

**Shawlands Primary School
2016/17
School Development Plan- Reviewed**



SHAWLANDS PRIMARY SCHOOL IMPROVEMENT PLAN

September 2016 – July 2017

KEY PERFORMANCE INDICATORS (KPIs) By July 2017

- 1) The percentage of pupils achieving a Good Level of Development (GLD) by the end of EYFS will meet or exceed the national average (at least 67%).
- 2) The percentage of pupils meeting the standard in the Y1 phonics screening check will meet or exceed the national average (at least 80%).
- 3) Attainment at the end of KS1 will meet or exceed national average in reading, writing, SPAG, maths and combined subjects.
- 4) Attainment at the end of KS2 ('at' in reading, writing, maths and SPAG as well as combined subjects) will exceed national averages.
- 5) From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress, in reading, writing and in mathematics are close to or above national figures. More able pupils achieve in line with national averages at all phases and in all subjects.
- 6) For pupils for whom the pupil premium provides support (whatever their ability or starting point), their progress rates are similar to, or above, those for other pupils in the school or are improving over time.
- 7) 100% of teaching and learning is good or better and internal data and pupil work samples evidence this alongside formal monitoring records.
- 8) Pupils are keen to learn, work collaboratively and take pride in their work. They can articulate their learning and what they must do now to improve.
- 9) Leaders (including Governors) have a clear picture of the school's strengths and weaknesses. They tackle underperformance and work passionately, rapidly and effectively to raise standards and outcomes. Governors can evidence their impact on school improvement.
- 10) Leadership and capacity for sustained improvement are judged as at least good and the school is not judged below 'good'.

Most recent Ofsted areas for improvement:

- The quality of teachers' marking has improved, but some staff are not always thoroughly checking pupils' corrections. This means some pupils continue to make some mistakes.
- The attainment of all groups of pupils remains below the national average in the Year 1 check on phonics.
- Occasionally, all pupils are given the same mathematics work to complete. This means some pupils find the work too tricky while for others it is too easy. Teachers and teaching assistants do not always step in quickly enough to adapt work to meet needs.

Most recent external views:

- Raise attainment and key outcomes at all levels, especially at the end of KS2 against the new assessment standards
- Raise standards and improve provision for all pupils in mathematics (especially problem solving and reasoning)

Commentary of KPIs:

1. GLD target achieved
 2. Phonics target achieved- Y2 phonics above national average (100%)
 3. KS1 attainment below national averages by 3-8% on average. The cohort in question were below GLD averages but have made positive progress to achieve closer to averages against the new Y2 standards. We were on track to meet national averages but 3 children have left (2 high attainers and 1 lower) and have been replaced by 3 lower ability pupils with additional needs or welfare concerns which gave us a 8-10% swing in attainment targets and actual outcomes. This is well evidenced through standards group GB minutes and interim documentation. Y2 cohort are well placed to achieve well by Y6.
 4. KS2 attainment meets national averages but does not yet exceed averages. Progress in 2 of the 3 core subjects is above average now.
 5. Progress is above average in reading and writing and broadly in-line in maths. Expected progress is now very positive due to the quality of provision in KS2 and the accuracy of Y2 data from 4 years ago. Rapid progress is more positive in Literacy but still needs to improve in maths. Greater depth outcomes are now more positive when compared to national averages and a good proportion of the other KS2 cohorts are on track to achieve GLD. Y6 cohort are above the national average for combined greater depth pupils.
 6. Pupil Premium children in F2 and Y2 are likely to be slightly below national averages and there are no pupils in Y6 who receive the Pupil Premium. Our children are making expected progress and they are tracked much more carefully and their provision in class (including additional intervention and work with their family) is mapped out.
 7. Teaching profile is very positive with 90-100% of teaching securely good. Staff who display some elements that are not securely good are supported closely by key leaders. Observations are done jointly with other leaders or external evaluation officers to ensure that our views are accurate.
- 8-10 all very positive with clear evidence in school (pupil interview records, questionnaire outcomes, GB records, SEO records)

Marking and feedback has improved significantly whilst also reducing teacher workload.

Phonics is now in-line in Y1 and above national average in Y2

Differentiation in maths is well tracked by the maths leader with support from peers in other schools and SEO support to evaluate. Differentiation increasingly meets the needs of children and is well matched to the challenge required for each ability group.

Improvement in outcomes at all levels is clear. KS1 outcomes very similar to 2016 but more secure outcomes without the need to boost/provide additional provision (as we had done in 2016). KS2 now in-line with national averages after being well below last year.

Maths outcomes improved at Y6 but are slightly below national in Y2 and Y6. This should be the focus of future improvement work.

PRIORITY 1: QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Improve teaching across the school so that it is consistently good so that all pupils make expected progress and many make accelerated progress.

Evaluative questions to support governor and SEO monitoring	Monitoring (M) and Evaluation (E)	Milestones
<p>1.1 To what extent are teachers using a wide range of teaching and learning strategies to promote effective pupil talk and collaborative learning? Do all staff make effective use of questioning to extent thinking and discussion skills? Do pupils ask good questions of each other and of adults to extend their thinking sufficiently well?</p>	<ul style="list-style-type: none"> (M) Formal and informal observations of teaching and learning reported to STANDARDS GROUP on a termly basis (E). (M) Planning and curriculum scrutiny – cross referenced to work in pupils books – termly monitoring reports to STANDARDS GROUP (E). (M) Discussion with teacher and TA and learning walks to evaluate effectiveness of the teaching team through termly performance review meetings. Summary to STANDARDS GROUP each term (E). 	<p>Oct '16: All PM and ISPs written for teachers. PM documentation in place and approved. Lesson study groups organised.</p> <p>Nov '16: All PM and ISPs written for teaching assistants. (Jan 2016)</p> <p>Nov '16: Staff CPD programmes in place and SLT plan for each member of staff's attendance to meet needs and/or concerns.</p> <p>Jan '17: All lessons are well balanced in terms of teacher/pupil dedicated time – pupils know what they are learning and doing. First round of lesson study evaluated.</p> <p>Feb '17: Teaching across UKS2 is consistently good or better. Quality of TA support in lessons is consistently good. Consider TA lesson study model?</p> <p>March '17: All teachers implementing effective strategies for systematically checking pupils' understanding.</p> <p>April '17: Teaching across LKS2 is now consistently good or better. ISPs and CPD trackers evaluated for impact – decisive action taken if teachers are not improving at the required pace.</p> <p>May '17: Teaching across KS1 is now consistently good or better. Any necessary Summer term ISPs in place.</p> <p>June '17: All staff (inc TAs) demonstrating ability to adapt planned activities to meet pupils' emerging needs.</p> <p>July '17: Some evidence of outstanding teaching emerging. Summer ISPs evaluated for impact – all making good progress.</p> <p>July '17: Outcomes demonstrate good quality teaching profile and work scrutiny findings.</p>
<p>1.2 Are lessons a healthy balance of engaging learning themes and assessment questions/problems? Do all pupils recall key facts from learning whether contextualised or decontextualized?</p>		
<p>1.3 How systematically and effectively do teachers identify and use assessment for learning opportunities to check pupils' understanding and progress in lessons? Do all staff ask appropriately challenging questions and can pupils question each other?</p>		
<p>1.4 How well do teachers plan and adapt their lessons to ensure that all pupils are well-challenged and make good progress based on the most current work of pupils?</p>		
<p>1.5 Are teaching assistants making a substantial contribution to pupils' progress as part of an effective teaching team and how do teachers know? Do teachers plan and communicate effectively with TAs and is there a shared common purpose between adults and pupils in the classroom?</p>		

Expected Outcomes – what will it look like? (focus for SEO monitoring visits)

- Learners are actively involved in finding things out and thinking for themselves through discussion and the exchange of ideas.
- Learners ask searching questions of each other and adults, and this deepens their understanding.
- Learners are appropriately challenged throughout the lesson and this leads to good progress.
- Teachers and teaching assistants communicate well about the progress of pupils in lessons and use this to shape activities in lessons and future planning.

- Learners, particularly those receiving support from additional adults, have sufficient opportunities to gain confidence in working things out for themselves.

	Action	Timescale	Monitoring/Evaluation	Leader M – monitoring E- evaluation
1.1 Raise the expectations of all teachers about what pupils can find out from each other, and for themselves. Provide more time for pupils to talk about their learning, ask quality questions of their peers and to collaborate with each other.				
1.1a	Ensure that termly CPD / individual improvement plans (ISPs) are appropriately tailored to address gaps in teachers' understanding about, and competency in delivering, a wide and varied range of teaching and learning strategies which promotes productivity and collaborative learning.	Oct Jan May	Example anonymised plan to STANDARDS GROUP. HT monitors implementation of plans and provides termly progress reports to STANDARDS GROUP for evaluation.	(M) HT (E) SLT via STANDARD S GROUP
1.1b	Ensure that teachers know and understand how different pupils within their class learn best and incorporate these learning styles when planning learning activities for different groups of pupils. Embed the STAT assessment system as a diagnostic tool for planning.	Oct Nov Dec	Focus of planning/pupil work scrutinies: differentiation, levels of challenge and support, long term planning (appropriate frameworks for subject coverage)	(M) SLT (E) HT – reports to STANDARD S GROUP
1.2 Ensure that assessment is evident in all lessons and that children can recall key knowledge, facts and skills from the curriculum.				
1.2a	Identify which teachers in school (and across partner school) are skilled in this aspect of teaching and establish teaching partners to share good practice with those for whom this is less secure.	By Oct	List of partner teachers and planned dates for peer observations, lesson study in place and teachers sharing practice in CPD	(M) SLT (E) HT
1.2b	Explore how effectively the current planning format supports teachers to plan engaging lessons with a clear focus on assessment and supporting high outcomes.	On-going	Focus of planning scrutiny: November and then half-termly scrutiny	(M) SLT (E) HT
1.2c	Develop a range of resources, strategies and techniques that prepare children for summative assessments.	On-going	Half termly lesson observation feedback	(M) SLT (E) HT
1.2d	Regularly monitor the start of lessons to ensure they get off to a brisk start and the end of lessons to check that plenaries are rich in assessment and effective questioning skills/problem solving strategies.	On-going	Monitoring drop-ins and termly summary to STANDARDS GROUP – identify additional support required.	(M) SLT (E) HT
1.3 Ensure all teachers systematically check all pupils' understanding in all lessons through raising the quality of plenary and questioning pedagogy.				
1.3a	Establish the extent to which all teachers are familiar with the variety of ways in which pupils' understanding can be checked during a lesson. Provide training	Autumn 1 and follow up	Summary of training to STANDARDS GROUP with identified training and	(M) SLT

	where required.	programme of CPD through the year. Focus for twilights.	development needs. Check these are built into ISPs. Lesson Observation records	(E) HT
1.3b	Evaluate how effectively different teacher's make use of assessment for learning opportunities in lessons to secure good progress for different groups of pupils. Provide training where required.			
1.3c	Ensure that teachers make full use of the time spent marking pupils work to systematically check their understanding and/or skills. Mark less frequently but in greater depth. New policies in place for workload are agreed by all stakeholders and are adhered to with evidence emerging of greater impact on the pace of pupils' learning and progress.	Policy in place- June 2016 Agreed by GB- Sept 2017 Work scrutinies monthly	Summary of marking scrutiny to STANDARDS GROUP.	(M) TLR post holders (E) HT and SLT reports to STANDARD S GROUP
1.3d	Regularly monitor this aspect of good teaching and provide developmental feedback to teachers and TAs. Ensure that swift evaluative monitoring takes place following a period of development and training to secure the required improvements in teaching.	Focused monitoring Spring term	Internal monitoring reports/SEO report to STANDARDS GROUP Spring term.	(M) HT (E) SEO
1.4	Ensure all teachers are flexible enough in their planning to adapt the planned activities and experiences to meet learners' emerging needs, so that all are well pitched, constantly challenged and learn well.			
1.4a	Senior leaders will develop teacher's self-evaluation skills by working with them to identify groups of pupils for whom the pace of learning and progress is too slow using data, work in pupils' books, discussions with pupils and adults.	Half termly-see monitoring calendar	Half termly performance review meetings – summary to STANDARDS GROUP	(M) SLT (E) HT reports to STANDARD S GROUP
1.4b	Lesson study model will be used to engage in professional dialogue to develop understanding about how adjustments could and should have been made in the lesson. Agreement to be reached with class teachers so that 'observers' in lessons are welcome to interject and offer suggestions that will accelerate the pace of learning as a 'team teaching' approach.	Starting in September and developed/ reshaped groups through the academic year	Reintroduction of model monitored by Lesson Study Leaders. Report impact to governors for evaluation.	Lesson Study Leader Writing Lead AHHT External Consultant
1.4c	Provide teachers with additional half-termly support and monitoring, where appropriate, to ensure that planning is sufficiently detailed and clear about how groups of learners will make good progress in every lesson.	As and when required and reviewed termly	HT to monitor improvements following this support by SLT and link to pupil progress to report back to STANDARDS GROUP for evaluation.	SLT (M) HT/GB (E)
1.5	Ensure all teachers check regularly the impact of support provided by teaching assistants.			
1.5a	Evaluate impact of TAs in lessons – discussion with teacher and TA together to	Ongoing formal	Anonymised summary of TA PM	SLT/HT

	discuss what helped to accelerate progress and what hindered progress. Areas for improvement to inform PM targets / individual improvement plans.	obs/ learning walks/drop- ins	targets Records of TA CPD and sharing good practice	
1.5b	Identify professional development needs of TAs and signpost to appropriate training and development opportunities on the new CPD map.	October (PM reviews) Moved to January 2017	Anonymised summary of TA CPD needs and PM records to Standards group	(M) HT (E) SLT and STANDARD S GROUP
1.5c	School leaders establish culture of 'partnership' between teachers and TAs as an effective teaching team. Protocols to be established and followed by all staff re: planning, assessment, classroom management etc.	Protocols by January 2017	Agreed protocols to govs and displayed in staff room, all stakeholders sign a copy	(M) HT (E) SLT report to GB
1.5d	All TAs will know what effective classroom support looks like by observing excellent practice in paired and group lesson study model. Some TAs to visit other settings. School leaders to discuss effectiveness/impact on pupil progress on return to school.	Summer Term	Agreed ways of recording/evaluating impact of visits. Staff to record on CPD format and agree to discuss at PR meetings with teachers	(M) HT (E) SLT
1.5e	TAs to be involved in all pupil progress review meetings with the class teacher, SENCo / HT as appropriate. Teachers held to account for the effective deployment and support of TAs and other adults in the classroom.	Half-termly input	Outcomes of PP meetings reported to full GB termly	(M) SLT/HT (E) STANDARD S GROUP

Resources and budget implications:

£3000 supply budget for development of a new CPD menu heavily centred around research based classroom practice and lesson study

£1500 specialised CPD to target teaching that is not securely good

£1500 NQT support programme

£600 RQT and new to Y6 training

£400 potential additional resources from STAT to support assessment systems in school

Review notes:

New tracking document devised to track on one proforma the most recent discussions about teaching performance, strengths, areas to develop and CPD needs

Teachers requested more 'team teaching' and modelled practice by subject leads after Lesson Study cycle is complete

ISPs not needed specifically, addressed through pupil progress and ongoing CPD plans as no serious weaknesses observed

MONITORING AND EVALUATION PLAN

Priority 1: Improve teaching across the school so that it is consistently good so that all pupils make expected progress and many make accelerated progress.

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1 2017/18
Milestones	Teaching in the Early Years Foundation Stage is consistently good or better		Teaching in UKS2 is consistently good or better	Teaching in LKS2 is consistently good or better	Teaching in KS1 is consistently good or better	Evidence of outstanding teaching emerging (Y3, 5 and 6)	Teaching across the school is consistently good or better – outstanding practice is evident
	All teachers and teaching assistants have clear improvement targets and a specific plan (ISP) where required and support has been planned for autumn term. CPD menu and tracking for impact in place	ISPs evaluated/adapted for impact on quality of teaching. Lesson study leaders rolling out CPD across the school Interviews with participants CPD tracker evidences staff involvement and engagement	Spring Term ISPs in place. All lessons get off to a brisk start – pupils know what they are learning and doing. Quality of TA support in lessons is good. TAs feel part of an effective teaching team. Teachers deploying adults effectively.	All teachers implementing effective strategies for systematically checking pupils' understanding. Lesson Study (round 1 and 2 complete) – improvements in teaching evident	Summer Term ISPs in place. Lesson study rounds 3 and 4 planned	ISPs evaluated for impact on quality of teaching. All staff demonstrating ability to adapt planned activities to meet pupils' emerging needs. Lesson Study (round 2 complete) – focus on outstanding learning	Autumn Term ISPs in place. Lesson study groups re-organised CPD menu reorganised and enhanced
Evidence	Example improvement plan to STANDARDS GROUP with outline of support being provided. CPD menu and trackers GB minutes Monitoring summary	LA consultant evaluation on quality of teaching Evaluative summary of T/L in EYFS Lesson study plans, reports and feedback. GB minutes	ISP target summary Monitoring summary Mid-year professional dialogue Teachers/TAs with senior leaders (verbal feedback to govs anonymised) GB minutes	Evaluative summary of T/L from SEO Monitoring summary CPD trackers analysed for impact and value for money Lesson Study evaluation report GB minutes	ISP target summary Lesson study plans and notes GB minutes	Evaluative summary Monitoring summary Lesson Study evaluation report	ISP target summary Lesson study notes CPD menu includes GB
	SEO Autumn 1 monitoring Report	SEO Autumn 2 monitoring Report	SEO Spring 1 monitoring Report	SEO Spring 2 monitoring Report	SEO Summer 1 monitoring Report	SEO Summer 2 monitoring Report	SEO Autumn 1 monitoring Report

PRIORITY 2: OUTCOMES FOR PUPILS

Raise standards and achievement in reading, writing, SPAG and especially mathematics so that pupils attain above the national averages when they leave school. Ensure that a greater proportion of pupils in each cohort achieve in all core subjects.

Evaluative question	Monitoring - How will we find answers to question and who evaluation is reported to	Milestones
2.1 Are data (and other sources of information) being used effectively to identify underperformance and how effectively is this being tackled by senior leaders?	<ul style="list-style-type: none"> • Termly pupil progress reports to STANDARDS GROUP. • Summary outcomes of performance review meetings to GB termly. • Informal and formal monitoring reports (lesson obs and work scrutiny) to STANDARDS GROUP monthly. • GB to monitor impact of maths and English action plans (designated governors meet with SLs half termly). • Vulnerable group provision map and pupil progress reports to full GB and STANDARDS GROUP. 	<p>See attainment milestone plan (page 13) Are children on track and % in line with targets termly? Oct '16: PP spending plan and provision map reviewed including historical performance report. Nov '16: KS2 action plan reviewed and implemented Year 5/6 systems in place to support teacher deliver curriculum appropriately. Additional resources and provision set up. Dec '16: Phonics and KS1 additional provision/systems appropriate and effective – right pupils in the right groups with tracking and assessment info informing planning. Jan '17: KS1 and UKS2 provision meeting the needs of all pupils. Children making at least expected progress. April '17: Pupils talk confidently about maths and demonstrate ability to apply their skills to solve problems in other areas of the curriculum. May '17: Work across the curriculum evidences good literacy skills consistently applied. June '17: Outcomes achieved match targets set in this plan.</p>
2.2 Are these pupils in receipt of additional provision making accelerated progress as a result?		
2.3 / 2.4 / 2.5 How is provision improving pupils' ability to read confidently, write competently and solve mathematical problems using reasoning skills with enthusiasm and enjoyment?		
2.6 Are pupils making the progress that is required from their individual starting points in order to meet or exceed national expectations by the end of each school phase?		

Expected outcomes – what will it look like? (focus for SEO monitoring visits)

- Learners will leave the school as fluent readers.
- Learners will demonstrate confidence and proficiency when asked to solve real-life problems in a meaningful context.
- Learners will demonstrate pride in their work and present their written work neatly.
- Learners will write legibly and punctuate accurately.
- Learners will be able to spell familiar words with precision.
- Learners will be able to organise their ideas into increasingly complex sentences.
- All pupils, but especially those with DSEN, those eligible for PP funding and the more able, will be making consistently good progress and will achieve outcomes that are at least in line with (if not better than) their national counterparts.

	Action	Timescale	Monitoring	Leader M – monitoring E- evaluation
2.1	Teachers use information about all pupils' progress more assiduously, to pinpoint underperformance earlier, and to address shortfalls in teaching more urgently.			
2.1a	Ensure that the systems for tracking pupils' progress using a blend of STAT classroom based tracker and summative assessment papers are fully embedded into the monitoring systems used by class teachers, SLT, SENCo, etc	ongoing	Termly data reports to STANDARDS GROUP	(M) SLT (E) HT
2.1b	Ensure that clear, precise records are kept following all performance review meetings (pupil progress and staff performance reviews) that clearly identify the changes to provision for pupils and support for teachers / TAs as required, and that these actions are set within sufficiently rigorous timescales to ensure that the pace of improvement is rapid.	Ongoing-half termly	Example pupil progress record shared with STANDARDS GROUP	(M) HT (E) GB
2.1c	Evaluate the effectiveness of internal assessment systems to ensure that the data collected about pupils' attainment is robust and accurate. Triangulate raw data scores with classroom work and teacher observation notes.	Termly-between raw data collection and pupil progress	Moderation reports to Headteacher	(M) SLT (E) HT/SEO
2.1d	Senior leaders to ensure that teachers undertake gap analysis tasks to shape the provision for pupils in between lessons to support their good learning and progress in key year groups	Baseline and termly thereafter	Tracking and gap analysis documents produced and utilised	(M) SLT (E) HT
2.1e	Introduce a programme of lesson study/coaching between SLT members and teachers to promote professional dialogues about the impact of teaching on pupil progress – identification of next steps in planning for the following week.	September start	STANDARDS GROUP informed of how SLT supporting teachers. Revisit for impact.	(M) HT (E) GB/SEO
2.2	Check more rigorously the impact of provision made for disabled pupils and those who have special educational needs and those in receipt of pupil premium funding, and for the more able, in all years.			
2.2b	Review and amend (where appropriate) the systems in place for checking the impact of different interventions.	Summer Term 2017	Impact reports and data analysis	(M) SENCo (E) SLT
2.2c	Review and amend (where appropriate) the school provision map to ensure that it reflects all key vulnerable groups. Review the mechanisms in place by senior leaders to check that the impact of provision, as identified through the provision map, is accelerating the progress of target pupils.	Termly	Provision maps linked to pupil progress notes	(M) SENCo (E) SLT and GB
2.2d	Review and amend (where appropriate) the spending plan for pupils eligible for PP funding and ensure that it is precisely targeted to support pupils who have been identified as underachieving in relation to their starting points. Ensure that progress is tracked closely (individuals/ group).	Half termly checks and reviews	PP plan monitored termly for impact	(M) HT (E) GB/SEO

2.3 Further improve pupils' sounding-out and recognition of common and unfamiliar words through regular opportunities to read individually, in pairs and in small groups. Ensure that older pupils can evidence their understanding of a text.				
2.3a	<p>Improve the way in which gaps in learning are being addressed through</p> <ul style="list-style-type: none"> i) Discrete phonics teaching. ii) The application of phonics skills across the curriculum. 	Ongoing	Phonics learning walks and observations.	(M) AHT (E) HT
2.3b	Evaluate the quality of teaching; particularly in groups where there are weaker readers, to ensure that planned corrective action is appropriately differentiated for all staff delivering the phonics programme.	Ongoing	Sharing of good practice and CPD trackers.	
2.3c	Improve the quality of IEPs for the weakest readers to ensure that individual targets are clear and precise with adequate monitoring and intervention as required.	Audit - Nov Implement new IEPs in Feb & May	Report to GB SEND rep	(M) SENCo (E) GB-SEND rep
2.3d	Develop literacy-rich learning environments from FS1 to Y6 and establish a whole-school culture which is underpinned by the enjoyment of reading.	Autumn Term	Learning Walk report to GB	(M) Peer (E) SLT
2.3e	Ensure that parents are fully-engaged in the process of nurturing young readers by providing outstanding guidance and support to all parents, but particularly those who are 'hard to reach'.	Sept 2016 onwards	Parent Champion to monitor provision/take-up- rewards system	(M) PSA (E) Parent Champion
2.3f	Ensure that there is a full and varied range of opportunities for pupils to read: individually, in pairs, in small groups, as a class, with younger/older pupils etc. as part of cross-curricular learning and simply for fun.	Ongoing	Review of reading policy and frequency of all reading activity	(M) Literacy Leader (E) HT and SEO
2.3g	<p>Ensure that guided reading sessions are</p> <ul style="list-style-type: none"> • underpinned by effective teaching and well planned/resourced • stimulating and relevant in content and structure • securing the progressive development of skills, knowledge and understanding. 	Sept in place - ongoing monitoring	Monitoring reports to governors	
2.4 Enhance pupils' confidence to reason about numbers, use problem-solving skills and apply mathematics in real-life scenarios				
2.4a	Undertake a detailed scrutiny of teachers' planning and pupils' work to establish the extent to which the breadth of activities planned by teachers across different key stages enables children to develop their problem solving skills	Autumn Term audit and ongoing input	Work and planning scrutiny and interviews with pupils - mathsleader reports to STANDARDS GROUP. Maths action plan. Pupil Qu.	(M) Maths Leader (E) HT/GB
2.4b	Identify where gaps in provision exist and plan accordingly to correct this through additional training and development, resourcing, adjustments to curriculum plans etc.			
2.4c	Ensure that teachers are providing pupils with engaging and meaningful opportunities to solve problems and apply their mathematical skills across the wider curriculum.			

2.4d	Evaluate the extent to which pupils in lower school can recall multiplication facts and ensure that all teachers are working together to embed these facts and skills by LKS2.		Learning walks and lesson observations	
2.5 Ensure all pupils write neatly, use basic punctuation accurately, spell familiar words precisely, and consistently organise their ideas in simple, then more complex, sentences.				
2.5a	Review and amend (where appropriate) the school's policy and practice in relation to handwriting. Identify the subsequent CPD needs of staff (including TAs) and provide the appropriate training, online resources and support.	October 2016 start	Policy in place CPD records	(M) SLT (E) HT
2.5b	Undertake a full analysis of SPAG outcomes for 2016 (including diagnostic analysis of test papers) to identify strengths and weaknesses to inform the subsequent action plan. Identify CPD needs of staff and provide appropriate training and support.	October 2016 analysis	Key outcomes of analysis reported to GB – CPD plans.	(M) Literacy Leader (E) HT
2.5c	Review the policy and curriculum plan for English to ensure that handwriting, punctuation, spelling and grammar are sufficiently detailed.	September and on-going	Subject leader monitoring reports on HT report to GB.	(M) SLT (E) SLT/HT
2.5d	Ensure that the application of these skills in other curriculum areas is prominent and staff apply the same level of rigour when marking written work across the curriculum.	Summer Term		
2.6 Develop wider opportunities for learners to explore an engaging curriculum and new skills.				
2.6a	Develop a programme of musical provision for all pupils to follow from F1-Y6 to ensure that all children have age-appropriate skills. Additional provision and support for individual students is available and well utilised. Many pupils perform in collaboration.	Spring Term 2017	CPD records Learning walks Pupil questionnaires	(M) Curriculum Teams (E) HT/GB
2.6b	Develop a programme of faith and understanding of the wider World provision for all pupils to follow from F1-Y6 to ensure that all children have age-appropriate skills and knowledge.	Autumn Term 2016	Impact on behaviour and attitudes to equality. Pupil Qu.	
2.6c	Launch a new focus on outdoor learning and developing and emerging environments. Ensure environments are safe and reflect the qualities of the indoor to allow enrichment of topics.	Summer Term 2017	Launch Day- Whole School	
2.7 Improve the provision for pupils in Year 5 and Year 6 so that it raises expectations and allows pupils to reach their potential against the new national expectations and standards.				
Please see the detailed KS2 Outcomes Action Plan produced following July 2016 Results for Y6 pupils.				

Resources and budget implications:

£2500 additional provision for off track and vulnerable Y2/Y6 pupils
£1500 assessment materials and parental support materials/resources for key pupils
£1000 brokered mathematics work and visits to/from other settings with high attainment
£1000 RE and Faith workshops across the year

Review Notes: KS2 Action Plan carried out (additional) - now needs to be monitored by SDP section 2 evaluative questions and data analysis

MONITORING AND EVALUATION PLAN – These have been set provisionally by school leaders pending the SEO visit to check that targets set for pupils in relation to their starting points are sufficiently challenging. School leaders' methodology behind these provisional figure is to be explored by the SEO/GB standards group.

Priority 2: Raise standards and achievement in reading, writing, SPAG and especially mathematics so that pupils attain above the national averages when they leave school. Ensure that a greater proportion of pupils in each cohort achieve in all core subjects.

% On Track December 2016	Combined	Reading	Writing	Mathematics	SPAG
Attainment- Y6	40%	60%	53%	57%	53%
Progress- Y6	73%	80%	83%	80%	
Attainment- Y2	55%	63%	58%	63%	40%
Progress- Y2	80%	85%	88%	85%	
Attainment- F2	55%				
Progress- F2	80%				

% On Track April 2017	Combined	Reading	Writing	Mathematics	SPAG
Attainment- Y6	53%	67%	67%	70%	63%
Progress- Y6	80%	87%	90%	87%	
Attainment- Y2	63%	70%	65%	70%	50%
Progress- Y2	85%	90%	90%	90%	
Attainment- F2	63%	70%	60%	70%	
Progress- F2	85%	90%	90%	90%	

Outcomes July 2017	Combined	Reading	Writing	Mathematics	SPAG
Attainment- Y6	63%	77%	77%	77%	77%
Progress- Y6	90%	90%	93%	90%	
Attainment- Y2	65%	78%	70%	70%	65%
Progress- Y2	93%	95%	95%	95%	
Attainment- F2	67%	80%	70%	80%	
Progress- F2	90%	95%	95%	95%	

PRIORITY 3: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Ensure all pupils have positive attitudes to learning and are motivated, eager to collaborate and work independently from adults to achieve high standards in all areas of learning.

Evaluative question	Monitoring - How will we find answers to question and who evaluation is reported to	Milestones
3.1 To what extent do praise and the range of rewards for good learning behaviours meet the needs of learners?	<ul style="list-style-type: none"> Curriculum review and impact (led by SLT) to GB in the summer term. 	<p>October '16: New behaviour and rewards systems in place and shared with all stakeholders.</p> <p>November '16: Teachers are planning a broader range of activities for pupils in lessons to meet their needs.</p>
3.2 To what extent do pupils have a voice in the shaping of their curriculum and how skilled are teachers to implement this effectively?	<ul style="list-style-type: none"> Pupil interviews – outcomes reported to STANDARDS GROUP termly. 	<p>Dec '16: Teachers are providing pupils with the opportunity to work collaboratively in lessons. Curriculum consultation with pupils informs planning for the Spring term.</p> <p>January '17: Learners of all abilities are well-supported by careful resourcing.</p> <p>February '17: Learners are interested by the work teachers are asking them to do. Pupils with additional emotional needs are well supported by provision and intervention and a more instant reward system 'catches them being good.'</p>
3.2 How do the resources provided for pupils support their learning and engagement?	<ul style="list-style-type: none"> Formal and informal lesson observations (focus on questioning and use of resources) – summary outcomes to GB via monthly STANDARDS GROUP and termly HT reports. 	<p>April '17: Pupils demonstrate effectively how to work in pairs and small groups. Curriculum consultation with pupils evaluates the success of the Spring Term curriculum offer and informs planning for the Summer term.</p>
3.3 Are pupils with additional behavioural, social or emotional needs catered for through additional and well devised support/provision?	<ul style="list-style-type: none"> Biannual questionnaires and regular discussion groups with Parent and School Councils. 	<p>May '17: Behaviour for learning is judged as 'good' or better in all classes and 'outstanding' in some.</p> <p>June '17: Pupils are motivated by the effective use of stimulating resources and equipment. A wide range of opportunities are now in place so pupils can share their views and develop personal and social skills effectively.</p>
3.3 How effectively does the school develop pupils' personal and skills? Are pupils encouraged to be buddies and leaders for younger pupils?	<ul style="list-style-type: none"> Playground observations- all reported back to SLT/GB as necessary. 	<p>July '17: Pupils are able to ask searching questions of each other and of adults to deepen their learning. Curriculum consultation with pupils evaluates the success of the Summer term offer and informs planning for the Autumn term. The vast majority of pupils achieve a gold medal for their standards rewards.</p>
<p>Expected outcomes – what will it look like? (focus for SEO monitoring visits)</p> <ul style="list-style-type: none"> Learners are motivated by interesting and relevant activities using stimulating resources and equipment. Learners demonstrate their ability to work collaboratively, in pairs and small groups. Learners ask searching questions of each other and adults, and this deepens their understanding. The curriculum is well balanced and receives positive feedback from pupils at all ages but also allows the school to raise outcomes in core subjects. A positive rewards system, centred on high standards for all, is visible and well managed between families and school. There is sufficient evidence of additional provision and more instant rewards and sanctions for the most vulnerable and challenging pupils in school. 		

	Action	Timescale	Monitoring	Leader M – monitoring E- evaluation
3.1	Create a reward system that meets the needs of all pupils and strives for the highest standards in all areas of school for all pupils.			
3.1a	Undertake a review of the behaviour policy and associated sanctions and rewards. Meet with all parents to engage with the systems and seek their views through a consultation period. Use this information to shape an improved rewards offer for all pupils across the school.	September October	SLT termly	(M) slt (E) HT/GB
3.1b	Develop rewards and sanctions so that parents play a more active role in their child's personal and social development.	September October	Ongoing monitoring	(M) LMc (E) SLT and GB
3.1c	Launch the systems through booklets and posters linked to expectations and track the engagement from all pupils through discussions and questionnaires and monitoring the achievement booklets.	Autumn Summer	Pupil evaluations/ discussions	(M) SLT (E) GB/HT
3.2	Incorporate stimulating materials into lessons including the use of new technologies to engage and inspire pupils.			
3.1a	Evaluate the extent to which pupils and teachers have access to new technologies and digital media to stimulate their thoughts, discussions and approaches to learning. School leaders to develop short, medium and long term plans (including finance) to ensure that pupils have appropriate access to new and emerging technologies. Ensure that teachers are making the best of what they already have.	Audit – Autumn Finance plan - Spring	Report to GB with audit/finance plan. SLT monitoring reports	(M) ICT Lead (E) SLT/GB
3.1b	Undertake a review of resources in school within each subject area. Discussion with staff, pupils and parents about which resources have the most impact on learning, progress and attainment. Ensure that any obsolete resources are removed from the school and teachers understand why they are no longer fit for purpose/the importance of well organised and independent learning environments.	Spring Term 2 Linked to new budget plans	HT report to gobs and GB walkabouts/finance scrutiny	(M) SLT (E) HT
3.1c	Discussion with pupils about what resources help them to learn best and shared feedback with staff. Questionnaires are allowing pupil voice to demonstrate the effectiveness of the curriculum.	Termly pupil voice	Pupil voice summaries	(M) Teachers (E) HT
3.3	Develop pupils' skills/confidence and personal qualities so that they are confident to share views, and ask questions of each other and staff.			
3.3a	Explore the extent to which effective approaches, such as Philosophy for Children, Circle of Friends and Circle Time, are used in school. Incorporate chosen strategies into the curriculum plan.	Summer Term	Curriculum plan to GB	(M) TLRs (E) SLT
3.3b	Development and training for staff around Bloom's Taxonomy to support pedagogical understanding of the different levels of questioning.	Termly CPD	Minutes of training and staff monitoring plus questionnaires	(M) SLT (E) GB
3.3c	Evaluate how effectively mechanisms to develop pupils' skills and personal qualities, such as School Council, Playground Leaders, Enterprise Initiatives, responsibilities in school etc are already/could be	Autumn and Summer	HT report to GB	(M) SLT (E) HT/GB

	incorporated/developed further. Develop SMSA role to incorporate emotional and physical engagement.	input		
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Resources and budget implications:

SMSA training (x 3 sessions) £500

Online training for all staff in welfare/CP/healthy lifestyles/eSafety, etc £900

Buddy bench acquisition and set x 2 £900

Emotional support materials and staffing £1500

Reward system design and launch events/celebration evenings- £2000

Sports leadership programme- free

Links to ICT spend (significant approx. £7k)

Review Notes:

Buddy Bench to be installed and hi-vis 'here to help' jackets to be purchased

eSafety research and scheme of work devised

New PHSCE leader and team created- need to be more proactive to each classes needs and not reactive to issues

Resource audit taking place over Easter to consider alongside newly refreshed budget pots

Pupil interviews included CoG and fed back to all GB members

MONITORING AND EVALUATION PLAN

Priority 3: Ensure all pupils have positive attitudes to learning and are motivated, eager to collaborate and work independently from adults to achieve high standards in all areas of learning.

<i>Timescale</i>	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>	<i>Autumn 1 2017/18</i>
Milestones	<p>Consultation on the devised new learning and behaviour standards documents.</p> <p>SMSA training</p> <p>Questioning training</p>	<p>ICT audit on equipment and curriculum usage.</p> <p>Buddy benches installed. (January 2017)</p> <p>Bronze awards ceremony</p>	<p>SMSA training</p> <p>Finance plan for ICT spend</p> <p>Pupil and parent questionnaires</p> <p>Questioning training</p>	<p>UKS2 leadership training</p> <p>Silver awards ceremony</p>	<p>SMSA training</p> <p>Pupil and parent questionnaires</p> <p>Behaviour and safety review- evidence of outstanding</p> <p>Questioning training</p>	<p>Play leaders in place and</p> <p>Gold medal awards ceremony</p> <p>GB curriculum scrutiny</p>	<p>Refined positive rewards system developed and shared with all stakeholders</p> <p>ICT usage is rising and pupils respond positively</p>
Evidence	<p>Meeting notes and communication/feedback from parents and staff.</p> <p>CPD notes</p>	<p>Audit report</p> <p>Attendance at ceremony</p> <p>Playground observations and safety notes</p>	<p>CPD notes</p> <p>Questionnaire outcomes and analysis</p> <p>Playground observations and safety notes</p>	<p>Playground observations and safety notes</p> <p>Ceremony attendance</p> <p>Pupil interviews with CoG</p>	<p>CPD notes</p> <p>Questionnaire outcomes and analysis</p> <p>Playground observations and safety notes</p>	<p>CPD notes</p> <p>Questionnaire outcomes and analysis</p> <p>Playground observations and safety notes</p> <p>GB minutes</p>	<p>CPD notes</p> <p>Curriculum coverage is adequate</p>
	<p>SEO Autumn 1 monitoring Report</p>	<p>SEO Autumn 2 monitoring Report</p> <p>Autumn Heads Report to GB</p>	<p>SEO Spring 1 monitoring Report</p>	<p>SEO Spring 2 monitoring Report</p> <p>Spring Heads Report to GB</p>	<p>SEO Summer 1 monitoring Report</p>	<p>SEO Summer 2 monitoring Report</p> <p>Summer Heads Report to GB</p>	<p>SEO Autumn 1 monitoring Report</p>

PRIORITY 4: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Improve the impact of leadership, management and governance so that all staff are ambitious for all pupils and set the highest expectations. Ensure that the accurate views of all leaders enable staff to make rapid improvements to ensure outcomes in all phases of school compare favourably with national and local averages.

Evaluative question	Monitoring - How will we find answers to question and who evaluation is reported to	Milestones
<p>4.1 / 4.3 To what extent are the actions of school leaders securing improvements in the achievement of the more able, DSEN pupils and those for whom the pupil premium provides support (particularly FSM)?</p>	<ul style="list-style-type: none"> Monitoring calendar to be written and shared with the governing body as an appendix to the school improvement plan (Autumn 2016) Evaluative summaries (inc data) to be provided to STANDARDS GROUP (half-termly) following monitoring activities SEN and TLR posts to devise and implement action plans that mirror the school improvement plan. Anonymised PM information to GB: whole school summary of targets and pay. Headteacher PM monitored termly. Pupil Premium progress reports against spending plan (termly). GB discussions with pupils and staff 	<p>Sept '16: Problem solving review complete. End of Year + End of Key Stage targets set for all pupils. PP spending plan reviewed approved.</p> <p>Oct '16: SLT and TLR action plans approved.. PM completed. EY/Y1 NC baseline secured. Pupils and parents are aware of end of year targets and what their next steps are to achieve them. Early questionnaires are compiled and analysed.</p> <p>Dec '16: Pupils receiving additional support (PP, SEN, 1:1) have made good progress. % on track to achieve well against national averages is rising compared with July data (see tracking tables).</p> <p>Feb '17: Mid-Year PM reviews. FSM, DSEN and More Able pupils are making at least expected progress. SLs undertake mid-year analysis of progress data.</p> <p>March '17: Joint observations SLT/SLs secures accuracy of self-evaluation judgments. Parents meeting – progress and target discussions.</p> <p>April '17: Pupil Premium impact report indicates rising rates of progress</p> <p>May '17: Subject Leader interviews demonstrate that middle leaders have an accurate view of standards and the quality of teaching in their areas of responsibility.</p> <p>June '17 Review all PM cycle including SLT and all teaching staff.</p> <p>July '17: Pupils achieve well compared to national and local averages. Pupil Premium impact report demonstrates that the gap between FSM and non-FSM pupils has narrowed. Reporting format to parents clearly shows achievement of pupils and next steps.</p>
<p>4.2 How effectively are school leaders using PM and subsequent monitoring information to make accurate judgments about the performance of staff and pupils?</p>		
<p>4.2 Is the quality of teaching improving sufficiently as a result of the actions taken by school leaders?</p>		
<p>4.3 Do vulnerable pupils and groups make expected progress and achieve well against national averages?</p>		

Expected outcomes – what will it look like? (focus for SEO and GB monitoring visits)

- Self-evaluation is accurate and there are robust systems in place for checking the quality of the school’s work.
- Systems to check pupils’ progress ensure that assessments of pupils’ work are reliable and precise.
- Targets set for all learners are challenging and leaders regularly review pupils’ progress towards them, sharing this information effectively with parents.
- School leaders regularly check the quality of teaching and its impact on learning, and communicate outcomes to governors.
- PM is robust and teachers are held to account for the salaries they are paid.
- Governors will hold school leaders to account, providing a good balance of challenge and support.

	Action	Timescale	Monitoring	Leader M – monitoring E- evaluation
4.1	Review regularly and rigorously all information on pupils' achievements, especially those of disabled pupils and those who have special educational needs.			
4.1a	Ensure that a comprehensive monitoring calendar is in place that clearly identifies a full range of activities to gather information about pupils' achievements, including: <ul style="list-style-type: none"> regular analysis of data by teachers, subject leaders and senior leaders. pupil progress review meetings involving the class teacher and teaching assistant to evaluate the impact of teaching on learning observation of lessons to ensure that quality first provision (particularly for DSEN pupils, those for whom the Pupil Premium provides support and the more able) observation of lessons to ensure that additional adults are effectively deployed observation of intervention strategies ensure these are being effectively delivered regular work scrutiny (particularly pupils' written work) regular discussion with pupils (and parents of pupils with DSEN) 	September onwards	Monitoring calendar reviewed at termly governors meetings. Impact reports via STANDARDS GROUP and reports from school leaders.	(M) HT (E) STANDARDS GROUP
4.1b	Undertake a review of provision for upper KS2 pupils. Ensure that the school writes a detailed action plan to address the findings of the review and monitor the implementation of the action plan to ensure that provision for DSEN pupils improves rapidly.	September	Report to STANDARDS GROUP and Des Gov (PS)	(M) SLT/HT (E) SEO/GB
4.1c	Ensure that DSEN and PP pupils have appropriately challenging targets and that individual education plans, written by class teachers, identify the right priorities to improve the attainment of these pupils with sufficient pace.	September January April	Targets to STANDARDS GROUP for monitoring	(M) SLT/HT/ SEnCo (E) SEO/GB
4.2	Check regularly and rigorously the quality of teaching and its impact on pupils' learning through robust PM arrangements for all staff			
4.2a	(See 4.1a) Ensure that all leaders, especially those responsible for a key stage or core subject, have the skills required to make accurate judgments on the quality of teaching and its impact on pupils' learning and progress.	Oct (PM) ongoing joint subject observations	Data analysis- Dec/March/July Joint obs feedback	(M) HT/SLT (E) GB/SEO
4.2b	Ensure that PM targets for the Headteacher and SLT members are sufficiently challenging and reflect the right priorities, as verified by the LA officers.	September and October 2016	PM governors discussion with SEO.	(M) HT/SLT (E) GB/SEO
4.2c	Agree how individual targets for teachers will be linked to school priorities and expectations for improving attainment and progress.	Sept/Oct	Anonymised PM objectives	(M) HT/SLT (E) GB/SEO
4.2d	Ensure that systems are in place to review and record the performance of all staff (including school leaders) regularly using a wide range of evidence.	Sept, Feb July meets - Termly evidence	Individual teacher development files; monitoring records	(M) HT/SLT (E) GB/SEO

4.2e	Review the staffing structure and agree roles and responsibilities of leaders (paying particular attention to core subjects and key phases of school linked to latest outcomes and feedback). Ensure that all staff receive a copy of, and understand well, their job descriptions and how this links to their salary and PM targets.	Sept/Oct and ongoing reviews	Staffing Structure; JDs; Anonymised salary details.	(M) HT/SLT (E) GB/SEO
4.3 Determine the effectiveness of pupil-premium spending, with particular emphasis on the progress and attainment made by pupils known to be eligible for free school meals				
4.3a	Ensure that school leaders (including governors) are familiar with key Ofsted documents: The Pupil Premium; Analysis and Challenge Tools for Schools; How Schools are Spending the Funding.	Autumn 1	HT to distribute	(E) SEO
4.3b	Review the 2016/17 Pupil Premium spending plan to ensure that it is fit for purpose. Ensure that it clearly outlines the expected impact of the plan and when this will be checked and reported back to the governing body.	Monitored half termly	Minuted at full GB meeting – monitor for impact.	(M) HT/SLT (E) GB/SEO
4.3c	Ensure that teachers, support staff and SLs know which pupils are being supported by the pupil premium and are actively engaged in monitoring the impact of this on pupils' learning and progress.	Autumn 1 VP lists and then monitored half termly	Discussion at SLT/PP meetings Teacher/TA	(M) HT/PWL (E) SLT / STANDARDS GROUP

Resources and budget implications:

£1000 SEN specialised training budgets

£1500 NPQH training budget to support AHT to Headship routes

£600 Headteacher PM reviews and support

Review Notes:

Provision maps changed to track provision for all pupils

Pupil Premium Leader present at all pupil progress meetings to ensure sharp focus on each individual children with deprivation barrier

New assessment system needed that is tighter to key objectives- SLT visiting other settings to devise and develop a system that allows us to pinpoint strengths, weaknesses and precise under-achievement from September 2017

New marking and feedback policy is not working and not able to be followed on the 'when to conduct deep marking; section- new non-negotiables in place

MONITORING AND EVALUATION PLAN

Priority 4: Improve the impact of leadership, management and governance so that all staff are ambitious for all pupils and set the highest expectations. Ensure that the accurate views of all leaders enable staff to make rapid improvements to ensure outcomes in all phases of school compare favourably with national and local averages.

<i>Timescale</i>	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>	<i>Autumn 1 2017/18</i>
Milestones	<p>Problem solving audit completed</p> <p>All PM completed</p> <p>SLT Action Plans in place</p> <p>PP children identified and provision in place</p>	<p>Targets shared with parents and pupils</p> <p>PP, DSEN and 1:1 pupils making good progress.</p> <p>% on track to achieve expected grades in all areas and combined rising</p>	<p>Mid-Year PM meetings indicate staff on track to meet end of year targets.</p>	<p>Pupil progress and targets shared with parents</p> <p>PP impact report indicates rising rates of progress across the school</p> <p>New financial plan developed</p>	<p>Subject leader interviews demonstrate good leadership.</p> <p>Educational visits curriculum planning demonstrates impact on learning</p>	<p>Pupil progress and targets shared with parents through formal reports</p> <p>PP impact report indicates gap between FSM and non-FSM pupils has narrowed.</p> <p>DSEN and 1:1 pupils have made good progress.</p>	<p>New curriculum in place and under early scrutiny and evaluation</p> <p>PM in place and reviewed from previous cycle</p>
Evidence	<p>Review documents</p> <p>Action plans</p> <p>Anonymised summary information</p> <p>PP spending plan and historical review</p> <p>GB minutes</p>	<p>Survey of parents</p> <p>Data Reports and Analysis</p> <p>GB minutes</p>	<p>Anonymised summary information</p> <p>GB minutes</p>	<p>Parents evening evaluations</p> <p>Data Reports and Analysis</p> <p>Financial plan records</p> <p>GB minutes</p>	<p>SEO report</p> <p>Ed Visits policy and process approved</p> <p>GB minutes</p>	<p>End of year reports and feedback</p> <p>Data reports and analysis</p> <p>GB minutes</p>	<p>Monitoring reports by curriculum and senior leaders</p> <p>Anonymised report to GB</p> <p>GB minutes</p>
	SEO Autumn 1 monitoring Report	SEO Autumn 2 monitoring Report	SEO Spring 1 monitoring Report	SEO Spring 2 monitoring Report	SEO Summer 1 monitoring Report	SEO Summer 2 monitoring Report	SEO Autumn 1 monitoring Report