



**NORTH CADBURY
C OF E PRIMARY SCHOOL
SCHOOL DEVELOPMENT PLAN
2024 - 2025**

‘To be the best we can be’

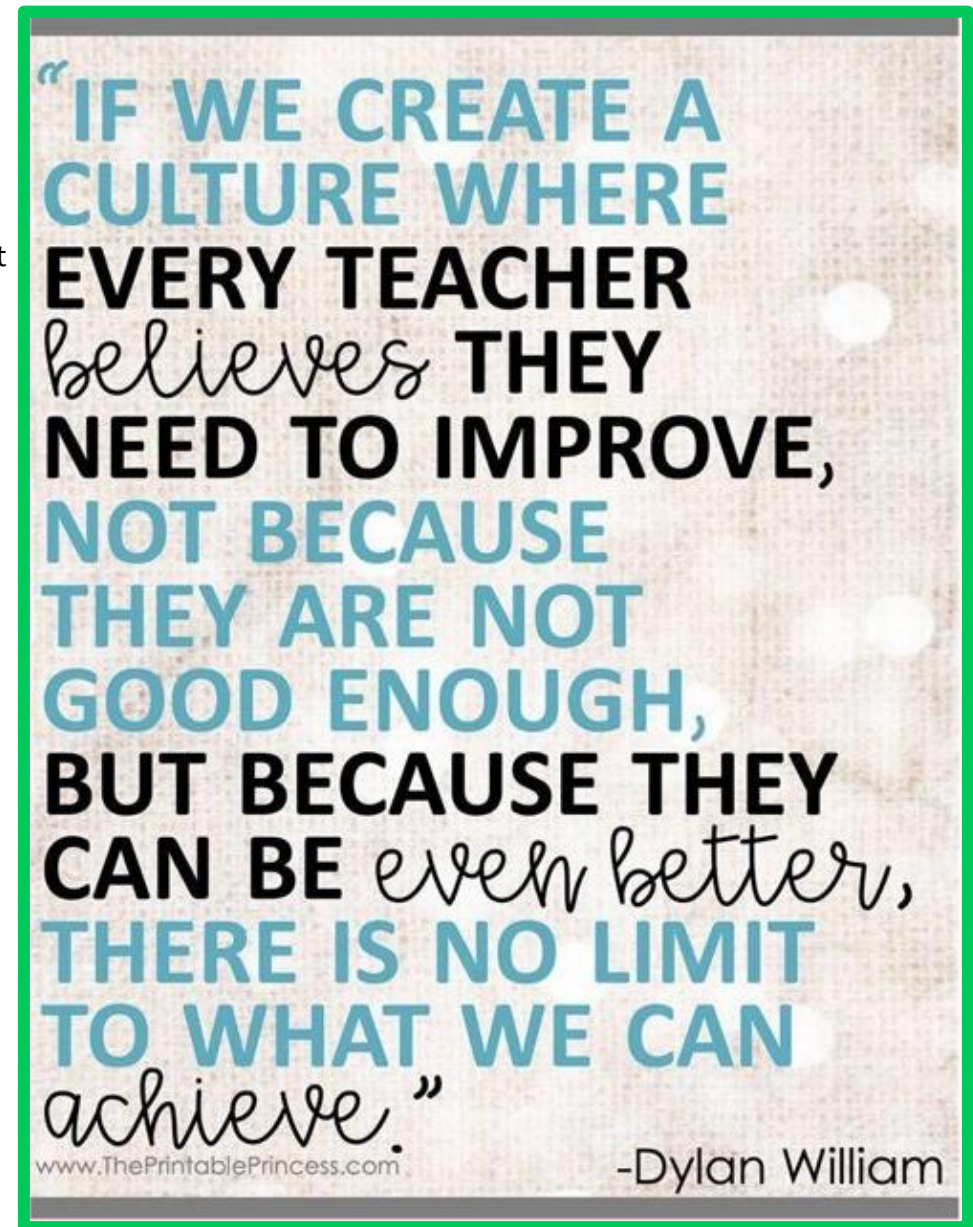
North Cadbury C of E Primary School has seen some real success over the past few years, and it is great that during this time, our practice has been recognised in lots of ways including parent appreciation, local reputation and even some accreditations and quality marks for the work we do, such as Eco-Schools, British Council International School Award, Green Tree School, Artsmark Gold etc. However, for us it is important to recognise that we are still wanting to fully embed this work and ensure we address any challenges head on, whilst also **'being the best we can be'** so that all at North Cadbury continue to thrive and flourish.

Our School Development Plan for 2024 - 2025 is focused on the continued growth and development of our school, both at an individual level for our staff team as well as at a whole school level for the continued excellence of our children's academic and social achievement. We action this through a varied and engaging range of activities and provision.

This SDP is designed to ensure our school is able to achieve success by focusing on our core priorities for the year, which will be key strands running through all that we do and this year are related to:

- **Teaching & Learning**, with high academic expectations and the further development of eco-learning
- **Behaviour & Attitudes/Readiness for Learning** (with inclusion at heart)
- **Continuing Professional Development**

With a renewed focus on flourishing and overcoming all barriers, alongside our continued development of expertise in these priority areas, it is our vision to ensure that every child can receive the best education possible at North Cadbury, and are then able to leave us as well educated, happy and determined youngsters, ready for their next steps in both learning and life.



CORE PRIORITY	RATIONALE	SUCCESS CRITERIA/TASKS
<p>PRIORITY 1:</p> <p>Teaching & Learning</p> <p>To continue to refine and strengthen teaching and learning throughout the school, ensuring that there is a focus on research and development of expertise, leading to even higher standards in Reading, Writing and Maths. Fully embed the improvement seen in the rates of progress across the school.</p>	<p>The school was judged as Good in all areas in September 2023.</p> <p>This has been a journey for all involved since joining PPAT Education in April 2019, and now those trust core values of high expectations and success for all children have permeated into the core of our work here at North Cadbury – driving standards up and ensuring all children get better provision.</p> <p>Our most recent SATS results show that at least 80%+ of our children meet the expected national standards, with a very good percentage of children exceeding them.</p> <p>This demonstrates that our staff team continually improve the educational development of our children, and this expectation is embedded.</p> <p>Leaders know that the quality of teaching & learning across the school is strong. However, we</p>	<p>AUTUMN:</p> <ul style="list-style-type: none"> • Rigorous analysis of 23/24 data completed in order to identify appropriate priorities of intervention, for the autumn term, so that progress can be monitored, and improvements can be evidenced. • Development focus agreed with individual staff members and initial work undertaken as part of pupil progress meetings and the staff appraisal process. • Quality of teaching/teaching support consistently strong with clear actions for any practice that is less than good. • Lesson observations - 100% lessons are judged as Good or better. Lessons demonstrate that pupils are well motivated and engaged as a result of the imaginative strategies adopted by staff, e.g. use of appropriate practical resources, outdoor learning etc. • Progress data demonstrates clear impact of targeted areas by December. 100% pupils throughout the school are on track to make at least expected progress.

	<p>know that a culture of continuous improvement for all is essential in our small school environment.</p> <p>Furthermore, even with the best teaching, there are always challenges in ensuring the best outcomes due to some of the barriers that our children face. (Linked to Priority 2)</p> <p>We believe that focusing on outcomes alone will not improve these. We believe that the focus must be on the 'input' and delivery. However, in order to strengthen this effectively we need individuals to focus on their own development.</p> <p>Ensuring CPD and promoting self-development, will strengthen our collective approach and facilitate sharing of best practice as well as improving outcomes in each class. (Linked to Priority 3)</p>	<p>SPRING:</p> <ul style="list-style-type: none"> • Quality of work demonstrates good progression in skills and knowledge, translating to improved outcomes, brought about by effective teaching. All teachers secure high quality learning by setting challenging tasks that are matched to pupils' specific needs (based on high quality teacher assessment). <p>Lessons demonstrate precise learning goals for all pupils, who fully understand what they are learning and are confident to 'have a go'. The pace and depth of learning are maximised as a result of teacher's response to pupils during lessons.</p> <p>Standards in spelling & grammar improve throughout the school. This requires accurate assessment & recording of performance in spellings and effective teaching of strategies.</p> <ul style="list-style-type: none"> • Quality of teaching/teaching support, consistently strong. Staff are confident when teaching aspects of the National Curriculum and maintain high pupil outcomes. Support and CPD is given to all staff, to ensure they support and share the high expectations for teaching and learning. • Data indicates rapid progress with clear tangible examples indicating improvements on last year. All pupils understand their targets (or 'Next steps') and know how to improve. Systematic Synthetic Phonics (Floppy's Phonics) is embedded across the school from Pre-School to LKS2.
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	<p>SUMMER:</p> <ul style="list-style-type: none"> • 80%+ pupils throughout the school make at least expected progress between Yr 2 and Yr 6 • 80%+ of pupils at least expected progress from Year 2-Year 4 • 80%+ pupils meet Age Related Expectations throughout the school (ARE) • 30%+ pupils exceed National Expectations by the end of Yr 6 • The % of pupils meeting the benchmark for the Yr 1 phonics screening must be in line with and preferably considerably higher than national averages • The % of Early Years pupils to achieve national averages in 'good level of development' GLD must be in line with and preferably considerably higher than national averages
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SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
1. Review of whole school data and clear benchmarks for all staff regarding starting points for: September January April July	LT AT SIP Governors	September January April July	Staff Meetings Performance Management Meetings Data Returns Data on track throughout the school. Vulnerable groups identified and programmes/ specific input organised.	
2. Identification of groups at risk of underperformance. Effective strategies and interventions planned to accelerate progress in these cases. Effective use of TA support for target teaching e.g. letter and number formation, handwriting skills and basic key word spelling.	Class Teachers LT AT SENCo	September January April July	Performance Management Meetings Intervention strategies continue and effectiveness monitored so that adjustments can be made if needed. Better outcomes for all pupils.	
3. Track progress of pupils eligible for 'Pupil Premium Grant' (PPG). Effective strategies, interventions and provision planned to accelerate progress.	Class Teachers LT AT SENCo	September January April July	Performance Management Meetings Termly SENCo reviews	
4. Ensure that more disadvantaged pupils are at age related expectation or exceed expected levels of attainment so that the gap is closed between disadvantaged and non- disadvantaged pupils.	All staff LT AT SENCo	Termly checks and ongoing, Autumn Spring Summer	Children making good progress and where appropriate, beginning to achieve in line with their peers. Pupil Premium/SEND/ Ever 6 pupils attaining <u>higher standard</u> reading at KS 2 SATs increase.	
5. Review pupils on the SEND (Special Educational Needs and Disability) register and amend register in-line with SEND Code of Practice requirements. Apply for EHA/EHCP where appropriate. Review of SEND procedures.	SENCo KF - SEND Governor	September, Ongoing		

SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
<p>6. Effective use of assessment tools identified and discussed with colleagues across PPAT, including pupils' improved understanding of their next steps/targets.</p> <p>Effective moderation across classes and PPAT/ALP.</p>	<p>Teaching Staff LT AT</p>	Ongoing	<p>PPAT Moderation ALP Moderation County Moderation</p>	
<p>7. Professional Development to further develop aspects of English (e.g. spellings and grammar, GD writing) and Maths in line with NC requirements.</p> <p>Year 1/2/4/6 teachers to access support/updates for statutory assessments.</p>	<p>Teaching Staff LT AT</p>	<p>Autumn Term October April</p>	<p>All staff to have a strong awareness and understanding of the aspects of the English and Mathematics Curriculum for which they are responsible.</p>	
<p>8. Performance Management for all teachers based on rigorous target setting.</p> <p>Pupil Progress Meetings termly.</p>	<p>LT</p>	<p>Autumn Term April</p>	<p>All members of teaching and support staff have initial Performance Management and teachers have objectives linked to pupil performance.</p>	
<p>9. Effective teaching and expectations observed of spelling and grammar in KS1 & 2 in line with the National Expectations. Regular testing of key high frequency words.</p>	<p>LT Teaching Staff AT</p>	<p>October February June</p>	<p>All staff to have a strong awareness and understanding of the aspects of the Spelling and Grammar, with improved outcomes for all pupils.</p>	
<p>10. Focus on GD Writing as an area already identified as one where the children in both Years 2 & Year 6 did not achieve as highly as GD in other areas.</p> <p>Professional development/CPD</p>	<p>AT LT Class teachers</p>	<p>October February April</p>	<p>All staff to have a strong awareness and understanding of the aspects required to enable our children to achieve GD in writing. Closer results for GD in writing, to match those achieved in maths and reading.</p>	

SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
11. Research effective teaching of vocabulary not only in English but through all subjects and activities.	All staff	Daily teaching throughout the year.	Children are confidently able to unpick words and phrases for understanding. Children can discuss topics such as e-safety and discrimination using correct vocabulary.	
12. Regular monitoring and moderation of standards in English/ Mathematics in the foundation class.	LT AT EYFS teacher	Autumn – ongoing	Consistent expectations and high outcomes for all foundation pupils. Increased % of pupils achieve 'GLD'. Early identification of any additional needs.	
13. Foundation R/1 teacher to be fully aware of Year 1 expectations and ensure that both groups make good progress. National Curriculum delivery for YR in the summer term.	LT AT EYFS teacher	April	Pupils ready for Year 1 (& indeed Year 2). 90%+ pass rate for PSC – Year 1	
14. Monitor the planning, teaching and outcomes of phonics in Reception, Year 1 and Year 2. Target pupils to receive specific phonics intervention. Ensure that our SSP is being utilised with vigour across all relevant year groups.	LT AT KS1 teacher	Autumn Weekly Ongoing	All pupils to have a thorough knowledge and application of phonics. Daily teaching to ensure all children are confident and knowledgeable.	
15. To ensure Y4 pupils master times tables as set out in the NC and are ready for the multiplication tables check.	LT Teaching Staff Y4 teacher	Termly	Children in Y4 have rapid recall of times tables facts. School has IT capability for online tests.	

SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
16. To ensure our cross Key-Stage class - Year 2/3 is making good progress, and ensuring that necessary KS1/KS2 objectives are being met.	LT AT	Termly	That our Year 2 children get excellent results in the summer assessments whilst our Year 3s continue to make excellent progress.	
17. Continue to develop children's public speaking and oracy skills through the teaching of discrete skills with regular opportunities to speak up and speak out embedded into planning. Ensure children can give full, articulate answers in class.	All Staff	Termly	Pupils will have an increased confidence and ability to speak publicly. Ensure opportunities through church readings. Collective Worship readings and prayers. Debate competitions, children's parliament etc.	
18. Ensure children throughout KS2 use consistently joined handwriting.	AT KS2 Staff	Autumn ongoing	Children can use joined handwriting with correctly formed letters by end Y3.	
19. Teaching Staff to understand what constitutes outstanding teaching and learning (making use of the new OFSTED evaluation schedule). Continue to adopt non-negotiables to promote successful learning principles.	All staff	September Ongoing	Staff Meeting and daily teaching throughout the year. All lessons and evidence in books are at least good and often outstanding. Teaching and Learning principles observed in action during lesson drop ins, learning walks and formal observations.	

SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
20. Develop Outdoor learning in the curriculum.	LT AT EB Early Years Team	Throughout year	Curriculum enhanced by excellent outdoor learning provision. Re-modelling of outdoor learning for EYFS following completion of building work and access to field & outdoor learning areas.	
21. Children to have developed a sense of citizenship, a respect for their locality and a tolerance of those around them.	Class Teachers LT AT	Throughout year	Life Bus, SCARF workshops Staff have continued to develop and deliver a successful PSHE education for their learners, with at least weekly lessons and wider opportunities with community links throughout the year integrated. Integral to this is giving our children ambition and the belief that they can achieve whatever they set their minds to.	
22. Ensure e-safety is embedded across the curriculum and monitored regularly. Consider further ways to enrich curriculum through new technology.	JR LT AT Teaching Staff	Half-termly e-safety assemblies Termly monitoring	Staff are confident to deliver an effective computing curriculum using teachcomputing resources to support CPD. Children have access to ICT resources/ iPads and use as a tool to enhance learning. Children are aware of how to stay safe using technology.	

SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
23. RSE and Mental Health curriculum areas to be embedded and continually delivered by class teachers.	All, learners to be engaging with this renewed area of the curriculum.	Ongoing	Children to have age and stage appropriate understanding of their RSE development, culminating with the beginning of Sex Ed in Year 6. Children demonstrate the development of skills and qualities needed to attain independence, resilience and a contentment in their mental health and wellbeing.	
24. Continue to develop Eco opportunities across the school and renew our Eco-Schools achievement.	HW Teaching Staff	Ongoing	Improved eco awareness for children. Children to take ownership of the challenges our world is facing, to include recycling, global warming, food and farming etc.	
25. All planning to be based on the National Curriculum expectations and enhanced curriculum provision (including Community links where possible). All teachers to use the extensive North Cadbury annual overviews and medium-term plans developed over the preceding years and ensuring coverage for all children on either a two or three year rolling programme.	All Staff LT AT	Autumn Term & ongoing	Staff meetings for specific subject areas Evidence that teachers are planning and delivering the National Curriculum 2014 and including a wider variety of activities to inspire and motivate.	

CORE PRIORITY	RATIONALE	SUCCESS CRITERIA/TASKS
<p>PRIORITY 2:</p> <p>Behaviour & Attitudes/ Readiness for Learning (with inclusion at heart)</p> <p>To continue to support the development/expectation of ‘outstanding’ behaviour and attitudes to learning at North Cadbury.</p> <p>For some this will include understanding and addressing some barriers, continually strengthening our practice and refining approaches where needed for children with additional or complex needs.</p>	<p>The behaviour and attitude to learning of the children at North Cadbury is generally very good. However, we want it to be fully embedded, and we want to ensure that all our children benefit from an excellent education, enriching opportunities and improved life opportunities, regardless of their socio-economic background. It is crucial to note that for this to be effective, the children most affected need to physically be in attendance at school. This has been a difficult area for us in previous years.</p> <p>Leaders acknowledge that there are socioeconomic barriers facing some of our children at school and we recognise that we have a broad spectrum of needs to take into account. However, we do not believe that these should inhibit the excellent behaviour and attitude to learning that we expect for all our children, whilst also providing them with the incentive and aspiration to want the very best for themselves in adult life.</p>	<p>AUTUMN:</p> <ul style="list-style-type: none"> • Rigorous analysis of 23/24 behaviour report to identify key areas/children/times when behaviour/development/ attitudes to learning have required additional support. Pupil Progress Meetings. FFT Attendance monitoring. • All staff to have a solid understanding of the expectations of the behaviour policy and procedures. • Staff management of behaviour consistently in line with policy & procedures with any inconsistencies quickly identified & supported. • Lesson observations - Lessons demonstrate that pupils are well motivated and engaged as a result of the imaginative strategies adopted by staff, e.g. use of appropriate practical resources, outdoor learning etc. • Personal development/PSHE/career opportunities planned out to enable all to access aspiration – Thales, Leonardo, Police etc

<p>This will include careful monitoring of children in receipt of PP Grant funding, however this may be to ensure those children achieve GD where able not simply assume ARE is their limit.</p>	<p>We want to ensure that our staff team are able to give our children the required ambition and drive to enable them to pursue whatever career/life opportunities they desire.</p> <p>This focus will ensure that teachers are able to concentrate on teaching, children have excellent attendance, are happy and successful at school, and there is evidence of outstanding behaviour and attitudes to learning for all across our school.</p> <p>Ultimately, we want to teach our children that ‘their history is not their destiny’.</p> <p>Alan Cohen.</p>	<p>SPRING:</p> <ul style="list-style-type: none"> • Analysis of behaviour and attitudes to learning across the school show a positive impact of targeted support work. All children engaging with learning, to include extra-curricular opportunities, homework etc. • Staff practice demonstrates a deeper understanding of the needs of children underachieving, or where children have complex needs that must be suitably managed. • Staff management of behaviour appears consistent across the school and exemplary practice is frequently observed. This is to include breaktimes and lunchtime, and children must be seen to observe the NC expectations regardless of which adult is directly supervising them. <p>SUMMER:</p> <ul style="list-style-type: none"> • Analysis of behaviour, pupil progress for children with additional needs, and attitudes to learning show clear tangible improvements, related to areas for development, compared to 23/24. Attendance will be a specific measure to compare as this has had such an impact on some of our children’s learning during 23/24. • Where required, staff practice has developed significantly and there is demonstrable growth in the confidence and ability of the management of pupils with more complex needs leading to fewer negative behaviour incidents. • Staff management of behaviour is always consistent and often exemplary.
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SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
PLEASE NOTE: All of the actions outlined in Priority 1 will also apply for Priority 2 to ensure that all our children achieve their best. Therefore these actions are those that are specific to improved outcomes in order to enable and support the development/expectation of ‘outstanding’ behaviour and attitudes to learning at North Cadbury in our most vulnerable children.				
1. Review of whole school data for all children, focusing on children with PPG, SEND, Attendance issues etc. but also highlighting children not achieving what they could/should.	LT AT SIP Governors	September January April July	Staff Meetings Performance Management Meetings Data Returns	
2. Effective strategies and interventions planned to accelerate progress in these cases. Effective use of TA support for targeted teaching	Class Teachers LT AT SENCo	Ongoing	Performance Management Meetings Intervention strategies continue and effectiveness monitored so that adjustments can be made if needed. Better outcomes for all pupils.	
3. Track progress of pupils eligible for ‘Pupil Premium Grant’ (PPG), SEND, LTP (Lowest 20%) and any other vulnerable groups identified in 1. Effective strategies, interventions and provision planned to accelerate progress.	Class Teachers LT AT SENCo	September January April July	Performance Management Meetings Termly SENCo reviews Termly checks analysing achievement, attendance and needs.	
4.To ensure that more disadvantaged pupils are at age related expectation or exceed expected levels of attainment so that the gap is closed between disadvantaged and non- disadvantaged pupils.	All staff LT AT	Termly checks and ongoing, Autumn Spring Summer	More disadvantaged children beginning to exceed and in line with their peers. Pupil Premium/SEND/ Ever 6 pupils attaining <u>higher standard</u> reading at KS 2 SATs.	

SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
5. Focus on GD Writing as an area already identified as one where the children in both Years 2 & Year 6 did not achieve as highly as GD in other areas. Professional development/CPD	AT LT Class teachers	October February April	Higher percentages of children achieving GD rates in writing that are in line with their achievements in both reading and maths.	
6. Attendance Monitoring for all children, but particularly those with additional needs such as SEND/PPG/Ever 6	LT AT SENCo	October February April	Close monitoring of absence Discussions with parents/families where absence is exceeding 10%	
7. Link attendance figures to underperformance and arrange meetings with parents of identified pupils.	Class teachers LT AT	On-going	Raise concerns at TAS Breakfast club placements to encourage vulnerable non-attenders 90+% attendance for all pupils.	
8. Monitoring and observing the use of individual SEND learning plans and strategies recommended by professionals.	Class teachers LT/AT/SENCo KF - SEND & SA – PPG/ Safeguarding Governors	Autumn Term Pupil Progress Meetings	Disadvantaged/SEND/PPG pupils achieving well across the school, and making appropriate progress including achieving GD where appropriate.	
9. Continue to develop additional support for children with greater/more complex needs or circumstances. Thus enabling them to access school more easily/readily, and to recognise the role that school plays in furthering/enabling better life opportunities.	LT AT SENCo All Staff	On-going	Emotion Coaching Mental Health Champions PFSA Worker TAS Transform	
10. Family Support to enable our families to access the help they need to support better attendance, improved mental health and wellbeing, family stability and financial security.	All Staff SENCo Mental Health Champion	Ongoing	Wrap Around Care PFSA Links to agencies such as SIDAS TAS	

CORE PRIORITY	RATIONALE	SUCCESS CRITERIA/TASKS
<p>PRIORITY 3:</p> <p>Continuing Professional Development</p> <p>To embed and further develop the skills and qualifications of the North Cadbury team.</p> <p>This will enable us to keep abreast of children's educational and SEMH needs when they join us mid schooling, and we therefore haven't had time to develop relationships.</p> <p>It will enable our subject champions to take pride in their subject and the depth and breadth of coverage</p>	<p>Whilst experienced, our teachers and support staff are dedicated and committed to further continuing professional development and always want to be the best they can be too!</p> <p>Because of the changing nature of our classes, teachers are always kept on their toes with new dynamics within their class, and are therefore always updating their professional practice accordingly.</p> <p>We also want to further develop the skills of our support staff to ensure that they are always best placed to meet the ever changing needs of our learners.</p>	<p>AUTUMN:</p> <ul style="list-style-type: none"> • Continue regular SLT meetings. Agree areas of responsibility for staff & subject champions. Ensure appropriate CPD is in place to support staff, e.g. PPAT, ALP, LA. • Set up half-termly CPD sessions for support staff (led by HT & Senco) to enable appropriate support and identify areas of need. • Performance management. Use performance management to lead to professional development that encourages, challenges and supports teachers' improvement. • Learning Walks for subject leads. • Teachers feel supported in developing their professional skills. • Continue to create a climate in which teachers are motivated to take risks and innovate to improve learning for their pupils. • Use pupil, parent and staff questionnaires to understand the effectiveness of the school (Autumn Term Parents meeting). • Leaders and governors will understand the school's effectiveness and recognise areas for development. • Fundamental British values underpin the work of the school and are shared in assemblies, circle time and PSHE lessons.

<p>they are ensuring for our children.</p> <p>It will also ensure that all stakeholders play an active part in implementing/ challenging the school leadership to ensure high expectations, high quality leadership and high standards remain consistent throughout.</p> <p>This will particularly continue to develop and expect high levels of governance, providing</p>		<p>SPRING:</p> <ul style="list-style-type: none"> • To fully embed rigorous systems that are used to inform the school's self-evaluation and identification of future areas of development. • To further develop distributed leadership to ensure continuing high expectations, high quality leadership and high standards. • To continue to develop high levels of governance to provide appropriate support and challenge. • Staff will understand how to recognise pupils who are at risk and how to help them. • All pupils will feel part of an inclusive community, and will continue to respect and appreciate diversity in society. • Pupils will recognise the importance of democracy, following rules, respect and tolerance. • The school will be a harmonious and safe community.
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<p>appropriate support and challenge where required.</p> <p>Succession planning is also a key part of this priority, to ensure that both NC and PPAT continue to nurture, develop and enable staff to achieve their own ambitions.</p>		<p>SUMMER:</p> <ul style="list-style-type: none"> • There will be high levels of governance which provide appropriate support and challenge. • Governors will feel confident that they have an accurate understanding of the school's work. • Governors will be able to challenge school leaders to ensure provision for pupils is at least good. • Governors will have a good understanding of how funding such as PPG and Sports premium is spent. • School's self-evaluation and future development plan will be based on sound observations and data. • There will be high quality leadership and management across the school. • There will be rigorous systems that are used to inform the school's self-evaluation and which identify future areas of development. • All stakeholders will be involved in the distributed leadership to ensure high expectations, high quality leadership and high standards throughout the school.
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SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
1. PM for all staff ensuring that succession planning and distributed leadership are established and skill development is supported.	LT	Nov – Dec April July	All staff are provided with good continuing professional development and opportunities.	
2. Roles & responsibilities are reviewed for all staff.	LT AT Governors	Autumn Ongoing	More effective school ensuring better outcomes for staff and pupils. Job satisfaction and opportunity. Work life balance ratio. A conducive learning environment and an engaging, warm and welcoming work environment.	
3. Subject Champions to monitor and maintain standards and ensure adherence to curriculum provision across the school. Subject Champions to regularly inform staff and governors of updates in their subject areas. Subject files to be reviewed.	All Staff	November February June	Subject champion fully aware of the progression of their subject across the primary class and sufficient evidence is available. Children further engaged as staff are more knowledgeable and passionate about their subject areas.	
4. Develop collaborative learning across the trust to ensure best practice and seek out opportunities for further leadership experiences.	LT AT	Ongoing	Best practice in terms of leadership is shared across the trust to ensure continuing CPD and succession planning for both school and PPAT.	
5. Performance Management for all staff ensuring that succession planning and distributed leadership are established and skills development is supported.	LT AT	Oct/Nov – Dec April July	All staff are provided with good continuing professional development and opportunities.	

SEQUENCE OF TASKS	PERSONNEL	TIMESCALE	CHECKS/EXPECTED OUTCOMES	REVIEW
6. Keep Governors abreast of developments and ensure they feel confident that they have an accurate understanding of the school's work. Ensure they are able to challenge school leaders and ensure provision for ALL pupils is at least good.	LT AT SA Chair of Governors	Termly	Some new Governors – develop and use their expertise and skill sets. Set key Governor roles (Autumn 24) Governors will feel confident that they have an accurate understanding of the school's work.	
7. Ongoing CPD/Development for key staff across the school.	LT AT	Ongoing	SD – PGCE TW – Staff development of skills, in house succession All staff are provided with good continuing professional development and opportunities.	
8. To embed rigorous systems that are used to inform the school's SENCo about existing and emerging needs amongst our children with SEND. To involve all stakeholders in implementing the SEND Code of Practice	EB SENCo KF – SEND Governor All Staff	Ongoing Termly Reviews Governor Meetings PPAT HT Meetings Staff Meetings	Termly Reviews Pupil Progress Meetings Termly teacher meetings to update/analyse provision Maps for children with SEND. For the best provision for all children with SEND. Improved outcomes Good rates of progress Governors will feel confident that they have an accurate understanding of the school's work for children with SEND.	

Emerging	Developing	Further Analysis Needed	Completed
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