy review as necessary- Key- <ul style="list-style-type: none"> <li>• Performance Management</li> <li>• Pay Policy</li> <li>• Safeguarding</li> </ul>	FGB
	Governor subject visits - English <b>or</b> Maths (TBC at Autumn FGB meeting)	FGB
Spring	Review ongoing data and progression (including new assessment system)	Curriculum Committee and FGB
	Safeguarding SLT audit to be completed	Safeguarding Committee and FGB
	Budget monitoring and risk assessment updates	Management and Finance Committee and FGB
	Governor subject visits - English <b>or</b> Maths (TBC at Autumn FGB meeting)	FGB
	Single Equality Act approval	FGB
	Policy review as necessary	FGB
Summer	Budget monitoring and risk assessment updates	Management and Finance Committee and FGB
	Approval of 2021/2022 budget	Management and Finance Committee and FGB
	Review ongoing data and progression (including new assessment system)	Standards and Curriculum Committee and FGB
	Approval of 2022/2022 Residentials	FGB
	Governor subject visits - one non-core subject (TBC at Autumn FGB meeting)	FGB
	Policy review as necessary	FGB

## Staff Professional Development Plan (CPD)

<u>Whole school priority link</u>	<u>What</u> needs to be achieved?	<u>How</u> (training, by whom?)	<u>What</u> will success look like and what will be its <b>impact</b> ?	<u>Cost (if applicable)</u>	<u>Who</u> will monitor its impact and to <b>whom</b> will this be reported to?	<b>SLT Dev Plan reference</b>
<b><u>Priority 1</u></b>	Progress measures by end of KS2 to improve in reading.	Staff meetings for inset training on domain questioning, modelled reading and skill teaching. OTrack joint analysis Standardised tests	PM targets set and challenging for reading progress / achievement Progress by end of KS2 to further improve	N/A	BS/RW/LO	4a 4c
<b><u>Priority 2</u></b>	Improve Curriculum progression and links to SAS system.	Staff meetings for updates and curriculum discussions OTrack joint analysis Provision alterations (curriculum maps and Medium term Planning) Pupil interviews Deep Dive preparation (SMSC, progression, challenge, knowledge of subject etc)	Improved % results for non-core curriculum – see non-core O'Track analysis. Improved subject knowledge of curriculum area for staff. Clear progressive links for non-core curriculum areas for staff and pupils. Clear understanding of SMSC, CC ad BV links. Raised challenge across all areas of the curriculum.	Inset and release time	RW/ Coordinators	4a 4c
<b><u>Priority 3</u></b>	GDS/Challenge to complete				RW/LO	4a, 4c

<b>Priority 4</b>	Progress measures by end of KS2 to improve in writing.	Writing inset – Rainbow Grammar by Jason Wade to embed. OTrack joint analysis Writing Competitions	PM targets set and challenging for writing progress / achievement Progress by end of KS2 to further improve	£1500 and release time	BS / RW/KW	4a 4c
<b>Other headline CPD</b>	Safeguarding – KCSIE and any other updates					
	Pupil Premium Progress (Structured Conversations for Pupil Premium to continue to be embedded)					
	Music insets being actioned (new scheme)					
	RSE (PSHE) curriculum being implemented (new scheme)					
	Route 2 Resilience to continue to embed					
	Curriculum (Ofsted intent, implementation and impact)					
	Workload remodelling					