



Learning Development Plan for Sustained and Continuous Improvement 2020/21

Introduction

This plan has been compiled with the aim of ensuring that the priorities identified will further improve learning outcomes for children and our wider school community.

The 2020/21 plan targets areas for improvement based on the following: ~

- Recommendations made within our most recent Ofsted Inspection Report (Oct 2017)
- The Education Inspection Framework (May 2019)
- Views of staff, governors, parents and pupils
- Rigorous and regular internal tracking and monitoring of the progress and attainment of all pupils and groups
- Detailed analysis of internal, local and national data (Dorset / DASP data packs for EYFS/ KS1/ Phonics and ASP(previously RAISE) - last two years)
- Local and national evidenced-based research into best practice (eg use of EEF Toolkit, good practice recommendations, visits to outstanding settings, collaboration within DASP)
- DASP Development Plan 2020/21 (See Appendix 2 - links highlighted in green within our plan)
- Key questions raised following a detailed analysis of performance in 2018/19 and outcomes pre and post-lockdown 2019/20

This is a working document, which is regularly reviewed, updated and amended within the context of our School Self-Evaluation Cycle (SEC - Appendix 1).

Headteacher's Vision Statement 2020/21 and Beyond

Damers First School is a school we are proud of and one which has significant strengths. Our school is a positive, vibrant place for all to learn in and our children achieve well and enjoy their time with us. We keep the welfare of our children and their families at the heart of everything we do and the standards of care that we provide for all children, including the most vulnerable, alongside the fostering of a growth mindset amongst all our learners, despite challenging circumstances, all contrive to make this a very good school.

Our dedicated staff and governors have a positive, open-minded approach to providing a relevant and stimulating curriculum based on nature's Harmony principles, achieving high standards and sharing good practice with others. We are particularly proud of the many external partners we have forged strong links with, including those within the DASP partnership, all of whom continue to add to our capacity for further improvement. All staff at Damers have a genuine desire for all children to achieve as well as they possibly can and through a curriculum that is innovative and engaging. This has always been a strength of the school and the leadership team are now well placed to ensure that all groups of children are achieving as well as they possibly can.

Over the last few years the school has grown significantly and it is proposed that the school will convert to a four form entry first school within the next few years. We moved to our current site in April 2017 and although we know that buildings alone do not make a school, they do influence teaching, learning and behaviour for the better and we now have the facilities and appropriate space to further enhance our curriculum provision. Our core vision, aims and values have been translated into the design of our new setting and our new building now provides an appropriate purpose-built backdrop to outstanding teaching, learning and wellbeing.

In October 2017, Ofsted inspectors judged our school to be 'good'. We currently judge our school to be 'good' with elements of outstanding practice. The governing body are increasingly aware of areas for further improvement and following an intense period of development are now better placed to support and challenge myself, the leadership team and other staff in addressing key challenges and helping the school to re-attain its previous outstanding status. This plan, organised under the Education Inspection Framework headings, is designed to ensure that Damers First School moves rapidly towards this goal.

Beyond 2020/21 - Our 3 Year Vision

Our current learning development plan feeds into our key priorities for the next 3 years, which are to;

- Ensure that our place within the Wessex Multi Academy Trust (converted November 2019) secures even greater outcomes for our children
- Ensure that our strong core vision, aims and values remain at the heart of our provision as we develop our new school site
- Refine our focus on wellbeing and behaviour given the changing nature of our specialist base provision, the impact of a global pandemic and the need for a greater focus on mental health and wellbeing at pupil, family and staff levels
- Ensure that through a curriculum that has been designed with a clear and relevant 'intent' that we 'find the learner' within every single child
- Secure parental engagement, fostering a stronger learning dialogue between school and home
- Embed our whole-school 'Learning Model' to ensure that all staff are highly skilled in deepening children's learning and that children recognise and can articulate the skills which they are developing for future success
- Embed a whole-school assessment system which effectively underpins a genuine 'mastery' curriculum
- Build on the foundations of coaching that have been developed so far to ensure that coaching forms a golden thread throughout all aspects of our practice
- Enhance our Artsmark Gold arts provision – ensuring through our planning over the next three years that we create a workforce that are highly skilled in planning for skills progression, understand the ethos behind arts-based provision and make connections between transferable skills across all areas
- Sustain high quality provision in all areas (including addressing the challenges of Covid-secure provision) and in the light of significant budget restrictions
- Secure improvements in outcomes for children through an action research model of professional learning development

Our Learning Development Plan is based on an action research model, reflecting the key questions that we currently have about how to improve learning within our school community

ACTION PLAN REVIEW – **Green** indicates objective met or action completed, **amber** indicates majority of objective met or action completed but further development still needed, **red** indicates that objective hasn't been met or action hasn't been completed

Quality of Education

'How can we ensure that our curriculum design reflects our determination to 'find the learner' within every child?'

'Is our curriculum designed to powerfully address social disadvantage through a relentless insight into human creativity and achievement at its best during a time of significant challenge?'

Priority 1: To refine our curriculum design, ensuring a clear focus on recovery, intent and planning for skills progression across all subjects.
Rationale: In 2018/19 we began to explore the introduction of Harmony principles within our curriculum. It became evident that these provided a powerful tool to ensure that the intent behind our curriculum was clear, that there was a meaningful and logical link between subjects and children's wider learning experiences and that outcomes for children included awe, wonder and a focus on resilience through a greater understanding of nature's principles and their own place within the natural world. This has never been more relevant. We now need to ensure that the implementation of all subjects is rigorously planned within the evolving framework and that our evolving assessment system underpins and informs our provision.
Success Criteria: Staff and pupils are able to clearly articulate the intent behind our curriculum. All aspects of our provision are underpinned by Harmony principles and there is a clear indication within our curriculum planning of the knowledge and skills to be acquired at each stage, building on prior knowledge and agreed end points.

Actions	Resp	Intended Outcomes	Timescale	Monitoring	CPD/ Resource	Milestones		
						Oct 20	Feb 21	Jun 21
* To agree a long term overview of the implementation of Harmony principles and a shared understanding of 'intent' *To clarify and document planning for skills progression in all areas *To use clear assessment system to	MB SLG - Curric Subj Leaders	+Whole school curriculum includes evidence of clear indication of the knowledge and skills to be acquired and when in each subject area +Curriculum is relevant, varied and inspiring and provides a strong link with the beauty of the natural world +All planning (both at child and strategic level) is underpinned and informed by robust and accurate tracking data	By Summer 21 Sep 20+ Ongoing	SEC Lesson Visits Book looks Planning Gov monitoring activity	Teachers' mtgs Learning group x9 Subj based CPD	Draft curriculum overview in place	Subj leaders individual action plans in place and linked with LDP Skills documented Assessment tracking in place for all	Skills documented for ... Subj leaders individual action plans - milestones met Assessment tracking used to inform

track ch's progress in all areas							subject areas	long-term planning
*Embed work of Learning Groups - Reading, Maths, Harmony, Relationships	TB / MB / CS	<p>+Group of professional learners use one specific area of the LDP as a focus for class / learning-based action research and lines of enquiry</p> <p>+Lines of enquiry informed by impact of lockdown/ current challenges</p> <p>+Lines of enquiry and learning activity result in improved outcomes for children in target area</p>	<p>Sep 20</p> <p>Oct 20</p> <p>Summer 21</p>	<p>SEC Lesson Visits</p> <p>Book looks</p> <p>Planning</p> <p>Gov monitoring activity</p>	<p>Learning group x9</p> <p>Subj based CPD</p>	<p>Learning Groups re-established</p> <p>Leaders defining focus of the group</p> <p>Lines of enquiry identified</p>	<p>Members engaged in action-research activity linked with focus area</p> <p>LoE monitored through PM process</p>	<p>Lines of enquiry and subsequent improvements shared across school</p>
*Further develop focus on the use of the outdoors to enhance outstanding provision including the use of Forest School provision KS1 / KS2	<p>MB/SP/EM/ TH</p> <p>SLG - Curric</p>	<p>+Teachers provided with specific guidance on maximising use of outdoors to support risk management</p> <p>+Pupils in EYFS / KS1/ KS2 accessing Forest School provision</p> <p>+Outdoor areas further developed to support outstanding teaching and learning (See sep plan)</p>	<p>From Sep 19</p>	<p>SEC Lesson Visits</p> <p>Book looks</p> <p>Planning</p> <p>Gov monitoring activity</p> <p>Junior Gobs - pupil voice</p>	<p>Release time FS team x3</p> <p>CPD x3</p> <p>Outdoor development - Garden of Hope £</p>	<p>All year groups utilising Learning Group planning from summer term 19</p> <p>All pupils accessing regular Forest School / outdoor provision at least weekly</p> <p>Plans for Garden of Hope drawn up</p>	<p>All pupils accessing regular Forest School / outdoor provision at least weekly</p> <p>Junior Gobs informing next outdoor development_garden of Hope</p>	<p>Outdoor project evaluated</p> <p>Impact on mental health and wellbeing evident</p>

*Further develop focus on broadening experiences - 'Life Beyond Mine'	CS / MB / RN SLG - Curric	+Learning is broad, varied and able to be adapted allowing sufficient opportunity to 'Find the Learner' within every child +Virtual enrichment activities enhance current provision +In termly DP meetings barriers outside of classroom identified alongside learning barriers, teachers proactively addressing disadvantage	From Sep 20 PPM mtgs - Oct 20, Feb 21, May 21	SEC Lesson Visits Book looks Planning Gov monitoring activity Junior Gobs - pupil voice	PPM / DP mtgs at least x3 TA / Teacher led clubs? Assisted places	Ch accessing breadth of learning ... Use of virtual enrichment opportunities evaluated	Ch accessing breadth of learning ... Spring clubs finalised - analysis of attendance / access for PP	Ch accessing breadth of learning ... Spring evaluation used to inform club planning
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'What does 'equity' look like for our disadvantaged pupils when we focus on reading and remote learning?'

'What can the pedagogy within Maths No Problem teach us about outstanding teaching and learning?'

Priority 2: To further develop our understanding of what constitutes outstanding teaching and learning, with a particular focus on our provision for **maths and reading** and the impact of lockdown. (DASP development plan key objective - reading / place value, girls' engagement in maths)

Rationale: 96% of teaching and learning is now judged as consistently good or better. We know that in order to increase the proportion of 'outstanding' teaching and learning in our classrooms we need to ensure that no child is left behind and that the most able pupils are challenged to deepen their thinking and reasoning skills. We have also placed a renewed focus on the lowest attaining 20%, particularly non-movers (PP boys with SEND), with reading prioritised to allow pupils to access the full curriculum offer. We want to use what we know about the value of greater parental engagement, our learning from lockdown and the effective use of virtual contact to ensure that the achievement gap begins to narrow further for this targeted group.

An alternative tracking system (SIMs) was introduced in April 2018. It is clear that as a school we are still in the early stages of establishing a robust and refined progress tracking system that is accessible to all and is robust to challenge.

Success Criteria: No teaching to be judged less than good with increased proportions of outstanding teaching (>30%), particularly in maths and reading. Differentiated planning, questioning and extension tasks identify clearly targeted opportunities to extend and deepen children's learning. Virtual tools used effectively to secure greater parental engagement.

Actions	Resp	Intended Outcomes	Timescale	Monitoring	CPD/ Resource	Milestones		
						Oct 20	Feb 21	Jun 21
*Revisit non-negotiable elements of outstanding teaching and learning using revised Ofsted criteria and Teaching Standards	MB/CS/ SLGs MB/NW	<p>+Teachers demonstrate a clear understanding of what constitutes outstanding teaching and learning - no teaching is judged to be less than 'good'</p> <p>+PM lines of enquiry result in relentless pursuit of 'excellence' in targeted areas</p> <p>+Outcomes from book looks, children's progress and lesson visits reflect evidence of consistently good or outstanding teaching</p>	<p>From Sep 19 Intro of 'open door' Oct 19</p> <p>Learning Groups / LoEs revisited Sep 20 - Ongoing</p>	<p>SEC Lesson Visits Book looks Planning Gov monitoring activity Junior Govs - pupil voice PPMs PM Reviews</p>	<p>Teachers' mtgs Learning Groups Ind lines of enquiry PM release time</p>	<p>Learning Groups re-established PM lines of enquiry identified</p>	<p>All teaching at least good. Proportion of outstanding teaching > 30% All pupils, including boys/ disadvantaged and those with a higher prior attainment have made good or better progress</p>	<p>All teaching at least good. Proportion of outstanding teaching > 30% % of children reaching ARE in maths/ reading at the end of Year 4 >70%</p>
*Update Reading policy to include non-negotiable elements of provision across the school (See Lit Action Plan)	LK / EG / CS Reading Learning Group SLG - curric	<p>+Clearly defined understanding of 'Early Intervention' evident in all Foundation and Year 1 classes</p> <p>+Role of teacher within reading provision clearly defined and reflecting current government advice</p> <p>+Class teachers delivering all targeted provision for non-movers</p>	See Lit Action Plan for target dates	<p>SEC Lesson Visits Book looks Planning Gov monitoring activity Junior Govs - pupil voice PPMs PM Reviews</p>	<p>Teacher Mtgs Learning Group - Reading Ind lines of enquiry PM release time</p>	<p>Tbc with LK LK support plan established Action plan rationale shared with gobs</p>	Tbc with LK	Tbc with LK

		<ul style="list-style-type: none"> +Finalised phonics teaching sequence in place in all classes / detailed and regular assessment of children's progress +Effective research-informed whole class / guided reading in place in each class +Focus on reading for pleasure evident across the school +Literacy Action Plan shows evidence-based targeted areas for improvement, rigour and pace +All staff demonstrate a clear understanding of 'equity' and how to overcome potential barriers to progress 						
<p>*Establish Maths TRG with a focus on fluency and journalling - linked with NCETM Mastery Specialist Teacher Programme (See Maths Action Plan)</p>	NW Maths Learning group SLG - outcomes	<ul style="list-style-type: none"> +The most able pupils are challenged to deepen their thinking and reasoning skills in mathematics +Maths Action Plan shows evidence-based targeted areas for improvement, rigour and pace +All staff demonstrate a clear understanding of 'equity' and how to overcome potential barriers to progress 	3 year programme starting July 19 (See Maths Action Plan for targeted dates)	SEC Lesson Visits Book looks Planning Gov monitoring activity Junior Govs - pupil voice PPMs PM Reviews	Teacher Mtgs Learning Group - Maths Ind lines of enquiry PM release time	Tbc with NW NW support plan established Action plan rationale shared with govts	Tbc with NW	Tbc with NW
<p>*Further develop the whole-school Learning Model based on Bloom's Taxonomy</p>	EG SLG - curric	+Teaching staff confident in the use of specific vocabulary and higher order thinking skills, incorporating these within their planning, provision and assessment processes	Revisit Spr 20 Planned into Learning Group activity	SEC Lesson Visits Book looks Planning Gov monitoring activity	Teacher Mtgs Learning Groups Release time EG		Learning Model reviewed with whole staff Learning Model	Learning Model evident in planning and outcomes

		+Children able to articulate language of Learning Model and key skills for future success	Ongoing	Junior Gvs - pupil voice PPMs PM Reviews			research links with LGs established	Higher order thinking and greater resilience evident in lesson visits
*To further develop and embed an effective assessment system	EG SLs SLG - Outcomes	+All planning is underpinned by rigorous assessment and resulting differentiation facilitates high quality targeted and effective teaching and rapid and sustained progress +Leaders, governors and teachers able to monitor, evaluate, challenge and effectively communicate the progress and attainment of all pupils	Ongoing from Sep 20 Review dates Oct 20 Dec 20 Jan 21 Mar 21 May 21 July 21 EExAT baseline - Sep/Oct 20 EExAT ongoing	SEC Lesson Visits Book looks Planning Gov monitoring activity Junior Gvs - pupil voice PPMs PM Reviews	Teachers' Mtgs x6 EExAT training SLG mtgs x6 (3 days supply)	Assessment Policy updated All baseline assessments completed / targets agreed by Dec 20 Greater depth tracking established	At least 70 % of pupils on track to meet/exceed age related expectations	At least 90% of targets achieved Greater depth tracking established and embedded
*Refine systems for relevant and regular transfer of assessment information for parents *Further develop use of Structured Conversations with a targeted focus on disadvantaged 'Non Movers'	SLT RN/ SLG - Inclusion / SC	+Parents understand how their child is doing compared with ARE, are aware of progress and next steps +Virtual meetings facilitate enhanced communication with parents +Most vulnerable children access effective support from home alongside school intervention	Parent/teacher mtgs Oct 20 Mar 21 Half termly virtual meetings starting Nov 20	Parental feedback SEC Structured conversation impact Book looks Planning Gov monitoring activity Junior Gvs - pupil voice PPMs PM Reviews	Release time for teachers x6 ½ days	Parents' evening accessible targets in place Structured conversations in place for target group of disadvantaged boys Nov 20	Parents' evening accessible targets in place Disadvantaged boys making at least good progress	Disadvantaged boys making at least good progress

		+All staff demonstrate a clear understanding of 'equity' and how to overcome potential barriers to progress						
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Behaviour and Attitudes / Personal Development

‘How can we further enhance the personal development, behaviour, attitudes and welfare of our pupils (and learning community) so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others?’

Priority 3: To finalise our whole-school Behaviour / Relationships policy following the introduction of ‘Steps’ and the development of a mental health and wellbeing strategy . (DASP development plan link with Mental Health focus project)

Rationale: As a school we are facing an increasing number of challenges linked with mental health and wellbeing issues within children and their families. This has been exacerbated by Covid-19 and its impact on people’s lives. These often have an effect on behaviour and relationships within school and have forced us to seek a deeper understanding of this area and to explore a therapeutic approach to behaviour management. We now need to ensure that our behaviour / relationships policy reflects our research in this area and our expectations of all staff. We also recognise through feedback from our parents and pupils that we need to raise the profile of our behaviour and anti-bullying provision to ensure that a shared understanding is evident and supported by all stakeholders.

Success Criteria: Pupils’ impeccable behaviour consistently evident outside as well as inside lessons. Skilled and consistent therapeutic behaviour management evident from all staff groups and all stakeholders are able to articulate the key principles of our whole school ‘Relationships’ ethos.

Actions	Resp	Intended Outcomes	Timescale	Monitoring	CPD/ Resource	Milestones		
						Oct 20	Feb 21	Jun 21
*Update the whole-school Behaviour (Relationships) Policy alongside key stakeholders (See sep Action Plan)	RN/SK / CS EPs/DC	+Regular high quality CPD tailored to needs of all staff and planned to secure targeted improvements	See sep plan from Sep 19 Scenario -based updatesfor	Monitoring and evaluation of CPD SALT/ EP/ OT reviews MLs monitoring	Steps INSET - TAs / New staff Teachers' / TA Mtgs - monthly update	All staff familiar with and using de - escalation script Steps	New Relationships policy established and evident in practice De-escalati	Children experiencing consistent approach to behaviour from all

<p>*Formalise Steps work</p> <p>*Plan and implement targeted CPD linked with behaviour</p>		<p>+All staff demonstrate a shared and consistent understanding of the needs of children with CCN</p> <p>+Staff work with a consistent and shared bank of strategies to support the development of communication-friendly / therapeutic practice across the school</p>	<p>all groups monthly Steps</p> <p>INSET Sep 20 (new staff)</p> <p>StepsMDS / Governors - Nov 20</p>	<p>implementation across year teams</p> <p>Lesson Visits</p>	<p>Release time for RN / SK</p> <p>Tailored programme of CPD for other staff groups - office / NQTs / MDS etc</p> <p>TIS training - SS/SC</p>	<p>ethos evident in behaviour management across the school</p>	<p>on script used consistently and effectively</p>	<p>staff that recognises anxiety as opposed to 'challenge'</p>
<p>*Renew focus on attendance and punctuality for targeted groups</p>	<p>CS/RN/NG/SS</p>	<p>+Attendance / punctuality improves for targeted group</p>	<p>Ongoing from Sep 20</p>	<p>Attendance monitoring</p>	<p>Half termly attendance tracking meetings</p>	<p>Targeted group identified - letter from CS</p>	<p>Attendance for disadvantaged pupils >95%</p>	<p>Attendance for disadvantaged pupils >95%</p> <p>Number of persistent absentees <5</p>
<p>*Finalise and embed whole school mental health and wellbeing strategy (see sep action plan)</p>	<p>RN/CS</p>	<p>+Staff and children access strategic approach to planning for current challenges relating to child and adult mental health</p>	<p>Ongoing</p>	<p>SEC Lesson Visits</p> <p>Book looks</p> <p>Planning</p> <p>Gov monitoring activity</p> <p>Junior Govs - pupil voice</p> <p>PPMs</p> <p>PM Reviews</p>	<p>Mtg time - Mental Health Champions</p>		<p>Action Plan in place and shared with all key staff groups</p> <p>Priorities Articulated</p>	<p>Strategy agreed and finalised</p>
<p>*Further develop staff, children, parent and governor understanding and evaluation of the school's core and British Values</p>	<p>CS/MB</p>	<p>+Vision, aims and values revised and updated to reflect the school's current position</p> <p>+Clear visual display in Main Hall</p> <p>+Children, staff and other stakeholders agree and are able to confidently articulate the school's core values and how</p>	<p>From Apr 20</p> <p>Nov 21</p> <p>April 21</p>	<p>Gov learning walks</p> <p>Assemblies</p> <p>Lesson visits</p> <p>Junior Govs - Pupil Voice</p>	<p>Community Twilight March 21</p>		<p>British / Core Values displayed in Main Hall and classrooms</p>	<p>Children able to articulate school's core and British values and demonstrate through everyday school life</p>

		they relate to their roles within the staff / community						Explicit evidence base of SMSC available on the school website
*Refine school's approach to Online Safety / RSHE Early Adopters Programme (See sep Action Plan)	MB / TO							

Leadership and Management

‘As members of the Wessex Multi Academy Trust (from 1 November 2019) how can we secure greater accountability within the leadership structure to ensure that the design of our curriculum is evidence-based, implementation is rigorously monitored and greater outcomes for children are effectively secured?’

Priority 4: To further develop and strengthen the role of strategic leadership and governance in securing improvements in teaching, learning and outcomes for children with a particular focus on curriculum design and disadvantaged pupils ([DASP development plan link with Disadvantage DG](#))

Rationale: The last five years have seen a significant shift in the focus of leadership within our school. Governors are beginning to play a more proactive role in robustly challenging (as well as supporting) the leadership team and middle leaders now play a significant role in raising standards through effective and rigorous Performance Management. Further work is now needed to ensure that these improvements are sustained and that within the structure of the Wessex MAT, both middle leaders and governors begin to play a more significant role in securing accountability within specific focus areas across the school.

Success Criteria: Governors and middle leaders make an effective contribution to the overall leadership and management of the school leading to improved quality of teaching and outcomes for pupils, demonstrating a detailed understanding of the school's strengths and areas for

improvement based on a secure evidence base. Governors are further equipped to robustly challenge key leaders in driving achievement and both Governors and middle leaders are uncompromising in their ambition.

Actions	Resp	Intended Outcomes	Timescale	Monitoring	CPD/ Resource	Milestones		
						Oct 20	Feb 21	Jun 21
<p>*Further develop the work of SLGs</p> <p>*SLGs to select focus pupils in order to monitor and evaluate progress linked with LDP</p>	CS/SLT	<p>+Middle Leaders, governors and other senior staff such as STAs play an increasingly effective and pro-active role in school improvement through the work of the SLGs</p> <p>+Middle leaders, governors and senior staff recognise their clearly defined role in securing accountability across the school</p> <p>+Middle leaders' and governors' actions are based on a deep and accurate understanding of the school's performance, a secure understanding of local and national data and of staff and pupils' skills and attributes</p> <p>+Governors play an active role in completion of PP self-evaluation alongside senior leaders</p> <p>+Governors are confident to challenge middle and senior leaders</p>	From Sep 19 (half termly)	<p>SLT/SIG - SEC</p> <p>Governor monitoring plan</p> <p>Teachers' meetings</p> <p>CPD evaluation and monitoring</p> <p>Blogs</p> <p>Book looks</p> <p>Lesson visits</p> <p>PP Self-evaluation</p>	Release time for SLG members (STAs x18 hours, middle leaders x12days)	<p>SLG link gvs established with focus on specific areas of accountability and focus pupils</p> <p>Maths and Literacy action plans underpinned by robust understanding of Oct baseline assessments and avg end of year data</p>	<p>Middle leaders / governors can articulate their own level of accountability across the school</p> <p>Link governors reporting impact of their actions to LGB</p> <p>All focus children are making at least good progress</p>	<p>Middle leaders / governors playing key role in securing improvement</p> <p>All children, including boys, the more able and disadvantaged are making at least good progress, with the majority making better than good progress</p> <p>Governors confidently challenging EOY outcomes</p>

<p>*Further develop the Performance Management process through the introduction of Professional Growth Partners / clearly defined Lines of Enquiry / Lesson Study</p>	<p>CS / Teachers</p>	<p>+All teachers explore at least one objective through a clearly defined Line of Enquiry +Professional learning is supported and steered through the effective use of coaching and Professional Growth Partners +Evidence-informed improvements in teaching and learning evident in all classrooms</p>	<p>CPD Oct 20 PM Reviews Oct 20 Lesson visits HT termly reviews Nov 20, Feb 21, May 21</p>	<p>CS PM Moderation Gov Pay cttee SEC Book looks Virtual Lesson visits</p>	<p>PM CPD x2 teachers' mtgs AB/NH - release x3 RN / EG coaching training through TSA £600</p>	<p>CPD delivered to all teaching staff - PM / coaching Teachers define at least one LoE, clearly informed by current context</p>	<p>Coaching model used to support all PM monitoring Teachers leading own LoE plan</p>	<p>First Lesson Study used to inform improvements in targeted area Teachers evaluating impact of LoE</p>
<p>* Embed clearly defined scheme of delegation</p>	<p>CS / MF / SD</p>	<p>+Leaders at all levels are clear about accountability and areas of responsibility within the MAT</p>	<p>Ongoing from Nov 19</p>	<p>SEC</p>	<p>Weekly meeting with MF</p>	<p>Gov meeting schedule tailored to effective implementation of SoD</p>	<p>Link governors sharing impact of their work at LGB</p>	<p>Governors providing effective feedback contribution to trust board</p>
<p>*Ensure that all Governor actions are tightly linked to the evaluation and monitoring of the LDP, (See sep Governor Action / Monitoring Plan)</p>	<p>CS/ SD and FGB</p>	<p>+Governors robustly hold senior leaders to account for all aspects of the school's performance, including the effective use of Pupil Premium and PESS funding through their tracking of 'focus pupils' +Governing Body establish a more rigorous Self-Evaluation Cycle which focuses more closely on the achievement of groups and cohorts across the school</p>	<p>Monitoring reviews Sep 20 Dec 20 Jan 21 Mar 21 May 21 July 21</p>	<p>Gov Cttee agendas and activity SLGs - Link Governors Governor Virtual Learning Visits</p>	<p>Monitoring mtgs</p>	<p>Governor priorities for development identified - action / monitoring plan established</p>	<p>Review of Gov action plan Focus pupils making at least good progress</p>	<p>Review of Gov action plan Focus pupils making at least good progress</p>