

Turn your ear to wisdom and apply your heart to understanding (Proverbs 2:2)

Broadwater is a Christian school. We will enable children to become wise confident successful learners with the motivation, skills and responsibility to make a positive difference in God's world. Our vision is underpinned by the values we live by.

The strategic school action plan (SSAP) is a rolling three-year planning document that seeks to address issues identified by school leadership and incorporates actions identified in our most recent inspection reports. The plan is sub-divided into the following subsections:

Section 1 – Curriculum Development

Section 2 – Wellbeing

Section 3 – Planning Assessment Recording and Reporting

Section 4 – Staffing and Infrastructure

Section 5 – Governors

School Improvement Targets

- Embed the School's Values in all areas of school life- development of the Prayer Garden. Values- represented in the mosaic- Fruit of the Spirit. Collective Worship plan revised.
- Children who did not meet age-related expectations in each year group at the end of the academic year 2021 are targeted to make accelerated progress and meet age expected at the end of the academic year 2022. Data figures and targets to be adjusted accordingly.
- Early identification of those groups of children (specific groups including disadvantaged) who are not on track to meet age-related expectations. Target to ensure that gaps in their progress and attainment are as small as possible by the end of the academic year 2022. (Diminishing the difference.)
- Identify children that are not in a specific group and are not working at age expected. When outcomes in summer 2021 were compared with data spring 2020 this groups of children have not made the expected 'catch up' and have been adversely impacted by the partial school closure.
- School to be in line with National outcomes at the end of each Key Stage.
- Quality of teaching is at least good. Where this is not the case, a programme of monitoring and support will be put in place. (See monitoring schedule.)
- To continue to improve the outcomes for writing for all children so that school outcomes at least match national and provide careful support for individuals and groups of children who struggle with writing. (See English Action Plan.)
- Greater depth targets across the school closely monitored.
- The curriculum is subject to a rolling review to ensure that it is fully implemented and continues to deliver on its intent enabling children to continue to creatively engage in their learning and to achieve well (see staff individual curriculum action plan).
- Mindfulness (second year-continue to enhance wellbeing of staff and pupils).
- Community links- continue to develop links with the local and wider community.
- Improve the Wrap Around Care provision by running it 'inhouse'. Ensuring the Visions and Values of the school are translated throughout the whole school.

Issues Identified from Inspection Reports

OFSTED (S8) Report (October 2018)

Improve outcomes in pupils' writing by:

- teaching lower-attaining pupils to become habitually and confidently accurate with their grammar, punctuation and spelling when writing independently
- making sure that pupils, particularly the most able, consciously craft their writing to make maximum impact on the reader.

OFSTED Inspection Dashboard (2019)

SIAMS (S48) Report (September 2016)

- Provide more planned opportunities within worship for pupils to develop a deeper appreciation of the Christian belief of God. Year 6 have taken greater responsibility for whole school worship in assemblies. They lead prayer and suggest worship songs as part of the Worship Team and Worship Club. Further opportunities for worship alongside the church form part of the ongoing school action plan- ongoing.

Local Authority Monitoring Reports

Link Advisor report December 2020 - Current position and strategic planning

Link Advisor Visit 26.01.21- Safeguarding/Vulnerable pupils

Link Advisor report- 24.02.21 Curriculum Provision- Remote Learning

Autumn 2021 (School Improvement Visit)

Autumn 2021 (Annual Conversation)

Diocese Monitoring Reports

January 2021

Next visit autumn 2021- Case for Excellence review

Curriculum Development

Refer also to individual subject development plans.

Task	How will we know we have been successful? Evaluation Autumn Spring Summer	Timescale	Personnel Responsible (R) Those Involved (T) Monitoring (M)	Cost Implications
Development of Mathematics				
I (Mathematics – skills application)	<ul style="list-style-type: none"> Children will be able to demonstrate their mathematical skills by answering reasoning question both verbally and written. Observation of lessons/Yellow sheets/planning/Gap analysis of testing materials. Gap analysis to be conducted every half term. Outcomes from gap analysis are used to inform future planning and personalised learning Summative assessments will be conducted termly to assess all children. Gap analysis to be conducted to identify gaps to inform planning, intervention and personalised learning for Summer term. Teacher led intervention across the school in maths using gaps identified through assessment. Highly individualised planning for interventions based on the needs of the small group and individual children- autumn term tuition Yr5. Maths Enrichment sessions run by Worthing High School 	Termly	R: Class Teachers T: Class Teachers M: SLT and Maths lead	
2a (Mathematics – times tables) Children's ability to recall times tables facts is assessed and outcomes recorded to ensure that the impact of the new methodology of teaching times tables has impact.	<ul style="list-style-type: none"> Baselines to be completed in new academic year in September to inform tables teaching in new year group. Class teachers use the 'heatmap' function on TT RockStars as a formative assessment tool in order to support further teaching needed for specific children. In addition to TT Rock Stars, tables are assessed three times per year on a school baseline grid. This will show progress in a summative way. (September, February and July) Year 3/4 assessing tables on a half termly basis Final assessment grid in July- feed up areas to develop to next teacher. 	From autumn 2021	R: NB T: Key Stage 2 staff M: SLT	No cost

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2b (Mathematics – times tables) The explicit teaching of times tables in Year 3 is evident on planning. Children will be given opportunities to learn times tables at home and to complete times tables grids as part of the teaching and learning of their tables.	<ul style="list-style-type: none"> Monitored as part of maths scrutiny in Autumn and spring term and report to SLT. Weekly TT Rockstars times table leader board is successfully being used to encourage participation 	From autumn 2021	R: NB T: Year 3 Staff M: SLT	
2c (Mathematics – times tables) Children in Year 4 are ready to undertake the Multiplication Tables Check in June 2022 (MTC). Statutory 2022.	<ul style="list-style-type: none"> Year 4 staff will introduce children to the MTC format once sample materials for 2022 are available. Children to have opportunities to practise and become familiar with the online format in good time. 	From autumn 2021	R: Year 4 team T: Year 4 Team M: HT/Maths Team. Report to Governors Summer 2022 and incorporate into SDR	
3 (Mathematics – agility) Mental agility is planned for, enabling children to rapidly move from one set of concepts and ideas to another in maths.	<ul style="list-style-type: none"> Teachers regularly plan for ‘agility’ in their lessons monitored as part of maths scrutiny in Autumn term Guided maths takes place at least twice a week across KS2 Guided maths sessions used to address gaps in learning Discrete arithmetic sessions are planned in in all KS2 year groups to regularly consolidate arithmetic skills. 	From autumn 2021	R: Teaching Staff T: Teaching Staff M: SLT/NB	
4 (Mathematics -assessment) Formative assessment practices are embedded and information used to plan next steps.	<ul style="list-style-type: none"> Refresh Yellow assessment challenge sheets. Maths assessment information. Objectives highlighted on TT Data analysis used effectively e.g. Differentiation on planning. 	From autumn 2021	R: Teaching Staff T: Teaching Staff M: SLT/NB	
5 (Mathematics- assessment – identifying the groups of children) Identify children who are in a specific group and those who are not on track to meet expected and plan for individuals.	<ul style="list-style-type: none"> Gap analysis information. Analyse summer 2 summative assessment and plan for individuals and specific groups. Formative assessment Summative data stops Moderation Planning scrutiny- SLT ongoing programme 	From autumn 2021	R: Teaching Staff T: Teaching Staff M: SLT/NB	
Development of English				
6a (English- assessment – identifying the groups of children) Identify children who are in a specific group and	<ul style="list-style-type: none"> Formative assessment Summative data stops 	From autumn 2021	R: Teaching Staff T: Teaching Staff	

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those who are not on track to meet expected and plan for individuals.	<ul style="list-style-type: none"> • Moderation • AR- diagnostic reports monitoring • Monitoring of Guided Reading planning autumn • Planning scrutiny- SLT ongoing programme <p>Autumn:</p> <ul style="list-style-type: none"> • Analysed summer 2 summative assessment and plan for individuals and specific groups. • Formative assessment sheets used in writing and reading. Tick sheets used in writing assessment: Year 6, Year 5, Year 4, Year 2. • Summative assessment in GPS and reading takes place half termly: past SATs papers and Rising Stars tests. • Twilight Moderation of writing and moderation taking place across year groups. • Guided reading action points from observation checked to ensure they have been actioned in autumn term planning. <p>Spring:</p> <ul style="list-style-type: none"> • Formative assessment sheets used in writing and reading. Tick sheets used in writing assessment: Year 6, Year 5, Year 4, Year 2. • Summative assessment in GPS and reading takes place half termly: past SATs papers and Rising Stars tests. • Twilight Moderation of writing and moderation taking place across year groups. 		M: SLT/KT,RO	
6b (English Writing -Sentence Level skills) Sentence level skills will be developed through the provision of a rich curriculum. Children will write in response to texts which are part of the creative topic-based curriculum.	<ul style="list-style-type: none"> • When planning recap previous skills taught in previous KS or year. - Planning clearly references sentence level skills- explicit teaching. Autumn term and then continued every writing lesson. (RO and KH delivered training on the July INSET day to inform teachers of this and give ideas for practice) • Recap all non-negotiable before every write. • Model and magpie in all English lessons and other subjects where appropriate- GPS focus as well as enriching vocabulary. 	From autumn 2021	R: Teaching Staff T: Teaching Staff M: SLT English team	

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	<ul style="list-style-type: none"> Children and peers to self-assess using the Success criteria. Improvement in children's sentence structure. (monitoring of writing autumn 2) <p>Autumn:</p> <ul style="list-style-type: none"> Taken feedback from staff during staff twilight 28.9.21 about sentence level work. General consensus was that it has been useful for children to recap and is something staff are dropping into lessons. Staff told that Autumn term topic book scrutiny will focus on sentence level work. <p>Spring:</p> <ul style="list-style-type: none"> Tuition Y1 1:4 20 mins x 5 groups sentence level work Weekly Writing Intervention for Year 6 children. Topic Book scrutiny saw evidence of improved sentence structure. Staff Meeting delivered on 18.1.22 to highlight importance of oral language and reading development on sentence level work and grammar. 			
<p>6c (English – reading and writing) To identify opportunities and celebrate cultural and racial diversity (*see development of creative curriculum 10c)</p>	<ul style="list-style-type: none"> Share reading a variety of materials that celebrate diversity and inclusion (KSI KS2)- West Sussex lists. Planning scrutiny to identify where materials are used to promote Diversity and inclusion. Autumn term assembly to introduce new books written by BAME authors and/or a story focused on celebrating cultural and racial diversity that are available in the library. Reading recommendations for World Book Day included novels by BAME authors. New books, celebrating cultural and racial diversity bought, ready to be distributed after discussion with LS about ensuring our curriculum includes opportunities to study and celebrate diverse figures (in history, in literature etc). <p>Autumn 2020/2021:</p> <ul style="list-style-type: none"> Autumn term assembly to introduce new books written by BAME authors and/or a story focused on 	From autumn 2021	<p>R: Class Teachers T: Class Teachers M: English team</p>	

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	<p>celebrating cultural and racial diversity that are available in the library.</p> <ul style="list-style-type: none"> - Spring 2021: - Reading recommendations for World Book Day included novels by BAME authors. - New books, celebrating cultural and racial diversity bought, ready to be distributed after discussion with LS about ensuring our curriculum includes opportunities to study and celebrate diverse figures (in history, in literature etc). - New books, celebrating cultural and racial diversity bought, ready to be distributed after discussion with LS about ensuring our curriculum includes opportunities to study and celebrate diverse figures (in history, in literature etc). - Autumn 2021: - High quality texts delivered to each year group to promote reading about ethnically and culturally diverse figures from history. - Visit from Kate Morrison on 11.11.21 to Year 6 to share her experiences as an author and to share her text which is written with a BAME main character. - Book List collated with topic related texts and BAME authors/characters identified. - BAME books recommended by teachers on KS2 SATs and Moderation Training event. Collated and shared with staff on Twilight Moderation Staff Meeting 30.11.21. 			
Development of SIAMS (Development of Spiritual Moral Social and Cultural Development, Behaviour and Well-Being)				
<p>7a (Spiritual Development and Worship)</p> <ul style="list-style-type: none"> • Continue to develop the spiritual, moral, social and cultural teaching and learning for pupils so that children demonstrate a high-quality awareness of themselves, others and the world around them. 	<ul style="list-style-type: none"> • Children are able to be reflective about their own beliefs (religious or otherwise) and perspective on life • Increased RHE lessons to reflect on mindfulness and well being • Children develop their knowledge of, and respect for, different people's faiths, feelings and values • Children develop their sense of enjoyment and fascination in learning about themselves, others and the world around them. • Children develop their use of imagination and 	From autumn 2021	<p>R: Worship and Vision team T: All staff M: Worship and Vision Team</p>	Release for courses

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	creativity in their learning <ul style="list-style-type: none"> Children develop their willingness to reflect on their experiences. To record pupil voice, Strands of SIAMS – pupil voice to be collected by School Council Children lead worship. Develop Prayer Spaces around the school - Prayer week in March set for Wednesday 16th March - Friday 18th March 2022 Oct2021 Meeting with 'Off the Fence' to plan a dedicated prayer week in March 2022. Nov 2021 Letter sent to local churches and Governors asking for voluntary support.			
7b (Spiritual Development and Worship) <ul style="list-style-type: none"> Provide more planned opportunities within worship for pupils to develop a deeper appreciation of the Christian belief of God. 	<ul style="list-style-type: none"> Year 6 have taken greater responsibility for whole school worship in assemblies. They lead prayer and suggest worship songs as part of the Worship Team and Worship Club. Picture News- link to School and British Values- children's responses Prayer spaces- Assembly theme links children's responses. E.g. prayer tree, bricks Introduce Worship Awards 	From autumn 2021	R: Worship and Vision team T: All staff M: Worship and Vision Team	
8 (Pupil Voice) Pupil voice is developed so that children are able to articulate the choices that they have made with regard to social action including the reasons behind the charity choices that they have made.	<ul style="list-style-type: none"> Evidenced Across the curriculum. Subject leads to promote and monitor. Art Council –worked with local artist to design mosaics for prayer garden. Contributed to Offington Park Christmas tree festival – fruits of the spirit. School Council – presented and then choose charities to support this year and how Eco Council – Sustrans, recycling Worship team Prayer Spaces (internal and external) Classroom prayer areas developed and linked to the assemblies. Prayer week booked for March Pupil Voice Survey – Year 6 Heads, duties and ambassadors met with Mrs Simpson to review and update the pupil survey. All children to complete in 	From autumn 2021	R: All staff T: All staff M: SLT	

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	Autumn term <ul style="list-style-type: none"> Staff Survey- spring See above section 9 			
Creative Curriculum				
9 Using the OFSTED quality indicator, all staff look at the quality of the curriculum in their year group.	<ul style="list-style-type: none"> Identified year groups to revise specific topics. All non-core subject leaders continue to review and monitor subject intent). Subject action plans for all subjects to be written by subject leaders. Subject staff meetings Action plans reviewed and folders maintained. Enrichment links with local High Schools – Year 5 Maths team attended St Oscar Romero maths competition. Davison pupils coming to support prayer spaces. 	From autumn 2021	R: Teaching Staff T: Teaching Staff M: SLT Govs	Budget increase for subject development and release.
10 (a) Many aspects of our curriculum are fully embedded in our topic approach and are revised regularly. The following subject areas are to be reviewed and refreshed within the topics: Science History Geography Art	<ul style="list-style-type: none"> Staff coordinators will lead training- science external visitor. Staff coordinators will monitor planning and support staff to plan activities linked to their topics and opportunities to promote cultural capital. Subject action plans for all subjects to be written by subject leaders. Planning- enquiry questions identified for each unit of work. Meeting with link advisor- autumn term 2021- see visit report <p>See the individual action plans for these subjects.</p>	From autumn 2021	R: Subject Leaders T: Teaching Staff M: SLT/Govs	
10(b) Assessment of Foundation subjects	<ul style="list-style-type: none"> Key subject objectives have been grouped by topic to assist formative assessment. Differentiation is clearly identified on the planning and then assessment is bespoke. TT to assess outcomes not coverage. Review and assess skills identifying gaps. 	Ongoing	R: All teachers T: All teachers M: Subject Leaders	

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10(c) Black History Month (October 2021). Review subjects to ensure a broad and balanced representation of a mix of cultures.	<ul style="list-style-type: none"> • Planning across the school. • Each year group to plan in the use new texts with a variety of materials that celebrate diversity and inclusion. • Staff meeting time given to develop curriculum opportunities – autumn 2021 		R: All teachers T: All teachers M: KT	

Wellbeing:

Task	How will we know we have been successful? Evaluation Autumn Spring Summer	Timescale	Personnel Responsible (R) Those Involved (T) Monitoring (M)	Cost Implications
Staff and Children Wellbeing				
1 Mindfulness Mindfulness (second year-continue to enhance wellbeing of staff and pupils).	<ul style="list-style-type: none"> • Staff use the resources and find them helpful. They use the resources as best suits their class and timetable • Staff notice and record positive effects on wellbeing through using the wellbeing resources strategies. 	From Autumn 2021	R: All Staff T: All teachers M: Wellbeing Team/RHE Leads/Governor	
2 Wellbeing New document- Education Staff Wellbeing Charter September 2021.	<ul style="list-style-type: none"> • Implementation of new Charter and signposting support. • Well-being breakfasts • Staff Well-being survey- Spring 2022 • Wellbeing section on the web site • Mental well-being materials distributed • 'Hug in a Mug' (suspended until summer term) • Staff environment walk- appreciation of other's teaching areas (start of every term) 	All year Spring 2022 Start of every term- environment	R: Inclusion Manager RSHE team T: All staff M: SLT/Govs	

Planning Assessment Recording and Reporting:

Task	How will we know we have been successful? Evaluation Autumn Spring Summer	Timescale	Personnel Responsible (R) Those Involved (T) Monitoring (M)	Cost Implications
<p>Ia Progress and Attainment</p> <ul style="list-style-type: none"> • Early identification of those groups of children (specific groups including disadvantaged) who are not on track to meet age-related expectations. Target to ensure that gaps in their progress and attainment are as small as possible by the end of the academic year 2022. (Diminishing the difference.) • Identify children that are not in a specific group and are not working at age expected. (<i>When outcomes in summer 2021 were compared with data spring 2020 this groups of children have not made the expected 'catch up' and have been adversely impacted by the partial school closure.</i>) 	<ul style="list-style-type: none"> • Target setting autumn 1 reviewed through year • Progress review meetings • Data analysis • Target Tracker (comparison data March 2020 to July 2021) • Performance Management objectives, Midyear meetings • Teachers to assess individuals • Identify gaps in their learning • Plan carefully to address the gaps • Identify individuals that need additional intervention • Feedback to SLT (autumn 1)- set target for the end of year • Target Tracker Notes updated regularly. • All assessment • Personalised Learning 	Autumn term initially	<p>R: Class teachers T: Class teacher/SLT M: SLT</p>	
<p>Ib Set up intervention programme bespoke to the needs of the identified children (English and Maths)</p>	<ul style="list-style-type: none"> • Class teachers to identify children (Yr4,5,6) • Tuition sessions – autumn 1 Year5 • Plan sessions in detail • Liaise with parents/carers- parent meetings • See 'Catch Up Plan' • Resources bought to support the reading intervention in YrR-Yr3 (RWI) 	Autumn term initially	<p>R: Class teachers T: Teachers delivering the programme/SLT M: SLT/DP</p>	<p>Costing 4 days per week Main scale teacher x2 Autumn term.</p> <p>£4,000</p>
<p>Ic (English/Maths – assessment) Continue to identify greater depth children and those children that have the potential to work at a higher level.</p>	<ul style="list-style-type: none"> • All teachers to plan for children working at a higher level- differentiation. • Children identified by class teachers and discussed with SLT- targets set. • Spring 1 progress review meeting target children for potential GD. 	From autumn 2021	<p>R: Class Teachers T: Class Teachers M: SLT, Report to Governors Summer 2021</p>	
<p>Id (EYFS) Overview (see EY action plan) Statutory Framework for the Early Years Foundation Stage. Birth to 5 matters. Development Matters.</p>	<ul style="list-style-type: none"> • Embed new document. • Review planning • Formative assessment methods review- July 2021 		<p>R: Headteacher T: EY Staff M: SLT</p>	

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Assessment Planning Expectations Curriculum (Reading framework 2021)	<ul style="list-style-type: none"> • Maths assessment sheet adopted • Baseline completed • Guided reading- implementation • Phonics- fidelity and training for new staff. • Observation expectations • Outside classroom- improvement plan 			
2 SIAMS the self-assessment framework is continually reviewed and revised with the desire that the school demonstrates excellence. (The SIAMS Self Evaluation should be viewed alongside this document)	<ul style="list-style-type: none"> • Teams are responsible for targeting specific strands of the framework (see individual action plans)- continued • Develop community links with other Church schools (Worship Leads) <p>Autumn – Communication with Davision High School to support the prayer week</p>	From autumn 2021	R: Deputy Head T: Staff and governors M: SLT/Govs	
3 Policies and guidance notes to be updated on a rolling programme.	<ul style="list-style-type: none"> • Approved at FGB termly (See Matrix for policies that need an annual/cycle update.) 	Termly	R: HT/School governors T: School Governors M: SLT	No cost

Staffing and Infrastructure:

Task	How will we know we have been successful? Evaluation Autumn Spring Summer	Timescale	Personnel Responsible (R) Those Involved (T) Monitoring (M)	Cost Implications
1 Prayer Garden Renewed plans for the prayer garden will be drawn up in Autumn 2019. These plans are to be implemented in 2021 - 2022.	<ul style="list-style-type: none"> Governors, parents and wider community support the school community in regenerating the Prayer Garden. Gardening working party- autumn term Plan of area Mosaic installed 19.11.21 	2021-2023	R: School Council/Worship and Vision team T: See team M: SLT	Funds from FAB
2a (Building and Grounds) Review WSCC Premises Development Plan and incorporate recommendations into cycle of premises development and SCA (School Condition allocation) - October 2021	<ul style="list-style-type: none"> Resurface public staff areas/walk way and car parks including field path Replacement of Hall doors Appeal to WS for the funding for the field- visit from WS/and surveyor. 	From Autumn 2021	R: Headteacher/ SBM/PM T: Governors/SLT M: SLT/Governors	Individual project costs Approximately £100,000
2b Governor Fund -Refurbish the 'Wrap Around Care Facility (internal works).	<ul style="list-style-type: none"> Kitchen refit 	August 2021 (summer hols)	R: Headteacher/SBM T: Governors/SLT M: SLT/Governors	See quote
3a Staffing Delivering the tuition and 'Catch up' programme (x2 teachers).	<ul style="list-style-type: none"> Autumn term - additional teacher to support identified children and year groups make accelerated progress. Additional Intervention targeted for small group in Year 1 and Year 4 with teacher 	Autumn term	R: Headteacher/SBM T: Governors/SLT M: SLT/Governors	See budget
3b Wrap Around Care staffing	<ul style="list-style-type: none"> Recruit and train staff for Wrap Around Care Manager appointed 	Summer/autumn	R: Headteacher/SBM	See budget
3c Provide effective training mentorship and support for Early Careers Teachers.	<ul style="list-style-type: none"> Select provider Dep Head familiarise self with ECT framework and Guidance. Appoint an Induction tutor and mentor. Programme of induction 	Begin autumn 2021	R: Deputy Headteacher T: ECT/DH/DV M: DH	
3d Provide effective training mentorship and support for Higher Level Teaching Assistant (HLTA)	<ul style="list-style-type: none"> Book course Provide opportunities for teaching Mentor 	Begin autumn 2021	R: Headteacher T: HLTAs M: Headteacher	See budget

Governors

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Curriculum 1 – 9; 12 – 16 (Development of Maths, English, RE, RHE/RSHE, Creative Curr. Mindfulness)	Curriculum Committee – Monitoring impact of SSAP on Curriculum provision – termly agenda items – on-going Governor Visit – Scrutiny of Writing (Termly); Maths Scrutiny (Termly) – See Visit Reports Topic Book Review – Spring Term Governor Visit Sports Premium Use (ToC) – Governor Visit (Report Spring 2022) Spring/Summer 2022 Humanities Monitoring (Art, Geography History) (RM) – Evaluation – See Governor Minutes and Visit Reports	On-going	M : Curriculum	
10 – 11. Staff Well-Being and Pupil Voice	Staffing & Pupil Committee – Review policies, ensure LA Model polices adopted. Mental Health and Well-Being Link Governor appointed. (JCr) (Meeting with TM/DP – Spring Term 2022) Review Staff Surveys Spring/Summer Term – Staff Well-Being Survey – impact of pandemic on staff well-being Comms Committee Governor to attend School Council. (Spring Term 2022 ToC – Visit Report) Review Surveys (Parent, Pupil) (See Gov Minutes Autumn 21/Spring 22) Evaluation – See Governor Minutes and Visit Reports	On-going	M: Staffing & Pupil Comms	

<p>PARR 1. Assessment</p>	<p>Attendance at SDR – termly agenda item – on-going SEND Link Governor (JCo) – termly meeting with Inc. Manager Termly agenda item for review Progress Reviews – Curr. Governor attends Evaluation – See Governor Minutes and Visit Reports</p>	<p>On-going</p>	<p>M: Curriculum</p>	
<p>2. SIAMS</p>	<p>Attendance at SIAMS meetings within school (30.03.22) Curriculum – provision Comms – Ethos/Community Evaluation – See Governor Minutes and Visit Reports</p>	<p>On-going</p>	<p>M: Curriculum/Comms</p>	
<p>3 Review of Policies and Guidance Notes</p>	<p>Reviewed by Committees/FGB as appropriate NB: Sections 6 – 7 : Curr. Policies reviewed by Curr. Policies – Use of GVO Policy Maintenance/Live to Public/Review Schedule/Responsibility Governor Visits – impact Evaluation – See Governor Minutes and Visit Reports</p>	<p>On-going</p>	<p>M: Committees/FGB</p>	
<p>Staffing & Infrastructure 1 (Prayer Garden) Renewed plans for the prayer garden will be drawn up in Autumn 2019. These plans are to be implemented in 2020 – 2021 – on hold due to pandemic</p>	<p>Resources/Comms Governor to attend working party meetings. Updates to Resources/Comms Committee (Agenda item) Governor Visit – Completion of works – evaluate impact – Evaluation – See Governor Minutes and Visit Reports</p>	<p>On-going</p>	<p>M: Comms/Resources</p>	<p>Possible funds from FAB?</p>
<p>Staffing & Infrastructure 2a Review WSCC PDP and incorporate recommendations into cycle of premises development and SCA (School Condition Allocation – previously known as LCVAP) grant – November 2020. . Resurface public staff areas/walk way and car parks including field path . Development/redesign and fit of Yr6 washrooms 2b Accumulating Fund (Building and Grounds resurfacing public staff areas/walk ways/car parks including field path, yr 6 washrooms and replacement of hall doors 2c Governor Fund</p>	<p>Updates to Resources Committee (Agenda item) Governor visit on completion of works WAC facility – refurbishment (Gov visits – see Minutes) Review and approval of use for Accumulating Fund – Annual Next due 2023 Review of SCA Allocation/DFCG Grants – Next due 2022 Governor Fund – Termly Agenda Item Evaluation – See Governor Minutes and Visit Reports</p>		<p>M: Resources/</p>	<p>Possible use of Governor Fund?</p>

<p>Staffing & Infrastructure 3 (Building and Grounds) Review WSCC Premises Development Plan and incorporate recommendations into cycle of premises development and LCVAP bids.</p>	<p>Updates to Resources Committee (Agenda item)</p> <ul style="list-style-type: none"> Phase 2 of the roof renewal took place over the summer holidays 2018. On completion a further LCVAP bid will be drawn up identifying the final area of roof work to be renewed. To develop the school further we would like to consider the security to the school building. Costing for key pads on main external doors to be costed and incorporated into a future bid. Cost railings and barrier for car parks- safety. <p>Resources Committee – Agenda items (Costs – evaluate impact of completed works) Governor Visit – 11.19 : IT Refurbishment (See visit report) Governor Visit – 11.19 : Hen Class Refurbishment (see visit report) NB: Monitor staff well-being re lower height of sinks – appropriate for children inc. bending for adults Governor Visits – Premises Survey (inc. Security) (Nick Laycock – date to be confirmed Spring/Summer Term 2022 Evaluation – See Governor Minutes and Visit Reports</p>	<p>From Autumn 2018</p>	<p>M: Resources</p>	<p>Individual project costs</p>
<p>Staffing Structure</p>	<p>Autumn Term – Review of Staffing structure following appointment of DHT</p>	<p>Autumn 2021</p>	<p>M. Staffing & Pupil/FGB</p>	
<p>Funding</p>	<p>Accountability Sports Premium – Curriculum Committee to monitor use (ToC) Pupil Premium – Curriculum/Resources monitor use and effectiveness Recovery Premium (Catch-Up Funding) - Curriculum/Resources monitor use and effectiveness Evaluation – See Governor Minutes</p>	<p>On-going</p>	<p>M. Curriculum Resources</p>	