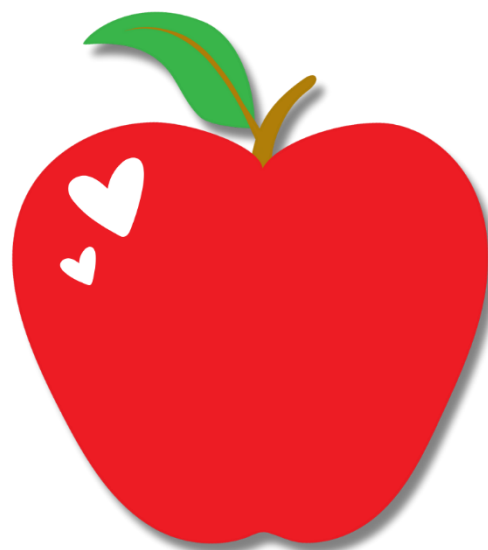


Cheddington Combined School

School Development Plan

2024 – 2025



Cheddington Combined School

Cheddington Combined School...enjoying our learning, sharing our success

Ethos:

At Cheddington Combined School we instil a joy in learning. We create a safe, inclusive, and nurturing environment for children and staff, with our values at our HEART. We foster a sense of pride and belonging providing all our children a solid base for lifelong learning and success.

Cheddington Combined School

Improvement Plan

Introduction

We are committed to continuous development in order to secure high quality education for the children attending our school. The School Development Plan (SDP) details the steps towards doing this. It enables the staff and governors to share ownership, focus thinking and allocate time and resources appropriately and informs the parents of the priorities within the school. In addition, it enables external agencies to see what we have achieved and what we hope to achieve next.

The SDP is linked to our self- evaluation process and budget. School improvement is a continuous cycle. The SDP sets out detailed action for the first year and, in time, will outline future years.

The SDP is a working document that may change in response to our continuous reflection and evaluation as well as national and local initiatives. Any changes will be recorded in the main copy of the SDP, which is retained in the Headteacher's office. Electronic copies of the SDP are issued to governors and staff. Copies are displayed in the staffroom, on the website and available via the school office. A one-page, user-friendly version has been created to highlight the key parts so that everyone in the school community knows how the school is moving forward.

Priorities

The priorities for improvement are identified from our self-evaluation process, external reports and local and national initiatives. The priorities are decided and agreed upon by staff and governors. Objectives and detailed action plans are written for each priority.

It is essential that progress towards the priorities is monitored. Key impact milestones are recorded so that monitoring can be successfully carried out over the year. This keeps us on track and enables us to measure progress and make adjustments. The person responsible for the action plan is required to complete a progress review during the year and an evaluation at the end of the year. These are recorded on the reverse of the action plan main copy. The Senior Leadership Team and Governing Body monitor the progress of the SDP.

ACTION PLAN OVERVIEW 2024 to 2025

| Area | Focus | Led by |
|----------------------|---|--|
| Quality of Education | <p>Priority 1: Raise the attainment and progress in mathematics and writing including that of those children working at greater depth.</p> <p>Priority 2: Develop the assessment of foundation subjects, using Insight, alongside middle leadership to include sticky knowledge trackers and the connect phase of lessons</p> <p>Priority 3: Phonics and early reading: To establish Monster Phonics as our SSP (Systematic synthetic phonics) programme</p> <p>Priority 4: To enable all children, including those with SEND, to access a progressive and broad curriculum</p> | <p>LG / SM</p> <p>CC</p> <p>SM</p> <p>AB</p> |

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| Leadership and Management | <p>Priority 1: To further develop SLT and Governance roles and responsibilities to ensure clear strategic direction that drives improvements that impact pupil achievements and outcomes</p> | SLT / Governors |
| | <p>Priority 2: To ensure robust safeguarding processes and procedures are embedded and developed.</p> | DSLs |
| Early Years | <p>Priority 1: To ensure relationships and transitions with the new pre-school are strong.</p> | AL |
| | <p>Priority 2: To ensure the indoor and outdoor provision provides purposeful learning opportunities for engagement to extend learning.</p> | AL |
| Personal Development | <p>Priority 1: To ensure pupils demonstrate the new school's values and ethos, consistently having positive attitudes and commitment to their learning.</p> | All |
| Behaviour and Attitudes | <p>Priority 1: To implement a reviewed behaviour policy that meets the needs of all children and is consistently and effectively applied.</p> | SLT |

Quality of Education

Implimentation

Raise the attainment and progress in mathematics and writing including that of those children working at greater depth.

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| <p>Aim: (what we want to do)</p> | <ul style="list-style-type: none">• Our children understand and remember the mathematical knowledge, concepts and procedures appropriate for their starting points• Our maths curriculum carefully sequences and builds on mathematical knowledge and skills systematically and draws connections across different ways of looking at maths ideas• Those children behind age-related exectations are provided with opportunities to learn the mathematical knowledge and skills necessary to catch up with their peers |
| <p>Outcomes: (what it will look like when achieved)</p> | <p>We will continue to increase the percentage of children who achieve at least age-related expectations at the end of Key Stage 2.</p> <p>Teachers will feel confident in modelling mathematical learning and using resources effectively.</p> <p>Parents will be involved in their child's mathematical learning and feel confident to support them at home.</p> |

| Action | Date | Implementation | Monitoring | Impact Milestone 1 Christmas 2024 | Impact Milestone 2 Easter 2025 | Impact Milestone 3 Summer 2025 |
|--|-------------|---|-------------------|--|--|---|
| All classrooms have correct resources available and resources available to make reasonable adjustments for the needs of children | Autumn Term | Identification of gaps in resources | Maths Lead | Resource audit to see what is currently available | Procurement of missing / required resources | All classes have the right resources to teach across the maths curriculum |
| All teachers effectively plan using the correct resources in all units | On-going | Staff meeting led by maths lead on concrete, pictorial and abstract in maths CPD in how to plan and teach maths effectively using a range of resources | Maths Lead | CPA (Concrete, pictorial, abstract) approach CPD delivered to all teachers | Intervention Review Parental Engagement Meetings EYFS & KS1 | Teachers feel confident to teach using a range of resources to support learning Adaptive teaching in maths is consistent and effective across the school |

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|---|-----------------|--|-------------------|--|--|--|
| <p>Develop staff confidence in teaching maths across the school</p> | <p>On-going</p> | <p>Maths lead to attend CPD maths training with Enigma Maths</p> <p>Maths CPD throughout the year:</p> <ol style="list-style-type: none"> 1. Attitudes, staff voice, assessment 2. Use of manipulatives 3. C-R-A approach 4. Lesson planning & misconceptions 5. Working Walls & Vocabulary | <p>Maths Lead</p> | <p>Identify areas of need at CCS</p> <p>Seek up-to-date pedagogy and guidance from Maths Hub</p> <p>Action plan to implement ideas</p> | <p>Staff meeting improving CPD: maths vocabulary building oracy in curriculum</p> | <p>CPD for wider staff</p> <p>Clear CPD for main non-negotiables in maths teaching established</p> <p>Staff voice results show higher confidence in teaching maths across the school</p> |
| <p>Parents to become more engaged in maths at Cheddington, with the hope to alleviate maths anxiety and give parents the tools and resources to support maths at home</p> | <p>On-going</p> | <p>Through different information gathering exercises, ascertain parent voice on maths and use this to implement positive maths experiences for our children</p> | <p>Maths Lead</p> | <p>Review of calculation policy</p> <p>Parents voice survey undertaken</p> | <p>To hold maths engagement meetings for different key stages</p> <p>Maths learning day for parents to join in class</p> | <p>Parents show a greater understanding of how maths is taught throughout the school and feel confident to support their child at home</p> |

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| | | | | | | The use of manipulative embedded in every day teaching |
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To establish Monster Phonics as our SSP (Systematic synthetic phonics) programme

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| <p>Aim: (what we want to do)</p> | <ul style="list-style-type: none"> • Support out lowest 20% of readers, supporting all children to become confident and fluent in their reading • To develop a love of reading • Our reading books show a clear sequence with a cumulative progression in phonics matched closely to our phonics programme • Teach phonics from the beginning of Reception • Train all staff, including volunteers |
| <p>Outcomes: (what it will look like when achieved)</p> | <ul style="list-style-type: none"> • Every child will learn to read, regardless of their background, needs or abilities • All children will make sufficient progress to meet or exceed age-related expectations • Reading is prioritised to allow all children to access the full curriculum |

| Actions | Date | Implementation | Monitoring | Impact Milestone 1 Christmas 2024 | Impact Milestone 2 Easter 2025 | Impact Milestone 3 Summer 2025 |
|---|----------------|---|--|--|---|---|
| Invest in new whole class phonics scheme that supports more children to be successful readers | September 2024 | <p>Train all staff</p> <p>Share with parents</p> <p>Set up online assessment tool</p> <p>Baseline PSC for Yr1</p> <p>PSC for year 2s that didn't pass</p> <p>Baseline sound assessment for EYFS and Year 1</p> <p>Baseline reading assessment for guided reading groups</p> <p>Train TAs on interventions</p> <p>Set up daily interventions</p> <p>Start keep up interventions</p> <p>Start guided reading groups</p> <p>Organise phonics books and sharing books</p> <p>Train reading volunteers</p> | <p>Pupil Progress Meetings</p> <p>Phonics tracker</p> <p>PSC practices</p> <p>Learning walks</p> <p>Phonics coaching</p> | <p>Parent meeting held to share new scheme</p> <p>New scheme implemented by the start of September</p> <p>Teachers, TAs and reading volunteers trained and feel confident in teaching</p> <p>Lessons fully resourced</p> <p>Children make progress and learn all of their sounds by the end of year 1 ready for PSC</p> <p>Work closely with White Knights English Hub literacy specialist</p> | <p>English lead able to monitor and evaluate impact of new scheme</p> <p>Observations of teaching</p> <p>Coaching staff</p> <p>Ensuring fidelity to the scheme</p> <p>Use assessment to monitor phonics teaching and children's knowledge.</p> <p>Continue to work closely with White Knights English Hub literacy specialist</p> | <p>Phonic screening results improve on previous years</p> <p>Confidence is high among the staff who deliver phonics</p> <p>Children are using their phonics in their writing across the curriculum</p> <p>Evaluate the impact of working with White Knights English Hub literacy specialist</p> |

| | | Work alongside English Hub | | | | |
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| Support children reading through the use of interventions and guided group reading | Ongoing | <p>Clear groups established with set routines to ensure children's progress</p> <p>In the minute assessment which identifies misconceptions during lessons – these addressed during same day keep up interventions</p> | <p>TA champions in reading and phonics</p> <p>English lead</p> | <p>Time tables and groups working well and consistently</p> <p>Impact of 'keep up' interventions seen through continuing assessment</p> <p>Guided reading groups used effectively to support children's fluency and comprehension in reading</p> | <p>Children are closely following the reading progression as stated in Monster Phonics</p> <p>Champions feel empowered to lead intervention groups and assess effectively</p> | <p>Monster Phonics is fully established and used consistently across the school</p> <p>Our lowest 20% of readers make at least good progress</p> <p>Phonics screening results are above previous years</p> |
| Supporting our vulnerable children, across all year groups, to make good progress in reading | Ongoing | <p>Provide Monster Phonics packs for PPG children and those with SEND</p> <p>Speak directly to parents of vulnerable children at parents' evenings regarding phonics</p> | <p>English lead</p> <p>Class teachers</p> | <p>Vulnerable children are identified as priority readers and heard read every day</p> | <p>Additional intervention given if required</p> | <p>The gap between our vulnerable children closes in terms of phonics screening</p> |

Priority 2

| Actions | Date | Implementation | Monitored by | Impact Milestone 1 Christmas 2024 | Impact Milestone 2 Easter 2025 | Impact Milestone 3 Summer 2025 |
|---|------------------------------|---|------------------------|--|--|--|
| SENCO will ascertain what good practice looks like for our cohort | Autumn 1 | Learning walks of all classrooms Training on universal provisions Training on scaffolding | SENCo SEND Governor | One page profiles completed for all children on the SEND register. Staff confident on how to use this information to support their teaching | Provisions for our children with SEND embedded, reviewed and adapted as necessary for individual pupils | Clear transition processes to next class teachers Parent SEND review meetings with SENCO, current teacher and next year’s teacher |
| Create SEND focused classrooms | On-going throughout the year | Scaffolding toolkit revisited Exploration of technology options to support Resources available to support the needs of children | SENDCo | SENDCo to carry out an environment audit of classrooms and spaces around school. An action plan created of how to move towards SEND focused | See the impact of <i>‘teachers creating an environment that focuses on pupils’</i> Display and classroom environment guidelines given to all teachers | Our children feel our classroom environments are focused on them – pupil voice |

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| | | | | classrooms based on research | | |
| Training on quality first teaching and reasonable adjustments in the classroom is delivered. | Autumn 2 | Training delivered | SENCO | Staff meeting delivered to ensure understanding of our vulnerable groups. | Training provided to all teachers on quality first teaching and a set of 'non-negotiables' are put in place for lessons. | Through monitoring and lesson observations, the quality of teaching is improved throughout the school and across the curriculum. |
| Ensure planning incorporates the reasonable adjustments needed for all learners to access the curriculum (highlighting particularly the SEN, PPG and VIP children – VIP children are those with both SEN and PPG) | Spring 1 | Staff CPD as part of staff meetings. | Headteacher and SENCO | Weekly SEND support / reasonable adjustments overview provided for each child with SEND by class teachers | Clear evidence of marking and feedback showing where children have been supported | Our data shows a narrowing of the gap between our vulnerable groups and children working at ARE |
| Interventions run with meaningful entry / exit data points | On-going throughout the year | Training for TAs Monitoring of interventions | Headteacher SENDCo | Robust timetable of interventions which show impact and are reviewed regularly | Ensure that teaching assistants are actively involved in pupils targets and interventions to support them | Our data shows a narrowing of the gap between our vulnerable groups and children working at ARE |

Leadership and Management

Priority 1: To develop middle leadership across the school, including curriculum leadership, Governance and inducting a new Deputy Head Teacher

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| <p>Aim: (what we want to do)</p> | <ul style="list-style-type: none">• We ensure our curriculum is ambitious and in line with the National Curriculum• We ensure that the necessary changes, following the reviews of the curriculum last year, have a clear rationale• Ensuring we continue to teach a broad and ambitious curriculum• Ensuring our curriculums are coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning• Subject leaders are able to monitor and evaluate their subjects effectively• Ensure the school's curriculum intent and implementations are embedded securely and consistently across the school. It is evident from what the teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice |
| <p>Outcomes: (what it will look like when achieved)</p> | <p>Subject leaders will feel empowered to lead their subjects across the school, from Reception to Year 6.</p> <p>Monitoring and evaluating will highlight areas for development and CPD will be provided.</p> <p>All children will be able to access all areas of the curriculum, developing their knowledge, fluency and independence.</p> <p>Pupils are ready for their next stage of education and have the knowledge and skills they need to move to the next year group.</p> <p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.</p> |

To enable all children, including those with SEND, to access a progressive and broad curriculum

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| <p>Intent: (what we want to do)</p> | <ul style="list-style-type: none"> • To ensure the curriculum is coherently planned and sequenced • To ensure the curriculum is successfully adapted, designed and developed to be ambitious and meet the needs of pupils with SEND • Teachers to create an environment that focuses on pupils. • To ensure that provision for learners is accessible and scaffolded for their individual needs. |
| <p>Impact: (what it will look like when achieved)</p> | <p>All children, including children with SEN, will achieve high outcomes.</p> <p>Staff will have a clear framework to plan and deliver lessons from, ensuring high expectations.</p> <p>Staff have the time to adapt the curriculum for the needs of the children in their class.</p> <p>Scaffolding is provided to ensure all children can make good progress.</p> <p>There is a clear system for assessing the foundation subjects.</p> <p>Subject Leaders feel empowered and knowledgeable about their subject and how it is taught within the school.</p> |

| Actions | Date | Implementation | Monitoring | Impact Milestone 1 Christmas 2023 | Impact Milestone 2 Easter 2024 | Impact Milestone 3 Summer 2024 |
|--|-------------|--|-------------------|--|--|---|
| A whole school monitoring and evaluating schedule to be introduced | Autumn 1 | All subject leaders to be given subject time to monitor their subjects | Headteacher | By Christmas, leaders in Computing and RE will have completed the monitoring cycle | By Easter History, French, Music and EY leads will have completed the monitoring cycle | By summer Science, PSHE and DT leads will have completed the monitoring cycle |

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| | | Tasks include: gaining pupil and staff voice, books looks, planning scruities, learning walks, action plan writing, leading a staff meeting, researching deep dive questions. | | | | |
| Whole teacher training provided on subject knowledge | On-going | Subject knowledge audits carried out for staff – gaps identified – training / CPD provided for specific subjects Art lessons taught by art teacher and class teachers to upskill | DHT | Audit taken of staff CPD needs | Teachers present subject matter clearly, checking children’s understanding, identifying misconceptions, adapting their teaching as required Introduction of end of unit assessments across the foundation subjects is allowing us to ensure children learn and remember what is expected in each year group. Resulting in them being able to understand new information as schema is able to form. | All teachers feel confident to teach art next academic year |

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| Assessment of foundation subjects | Ongoing | Insight to be used to record formative assessments of foundation subjects | Head & DHT | All teachers record formative assessments on Insight | Subject leaders use the assessment data to report to Governors | Assessment data shows good outcomes for all our children |
| Resources to teach all areas of the curriculum | Ongoing | Subject leaders will work towards ensuring all the necessary resources are available | Subject Leads | As part of the monitoring and evaluating schedule, subject leaders will audit resources and a plan for additional resources will be made | As part of the monitoring and evaluating schedule, subject leaders will audit resources and a plan for additional resources will be made | All subjects will be well resourced to support all children's learning |
| Liaison subject meetings to share good practice | Throughout the year | Subject leads to continue to work within liaison groups with local schools | Subject leads | All subject leads to attend liaison meetings | Continue to develop further networking opportunities across schools for all staff | |
| Ensure new DHT is fully inducted To further develop SLT roles and responsibilities | From November 2024 | Establish a clear job description for the new DHT to enable successful induction and accountability | Head | New DHT have a clear understanding of the way we have implemented our new curriculum New DHT will fully understand how their job role will be instrumental in continuing progression of the school, particularly in terms of our Ofsted priorities | To lead in the development of our curriculum | To share the HTs high expectations of all children in the school. Be clear in their role to support coherence and consistency across the school. |

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| <p>following restructure to ensure clear strategic direction that drives improvements that impact pupil achievements and outcomes</p> | | | | | | |
| <p>Governance</p> | <p>Ongoing</p> | <p>For Governors to continue to grow in their roles of ensuring the school provide high quality education for all children</p> <p>Maintaining and strengthening links with parents and community</p> | <p>Governors</p> <p>Head</p> | <p>Ofsted training from Bucks School Improvement team Monday 7th October</p> <p>Governor week w.c 18th November</p> | | |

Early Years

To ensure relationships and transitions with the new pre-school are strong.

Ensuring that EYFS effectively inspires our children by improving the quality of provision.

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| Aim: (what we want to do) | <ul style="list-style-type: none">• Teachers design and implement an ambitious, progressive early years curriculum• To meet the needs of the range of children who attend, particularly those with SEND• We develop a love of reading• Our children demonstrate their attitudes and behaviours through key characteristics of effective learning including playing and exploring, active learning and creative thinking and thinking critically |
| Outcomes: (what it will look like when achieved) | <p>Our teachers will continue to model language, explore ideas, facilitate and set challenged, explain, demonstrate and encourage our young learners.</p> <p>We take into account their interests and use this information to plan children's next steps in learning.</p> |

| Actions | Date | Implementation | Monitoring | Impact Milestone 1 | Impact Milestone 2 | Impact Milestone 3 |
|---|-----------------------------|--|-----------------------|---|---|---|
| | | | | Christmas 2023 | Easter 2024 | Summer 2024 |
| Develop the outside space in Early Years | Autumn / spring term | Ensure that there are a variety of resources to support the children's learning outside Ensure that outside learning is encouraged and facilitated well | Early Years Lead | An audit taken of outside resources and a plan made for ensuring coverage of the seven areas of learning | Resources carefully selected and are being used across the curriculum with all children | Children make a good level of development and are ready for the next stage of their education |
| Develop strong working relationships with the new pre-school, Buttons | September 2024 | Ensuring that communication and co-operative working are proactive and have a positive impact for our children | Early Years Lead | Create a timetable for when pre-school can use the school spaces e.g forest school, hall, library, outside space Invite pre-school to attend school events such as watching the nativity | Work with pre-school in implementing Monster Phonics (our SSSP) to ensure smooth transition for children in September | Transition opportunities taken for all children due to start with us in September |
| Work with SSPC Sarah-Jane O'Donnell to support | 8 days over the school year | Embedding a curriculum that is ambitious for all children | Early years lead Head | By using curriculum maestro, a robust and progressive | Development of the curriculum is on going and | The Early Years lead has monitored all aspects of Reception class |

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| improvements in curriculum Continue to work with Jo Hobbs as Early Years advisor | | Maintaining a sharp focus on ensuring children acquire a wide vocabulary, communicate effectively and secure a knowledge of phonics | | curriculum is in place | meeting the needs of the children | Children are fully prepared for the next step in their education Transition into year 1 is managed well |
| Ensuring Monster Phonics is fully embedded within our Reception class | On-going | Staff are expert in teaching systematic, synthetic phonics and ensure that children practice their reading from books that match their phonics knowledge | English Lead Early Years Lead | All training completed by all staff Monster Phonics programme followed with fidelity | Involve parents in the teaching of phonics Hold shared learning sessions for parents | All children have the phonological knowledge to read words and simple sentences by the end of Reception |

Personal Development

| Actions | Date | Implementation | Monitoring | Impact Milestone 1 | Impact Milestone 2 | Impact Milestone 3 |
|--------------------------------|-------------|---|-------------------|---|--|---------------------------|
| | | | | Christmas 2023 | Easter 2024 | Summer 2024 |
| Launch new school HEART Values | Autumn term | Ensure all stakeholders are aware of the new values | SLT | <p>Values day at the beginning of term</p> <p>Whole school 'finding rocks' project</p> <p>Hold first Governor Awards for displaying HEART values</p> <p>Display in front entrance to celebrate new values</p> | <p>All classrooms to have a values display</p> <p>All classes create class charter based on values</p> | |

Behaviour and Attitudes

| Actions | Date | Implementation | Monitoring | Impact Milestone 1 | Impact Milestone 2 | Impact Milestone 3 |
|--------------------------------|------------------------|---|------------|---|--|--------------------|
| | | | | Christmas 2023 | Easter 2024 | Summer 2024 |
| Review current behavior policy | Autumn term | | SLT | <p>Step up training for 6 members of staff – add to the behaviour policy</p> <p>Revise categories on CPOMs to allow for clearer reports to to pulled.</p> | Introduce safety plans for children with cases of bullying | |
| Work with the PRU | Autumn and Spring term | <p>Work with specific children in Year 4</p> <p>Work alongside teachers in other year groups to support behaviour management strategies</p> | SLT | Bi-weekly work with Year 4 children | Regular visits working with Year 1 particularly | |

Budget to Support School Improvement

| Cost Centre | Resource | Cost £ |
|-------------|---|--------------|
| | Priority 1: SEND environments | £2000 |
| | Priority 2: Resources | £3000 |
| | Priority 3: Early Years outdoor area | £1000 |
| | Priority 4: Maths resources | £1000 |
| | Additional training to support SDP priorities | £2000 |
| | Total | £9000 |

Note: Within directed time there are 30 hours of professional development time and 5 training days to support school development initiatives.

Some release time will be covered internally at no additional cost, the figures given are maximum costs.

Monitoring and Evaluation Timetable

| | Autumn Term | Spring Term | Summer Term |
|--------------------------------|--|--|---|
| Pupil assessment | EYFS baseline | | End of key stage assessment by teachers. Year R results to DfE Year 4 results (multiplication check) to LA Year 1: Phonics assessment results to DfE Year 6 SATs Pupil reports written |
| Pupil progress meetings | Pupil Progress Meetings between Headteacher, SENDco and class teacher Intervention groups adjusted Pupil premium monitored half termly | Pupil Progress Meetings between Headteacher, SENDco and class teacher Intervention groups adjusted Pupil premium monitored half termly | Pupil Progress Meetings between Headteacher, SENDco and class teacher Intervention groups adjusted Pupil premium monitored half termly |
| Subject monitoring | Monitoring time given to Computing lead – Autumn 1 Monitoring time given to RE lead – Autumn 2 | Headteacher learning walk – linked to teachers performance management Governors learning walk | Monitoring time given to Science lead – Summer 1 Monitoring time given to PSHE and DT lead – Summer 2 |

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| | | Monitoring time given to History and PE Lead – Spring 1 | |
| | | Monitoring time given to EY and Music lead – Spring 2 | |
| Staff Appraisal | Appraisal meetings for all teachers by 31 st October. Previous targets reviewed Teacher standards evaluated. New targets set. Support staff appraisals. | Interim appraisal meeting to evaluate pupil progress | |
| Improvement partner | Head line visit Head Teacher's Appraisal | Review | Review |