



Dean Field Community Primary School

SCHOOL IMPROVEMENT PLAN

September 2024-25

Introduction

The SIP will address the action points from our Ofsted inspection in February 2022 and analysis of priorities by the Senior Leadership team and the Head teacher, including data analysed at the end of the academic year 2024 and any trends identified. This SIP is written in collaboration with all stakeholders and takes into account the views of parents, pupils and staff.

At Dean Field Community Primary School, we believe that every child matters. There is driving determination to ensure that pupils and adults in the school reach their full potential. Our ethos is a simple one '*Learning without Limits.*'

We aim to feel great about our learning, to work hard to reach high standards for the best possible start in life. We aim to create well behaved and motivated children. We aim to broaden our horizons through an exciting and engaging creative curriculum. We aim to make good progress, become great thinkers, have confidence in our own abilities and be enterprising.

Our Aims:

- To have a committed staff who inspire and motivate individual children to achieve their highest standards.
- To broaden pupils' horizons through an exciting and engaging creative curriculum.
- To make good progress especially in English and Maths.
- To provide a stimulating, challenging and creative learning environment.
- To maintain high expectations for our children's performance.
- To develop a healthy lifestyle for both body and mind.
- To be proud of our school and promote an ethos and environment in which children enjoy learning.
- To develop enthusiastic, independent and confident learners.
- To develop pupils who feel valued as an individual and as a member of the school community.
- To understand the need to treat others as equals regardless of sex, race or religion.
- To develop our children's' sporting and artistic talent.

QUALITY OF EDUCATION

WHAT SUCCESS WILL LOOK LIKE:

- All pupils are making at least the expected amount of progress in the core subjects
- Standards at the end of EYFS, KS1 & KS2 are at least in line with the national average for all groups
- Teaching in all areas of the curriculum is strong and pupils make progress in all areas of the curriculum
- Pupils will thrive from a broad and balanced curriculum tailored to meet their needs

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2024	Milestone 2 April 2025	Milestone 3 July 2025	Monitoring and Evaluation (impact)
To ensure all pupils make at least expected progress from their starting points at EYFS/KS1 in writing.	<p>FP to update and distribute prior attainment grids to track progress from KS1-2.</p> <p>FP to hold thorough pupil progress meetings at the end of summer term 2024 after data analysis.</p> <p>Teachers to complete action plan for autumn term and each half term thereafter.</p> <p>Termly cross – trust moderation between year groups - teachers</p>	<p>Teacher/TA release time to deliver interventions if needed and attend any training.</p> <p>Teacher release/staff meeting time to carry out moderation.</p> <p>Teacher release/staff meeting time to conduct pupil progress meetings.</p> <p>SPAG revision guides for Y6</p>	<p>Baseline of writing in autumn 1 completed. ALL</p> <p>TAF checklists used to identify gaps and interventions/teacher support in place. ALL</p> <p>TA for writing to be submitted on TT in October and December. ALL</p> <p>Pupil progress meetings at October and December to track pupils from previous year summer term data - teachers to identify pupils who are not making expected progress and plan interventions. FP</p> <p>Majority of pupils are making expected progress by December. FP</p>	<p>Interventions in place for pupils not making required progress in writing. Produce case studies if necessary. ALL</p> <p>Pupil progress meetings at Feb half term (where necessary) and Easter to identify pupils falling behind. FP</p> <p>Pupils identified in Autumn term to have caught up. FP/ALL</p> <p>Writing moderation to show accurate assessments in both key stages with a focus on greater depth writers. UH/SC</p> <p>Majority of pupils are making expected progress by April. FP</p>	<p>The majority of 'non SEND' pupils to have made expected progress in writing across the year. FP</p> <p>Trust moderation to verify data particularly for year 2 and 6 (June 2025 before data submission). UH/SC</p> <p>A higher percentage of expected and greater depth writers at the end of ks1 and 2. FP/UH</p>	<p>Pupil data (FP)</p> <p>Termly report to governors</p> <p>Lower and Upper School moderation.</p> <p>Trust SLT moderation.</p> <p>External end of year data from perspective.</p>

	<p>across trust.</p> <p>Moderation of year 5 and 6 by SC SLE for writing.</p>	<p>SPAG NFER termly tests</p> <p>Spelling Shed cost</p>				
<p>To ensure all pupils and all groups make <u>at least</u> expected progress from their starting points at EYFS/KS1 in maths</p>	<p>FP to distribute end of year attainment and progress overview to KL and teachers identifying weaker groups.</p> <p>FP to distribute prior attainment grids in July 2024 and every half term thereafter to identify children falling behind.</p> <p>FP and teachers to hold thorough pupil progress and hand over meetings in July 2024.</p> <p>Pupils highlighted in pupil progress meetings and impact of support reviewed and adapted where necessary- class teachers.</p>	<p>Teacher/TA release time to deliver intervention</p> <p>Teacher release/staff meeting time to carry out moderation.</p> <p>Teacher release/staff meeting time to conduct pupil progress meetings.</p> <p>Number Stacks</p> <p>SDI training and refresher training.</p>	<p>Prior attainment grids given to teachers to track progress from starting points. FP</p> <p>All teachers to have the GAP analysis from previous class teacher and plan the gaps into starters/homework. FP</p> <p>Pupil progress meetings at October and December to track pupils from previous year's data. FP</p> <p>Teachers to identify pupils who are not making expected progress and plan interventions. ALL/KL</p> <p>Teachers to be using number stacks. ALL/KL</p> <p>GDS pupils to have been identified and provision in place. KL</p> <p>Maths deep dive to have taken place and actions disseminated to teachers. KL</p>	<p>Interventions in place for pupils not making required progress in maths. FP/ALL</p> <p>Pupil progress meetings at Feb half term (where necessary) and Easter. FP</p> <p>Pupils identified in Autumn term to have caught up. FP/ALL</p> <p>Maths deep dive feedback monitoring. FP/LB</p>	<p>The majority of 'non SEND' pupils to have made expected progress in maths across the year. FP</p> <p>SLT moderation to verify data. FP/LB</p> <p>Increase in number of pupils achieving GDS at the end of ks1/2. ALL</p>	<p>Use of IRIS to monitor the teaching of SDI.</p> <p>Pupil data (FP/KL)</p> <p>Termly report to governors</p> <p>Trust SLT moderation.</p> <p>Maths Deep Dives – KL/FP/SEO</p>

	<p>All teachers to use a mastery approach when teaching maths.</p> <p>Same Day Intervention daily teaching to take place in years 3, 4,5 for maths – KL and class teachers.</p> <p>KL/FP to monitor progress of pupils each term and support teachers to identify greater depth pupils.</p> <p>Continue to use Numberstacks as a tool to identify and plug gaps.</p>					
<p>To ensure all pupils and all groups make <u>at least</u> expected progress from their starting points at EYFS/KS1 in reading</p>	<p>FP to distribute end of year attainment and progress overview to UH and teachers identifying weaker groups.</p> <p>FP to distribute prior attainment grids in July 2024 to identify children falling behind.</p> <p>FP and teachers to hold thorough pupil progress</p>	<p>Accelerated Reader subscription renewal cost.</p> <p>Cost of NFER tests.</p> <p>Half termly pupil progress meetings.</p> <p>Parent workshops to support reading.</p>	<p>Teachers to have actions in place for any pupils who didn't make sufficient progress last year or pupils who are targeted for ARE. FP/UH</p> <p>Pupil progress meetings at October and December to identify children who are not making progress and interventions put in place. FP</p> <p>Classes display AR data to track pupils. UH</p> <p>Reading learning walk and pupil voice to have taken place and any issues</p>	<p>Accelerated Reader data to show pupils ZPD range and reading ages have been maintained or improved. UH</p> <p>Improvement in % of pupils making progress in reading on TT. UH</p> <p>GD pupils have been identified and challenged. UH</p> <p>Prior attainment grids updated. FP</p>	<p>Pupils in Y6 who achieved expected in reading at ks1 to achieve expected at the end of ks2. UH</p> <p>The percentage of pupils who are working at age related expectations in reading in year 2 to be in line with or above the national average. UH/EC</p> <p>Increased % of pupils working at GDS across the school from previous year. UH/FP</p> <p>The majority of 'non Sen'</p>	<p>Pupil data</p> <p>UH – monitor use of AR and use of data. Observe reading viper sessions/carry out deep dive.</p> <p>Targeted interventions based on pupil's mock SAT scores.</p> <p>Learning</p>

	<p>and hand over meetings in July 2024.</p> <p>Pupils highlighted in pupil progress meetings and impact of support reviewed and adapted where necessary- class teachers.</p> <p>Teachers to continue to use reading vipers to explicitly teach comprehension skills.</p> <p>Termly NFER reading tests to be taken. – yrs 2 – 6 – teachers.</p> <p>Continue to use Accelerated Reader across school and TAs to analyse its impact and ensure ALL pupils are making progress.</p> <p>Year 6 reading comprehension group for targeted pupils – FP/KL</p> <p>Use of reading Vipers in KS1/2.</p> <p>Reading Plus in</p>	<p>Cost of myON</p> <p>Reading plus - £3000</p>	<p>actioned. UH</p> <p>UH to ensure GD pupils are identified and challenged.</p> <p>Majority of pupils are making expected progress by December. FP/UH</p>		<p>pupils to have made expected progress in reading across the year. FP</p> <p>A higher percentage of expected and greater depth readers at the end of ks1 and 2. UH/EC</p>	<p>walks in reading sessions – SLT/UH</p>
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	place for all Year 5 and 6 pupils (some year 4).					
To ensure curriculum plans are fit for purpose and children are knowing more and remembering more in foundation subjects (plus science).	<p>Routine, termly monitoring from EYFS- Year 6 for *science history, geography, PE, computing, French, art, music, RE, PSHE, DT</p> <p>SLT to plan best use of external consultants to ensure robust evaluation and ensure expectations are pitched correctly at each point in the school.</p> <p>Book look against medium term plans</p> <p>Lesson drop ins</p> <p>Pupil voice</p> <p>Flash back 4 are fully embedded for each half term, for every subject.</p> <p>Adaption of medium-term</p>	<p>weekly release for subject leads for monitoring</p> <p>Quick drop in times timetabled in termly planner for subject leads to drop into lessons</p> <p>Termly Target Tracker statement reviews</p> <p>Time for subject leads to plot and monitor questions for Flash back 4- each unit over the year</p>	<p>All subjects monitored over the term- Subject leads to provide class teachers with a report on findings from monitoring activities and Target Tracker statement reviews to support with progress/attainment/strategies/ Interventions-ALL- LB to support</p> <p>Flash back 4 to be monitored by subject lead and to report on impact through pupil voice- Take action based on feedback</p> <p>SLT Monitoring per term- Maths and English Scrutinies</p>	<p>All subjects monitored over the term-</p> <p>Check actions are complete from previous term.</p> <p>Subject leads to provide class teachers with a report on findings from monitoring activities and Target Tracker statement reviews to support with progress/attainment/strategies/ Interventions-ALL- LB to support</p> <p>Flash back 4 to be monitored by subject lead and to report on impact through pupil voice- Take action based on feedback</p> <p>SLT Monitoring per term- Maths and English Scrutinies</p>	<p>All subjects monitored over the term-</p> <p>Check actions are complete from previous term.</p> <p>Subject leads to provide class teachers with plans/ changes for the next academic year to support progress/attainment/strategies/ Interventions-ALL- LB to support</p> <p>Flash back 4 to be monitored by subject lead and to report on impact through pupil voice- Take action based on feedback</p> <p>SLT Monitoring per term- Maths and English Scrutinies</p>	<p>Subject monitoring reports from subject leads and reviews of actions taken</p> <p>Teachers will be clear on what needs teaching and when</p> <p>Findings from deep dives and development points implemented and actioned</p> <p>Flash Back 4 to have an impact on pupils knowledge retention measured through pupil voice and monitoring activities</p>

	plans / strategies put into place based on monitoring					
To showcase the high-quality curriculum and education at Dean Field through award accreditation.	<p>EC booked in assessment for AIA for Autumn 2.</p> <p>FL to take over Arts Mark and map out necessary actions for reaccreditation.</p> <p>LB and LJ to implement action plans and build up evidence for Science Mark and History Mark awards.</p> <p>LB to ensure subject leaders have factored awards into action plans and are within budgets allocated.</p>	<p>Cost of awards</p> <p>Staff time to complete action plans and paper work</p> <p>Staff time to work with assessors</p>	<p>Finalise evidence needed for Autism Inclusion Award EC</p> <p>Action Artsmark reaccreditation FL/LB</p> <p>To have an action plan in place for:</p> <p>Science quality mark LJ</p> <p>Historical Association History Mark LB</p>	<p>To successfully gain the Autism Inclusion Award EC</p> <p>To begin to submit evidence for Artsmark reaccreditation FL/LB</p> <p>To have a bank of evidence for:</p> <p>Science quality mark LJ</p> <p>Historical Association History Mark LB</p>	<p>To have successfully updated the schools Artsmark Award</p> <p>To successfully gain: Science quality mark LJ Historical Association History Mark LB</p>	<p>FP to check termly against milestones and action plans.</p> <p>Awards/ accreditations to successfully further impact the quality of education and provision at DF.</p>

<p>To ensure all teachers have the correct knowledge of the art, music and French curriculum.</p> <p>Teachers are upskilled to ensure quality first teaching in these subjects and to make sure adequate time is dedicated to these subjects.</p>	<p>Staff meeting for Art, music and French at the start of the year to set expectations and timetabling</p> <p>Staff meeting throughout the year based on training needs</p> <p>Provide all teaching staff with detailed medium-term plans and Flash Back 4s</p> <p>Termly subject monitoring reviews</p> <p>Class timetable checks</p>	<p>Time for plans to be embedded-1 Afternoon per week for French, art and music</p> <p>Time for subject monitoring- Once per term</p> <p>Check class timetables each half term</p>	<p>Staff Training completed in Autumn</p> <p>Medium term to long term plans, progression maps for French, art and music to be provided for staff for each unit- FL-Monitoring to check coverage and evidence against medium term plans for French, Music, Art -Identify areas of catch up for each year group.</p> <p>Check time tables and liaise with staff each half term as to when they will be teaching Art music and French.</p>	<p>Staff training / development to be completed in Spring term for French, art and Music</p> <p>FL -Monitoring to check coverage and evidence against medium term plans for French, Music, Art – Check catch up has been actioned and then identify areas of catch up for each year group. Pupil voice to ensure desired curriculums are having impact.</p> <p>Review IRIS for Autumn 2 FL- send out actions to staff.</p> <p>Check time tables and liaise with staff each half term as to when they will be teaching Art music and French.</p>	<p>Staff training / development to be completed in Summer term for PE and computing</p> <p>Monitoring to check coverage and evidence against medium term plans for FL - Monitoring to check coverage and evidence against medium term plans for French, Music, Art – Check catch up has been actioned and then identify areas of catch up for each year group. Pupil voice to ensure desired curriculums are having impact.</p> <p>Check time tables and liaise with staff each half term as to when they will be teaching Art music and French.</p> <p>Check and amend plans / units as necessary for the next academic year- FL</p>	<p>Staff will have increased confidence, knowledge and pedagogy for French . Music and PE – evidenced through subject monitoring</p>
<p>To raise achievements in SPaG across KS2 by explicitly teaching and assessing SPaG in year 3 – 6.</p>	<p>LTP in place</p> <p>Year 3 – 6 will assess SPaG using NFER assessments and use this to inform future planning/teaching.</p>	<p>NFER tests</p>	<p>UH to ensure English LTPS are in place in September detailing SPaG for each year group.</p> <p>UH to hold staff meeting where SPaG expectations are shared.</p>	<p>Teachers are using the weekly SPaG checks to revisit previous SPaG learning.</p> <p>Teachers are explicitly teaching SPaG. This is will be evident during English typicality.</p> <p>Teachers are assessing SPaG</p>	<p>Teachers are using the weekly SPaG checks to revisit previous SPaG learning.</p> <p>Teachers are explicitly teaching SPaG. This is will be evident during English typicality.</p>	<p>SPaG data across KS2 has increased.</p> <p>Number of pupils in year 6 achieving age related expectations</p>

	<p>Teachers will complete a weekly SPaG check with pupils as part of their weekly English lessons.</p> <p>Teachers will rigorously track SPaG progress and have clear next steps for pupils.</p>			<p>half termly using NFER assessments.</p> <p>SPaG scores for most children will increase and for those who need it interventions in place,</p>	<p>Teachers are assessing SPaG half termly using NFER assessments.</p> <p>SPaG scores for most children will increase and for those who need it interventions in place.</p>	<p>in SPaG SAT paper to increase.</p>
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BEHAVIOUR AND ATTITUDES

WHAT WILL SUCCESS LOOK LIKE:

- Pupils continue to maintain high standards of learning behaviour as reflected in our Rights Respecting ethos
- Children are able to show enjoyment, resilience, effort and confidence in applying skills to unfamiliar contexts, tackling challenges and solving problems
- Attendance is at least in line with national average and persistence absence continues to improve
- Pupils know how to keep themselves safe online
- Pupils are inclusive and show tolerance to others

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2024	Milestone 2 April 2025	Milestone 3 July 2025	Monitoring and Evaluation (impact)
<p>To continue to ensure attendance is at least in line with the national %.</p> <p>To continue to reduce the number of children considered as persistent absentees</p> <p>Ensure new guidance is being followed.</p>	<p>Continue all attendance non negotiables as outlined in our policy e.g first day calls, weekly monitoring, SLT involvement.</p> <p>SLT/LS to watch Nat College webinars on new legislation.</p> <p>Referrals made to EWO for persistent lateness/absence.</p> <p>Fines for extreme cases of P.A/failure to adhere to school policies (90% or below)</p> <p>Rewards: class and individual</p> <p>Further raise focus on</p>	<p>Rewards: £500</p>	<p>Pupils who were classed as PA last year are written to at the start of term to remind of our procedures. LS</p> <p>PA tracked weekly by pastoral manager. LS</p> <p>Fortnightly meetings between FP and LS to discuss punctuality and PA children and termly meetings with EWO.</p> <p>Pupils identified as PA in autumn term to have</p>	<p>School attendance on track to be in line with national average LS</p> <p>Pastoral manager update reports for ALL groups at the end of each half term and identifies actions/interventions. LS</p> <p>PA tracked weekly by pastoral manager.LS</p> <p>Fortnightly meetings between FP and LS to discuss punctuality and PA children.</p>	<p>Overall attendance is in line/above the national average LS</p> <p>% of PA is lower than last year LS</p> <p>Improved attendance for target pupils LS</p>	<p>Termly reports to governors</p> <p>FP/LB to monitor whole school attendance</p> <p>Tracking folder</p> <p>Attendance file showing referrals/fines</p>

	<p>attendance, through regular communication with parents and carers via newsletter, general letters on concerned areas. (lates, holidays during term time etc)</p> <p>Pastoral Manager/Office staff</p> <p>Teachers to log concerns on cpoms and address poor attendance/punctuality during parents' evening</p>		<p>interventions in place to support. LS</p> <p>Pastoral manager updates report for ALL groups at the end of each half term. LS</p> <p>Office to keep a log of children arriving late and send out letters to parents.</p>			
<p>To provide opportunities for pupils to develop their resilience skills across a range of curriculum areas.</p>	<p>Map out opportunities for resilience building – ALL</p> <p>Forest school in spring and summer term for KS2 – FP/LJ/UH</p> <p>Continue to provide a range of extra- curricular activities and opportunities outside of academia – ALL</p> <p>Plan B in all classrooms - LB</p>	<p>Cost of Forest School sessions</p> <p>Cost of Project Sport</p>	<p>Implement Plan B system in all classrooms LB</p> <p>Create a document to show existing opportunities across the school year in each year group. Teachers</p> <p>Plan in new opportunities for each term for each year group. Teachers</p> <p>Conduct a baseline audit using pupil Strengths and Difficulties Questionnaire Teachers</p>	<p>Forest School sessions for KS2 pupils FP/LJ/UH</p> <p>Implementation of new opportunities ALL</p> <p>DD to ensure wellbeing sessions focus on resilience and impact of sessions is demonstrated within case studies and SDQs.</p>	<p>Forest School sessions for KS2 pupils FP/LJ/UH</p> <p>Redo pupil SDQ ALL</p> <p>DD to ensure wellbeing sessions focus on resilience and impact of sessions is demonstrated within case studies and SDQs.</p>	<p>Impact of forest school or additional activities on pupils' SDQ scores.</p> <p>Impact on ability to tackle academic and non-academic problems improves.</p>

PERSONAL DEVELOPMENT

WHAT WILL SUCCESS LOOK LIKE:

- Pupils benefit from participation in a wide range of activities outside school including sports, community and FOLT activities
- Pupils are given opportunities to develop their interest and talents
- Pupils are aware of how to keep healthy physically
- Pupils have an awareness of wellbeing and are able to understand the concept of mental health

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2024	Milestone 2 April 2025	Milestone 3 July 2025	Monitoring and Evaluation (impact)
To continue to increase pupils' awareness of wellbeing and ensure a comprehensive package of mental health support is available to all pupils.	<p>Class teachers to ensure ZOR is used and pupils have twice daily check ins.</p> <p>DD to continue to support pupils who need it at breaktime/lunchtime through intervention.</p> <p>DD to promote and run the wellbeing zone.</p> <p>DD to schedule intervention support for pupils referred by class teachers.</p> <p>DD to complete the DfE training to become a mental health lead.</p>	<p>DfE course through National College.</p> <p>Zones of Regulation</p>	<p>DD to have completed the Mental Health in schools Lead course through the Nat Coll/DfE.</p> <p>DD to have started compiling case studies for pupils who are being supported through wellbeing interventions</p> <p>Cpoms records show less incidents at play/lunchtime for target children.</p> <p>UH/DD baseline pupil survey around mental health</p>	<p>DD to have case studies for pupils who are being supported through wellbeing interventions</p> <p>Cpoms records show less incidents at play/lunchtime for target children.</p>	<p>Case studies show impact of wellbeing support in place</p> <p>Cpoms records show less incidents at play/lunchtime for target children.</p> <p>UH/DD baseline pupil survey around mental health</p> <p>EHNA analysis LJ completes shows a decline in pupils reporting mental health issues and a rise in them knowing who to go to</p>	<p>Case studies</p> <p>EHNA</p>

<p>To enhance and broaden our curriculum offer by ensuring a wide range of opportunities are available for pupils to showcase their talents and interests.</p>	<p>School choir to run all year – FL Young Voices/Voices Together event – FL/LB DFGT- FL/EC Performance for other schools in trust – FL/SLT Ensure each year group gets to take part in a cross-trust event – FP Enrichment opportunities through clubs and coaches – FP Dance Forest school Sports coach Music teacher Poet Artist in residence</p>	<p>Cost of forest school Cost of young voices/Voices Together Cost of sports coach, dance teacher, music service, poet and artist.</p>	<p>Arts lead with the support of curriculum leader to map out opportunities across the school year for pupils to take part in 'arts' related events. FL/LB</p> <p>FP to liaise with other trust schools to ensure at least one cross-trust event takes place each half term</p> <p>EC to log SEND and PP children across school who are accessing extra curricular activities</p>	<p>FP to liaise with other trust schools to ensure at least one cross-trust event takes place each half term.</p> <p>A variety of arts related events on offer for ALL to access FL/LB</p> <p>EC to log SEND and PP children across school who are accessing extra curricular activities</p>	<p>FP to liaise with other trust schools to ensure at least one cross-trust event takes place each half term</p> <p>A variety of arts related events on offer for ALL to access FL/LB</p> <p>EC to log SEND and PP children across school who are accessing extra curricular activities</p>	<p>FL/LB to evaluate events from this year and map out next year.</p>
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LEADERSHIP AND MANAGEMENT

WHAT WILL SUCCESS LOOK LIKE:

- The school has a strong but distributed leadership team
- Parents are well engaged with the school and support their child's learning
- Governors continue to challenge school leaders and hold them to account
- Staff have a healthy work life balance

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2024	Milestone 2 April 2025	Milestone 3 July 2025	Monitoring (impact)
Introduce new online performance management and teaching and learning system Perspective	Perspective set up from September with all staff accessing performance management reviews. FP/LB FP SIP/SEF LB/FP subject leaders to use	Cost of Perspective	All staff on Perspective and completed self evaluation against job role standards Line managers to have set targets on Perspective and had PM initial meetings with staff FP/LB to begin to build online SEF on Perspective	SEF to have been written on Perspective FP Monitoring of English and Maths to be done through Perspective during typicality week FP/LB/UH PM interim review meetings to take place and be logged on perspective by all line managers	FP/LB new SIP for 2025-26 written on Perspective New subject actions plans written on Perspective LB/subject leaders Monitoring of subjects in summer term to be done through Perspective LB/subject leaders	Monitoring of all curriculum areas is in one central place which can be seen by SLT Feedback can be fed directly into subject action plans and the SIP Less time is spent on completing subject action plans and SIP/SEF – less duplication of information
For teachers to become more 'expert' in foundation subject areas	CPD for subjects more pedagogical knowledge for our teachers to become more expert in subjects they are less confident in. This can be achieved through specialist within the	Cost of any CPD through the school effectiveness service or any other Meeting time with trust subject specialist Subject staff meetings on	Survey to be set up in Autumn 1 for staff to complete LB Training needs to be established and resources / meetings with	Training needs to be established and resources / meetings with subject leads to be put into place for Spring LB Organise for staff meeting time in the	Survey to be set up in Summer 2 for staff to complete to see if there has been an increase in pedagogical knowledge LB	Increased pedagogical knowledge of different subjects Increased confidence from teachers

	<p>trust creating medium term plans and delivering CPD.</p> <p>Sourcing training which will enhance pedagogical Knowledge</p>	<p>subjects to have a section of pedagogical knowledge</p>	<p>subject leads to be put into place for Autumn LB</p> <p>Organise for staff meeting time in the Spring term to be inclusive of training needs LB</p>	<p>Summer term to be inclusive of training needs LB</p>	<p>Training needs identified for next academic year LB</p>	<p>in various subjects</p> <p>Shared best practice across the trust</p>
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